

# St Mary's CE Primary School Hawkshaw



*Believe and Achieve Together*

## SEND Information Report

Date of issue:	January 2026
Date of next review:	January 2027

## **SEND information report**

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## Overview

The staff at St. Mary's CE Primary School are extremely ambitious for all pupils to achieve their best. All staff have high expectations for all children, including those with Special Educational Needs and/or Disabilities.

The SEND Team at St. Mary's CE Primary School CE Primary School comprises of: Mrs Longstaff Headteacher, Mrs Thomond (SENDCO and Senior Mental Health Lead) and a team of specialist Teaching Assistants. Mr. Dominic Woodward is the Governor with responsibility for SEND.

If you wish to speak with the SEND Team you can contact school on 01204 886167 or email:

[a.longstaff@bury.gov.uk](mailto:a.longstaff@bury.gov.uk)

[j.thomond@bury.gov.uk](mailto:j.thomond@bury.gov.uk)

Supporting policies can all be found on the school website: <https://stmaryshawkshaw.com/>

Bury's **Local Offer** can be found on the school website, School Information, SEND information.

## The kinds of SEND that are provided for:

St. Mary's CE Primary School CE Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD or ADD), trauma, separation anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Global Delay

### 1. Identifying pupils with SEND and assessing their needs

All children at St. Mary's CE Primary School CE Primary School are entitled to Ordinary Available Inclusion Provision, giving all children with or without special educational needs the same access to the curriculum and extra-curricular activities.

St. Mary's CE Primary School has a graduated response document which outlines the stages of SEND and how we respond. See Appendix A.

### Pupil Progress and Assessment:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make

regular assessments of progress for all pupils. Class Teachers meet with the Senior Leadership Team and SENDCO for Pupil Progress Meetings and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

**NB:** Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

### **Initial Concerns – Notice, Check, Try**

Where high quality teaching does not meet the needs of the pupil and staff are regularly required to provide support 'different from and additional to' their peers, class teachers complete a 'Notice, Check, Try' form in consultation with parents.

### **Solution Circles**

#### **Internal:**

Staff can bring pupils to monthly 'solution circles' at staff meetings, where colleagues share strategies and resources to help support the pupil. Several assessments may be completed at this time. For example:

- Boxall (Social Emotional Mental Health)
- Welcom (Speech and Language)
- TalkAbout (Social Communication Difficulties)
- SNAPS (ADHD)

#### **External:**

External Solution Circles are facilitated by Bury's Community Educational Psychology Service. These sessions bring together professionals including SENDCOs, Outreach Workers, Educational Psychologists to collectively explore strengths, needs and develop actionable strategies to support the individual child's needs.

### **Individual Support Plan**

At this stage class teachers will write an Individual Support Plan and invite parents into school to discuss the targets and get their views.

### **Referral to Inclusion Support**

An Outreach Team Request for Involvement is then completed with parental consent. If the request is accepted at panel specialists from Bury's Outreach Team will come into school to complete two observations and pupil voice before write a report for school and parents. The Outreach Team will work with school and parents to meet the child's needs, drawing up an action plan to be reviewed every six weeks.

### **EHCP**

Once all the evidence has been collated, school and parents can make the decision to request an assessment for an Educational Health Care Plan. Once an application has been submitted, the paperwork will go to an external panel and further evidence will be collated. The decision for an EHCP application from the point of submission takes approximately 20 weeks.

## **2. Consulting and involving pupils, parents and carers**

### **Open Door Policy:**

We have an open-door policy at St. Mary's CE Primary School CE Primary School. Parents can communicate with staff in a variety of ways:

- Email
- Telephone appointment
- Dojo
- At the school gate

### **Website:**

The school website is fully compliant and holds information about SEND policies and procedures as well as information about external services for parents and carers.

### **Parent information:**

Mrs Thomond regularly invites guest speakers into school to deliver parent workshops which target different topics relating to special educational needs. This is an opportunity for parents to informally ask questions and learn more about various strategies.

### **SEND Information Report:**

A group of parents reviewed and contributed to this SEND information report.

### **Early Intervention: Notice, Check, Try**

We will have an early discussion with the pupil's parents when identifying whether he/she needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to and consider all parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Minutes of these early discussions will be added to the pupil's record and given to parents for agreement and signature.

We will notify parents when it is decided that a pupil will receive SEND support and will be added to the school census data.

## **3. Assessing and reviewing progress towards outcomes**

We will follow the graduated approach (**see appendix A**) and the four-part cycle of **assess, plan, do, review** – at St. Mary's CE Primary School, we call these 'Individual Support Plans.' Where a child has an Education Health Care Plan, their Individual Support Plan will reflect their EHCP targets.

The class teacher and TA (if applicable) will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- › The views and experience of parents
- › The pupil's own views (where appropriate)
- › Advice from external support services, as relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupils' progress. We have intervention monitoring forms, which are checked by the SENDCo, and we review Individual Support Plans every term. Individual Support Plans are shared with parents three times a year. Children with an EHCP have a pupil centered EHCP review annually. Additional reviews may be held throughout the year as required.

## **5. Supporting pupils moving between phases and preparing for transition**

We will share information with the school or another setting the pupil is moving to. When a child is transitioning to secondary school, the SENDCO and class teacher meets with the relevant staff from the secondary school setting. All documentation is sent electronically.

For any child with an EHCP, parents are given the opportunity to visit the named secondary setting with a member of staff from the SEND Team at St. Mary's CE Primary School CE Primary School, (Mrs Thomond.)

## **6. Our approach to teaching pupils with SEND**

At St. Mary's CE Primary School all staff are teachers of children with SEND. The teacher is responsible and accountable for the progress and development of all the pupils in their class, as stipulated in the SEND Code of Practice.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. All members of staff have access to Notice, Check, Try forms, Pupil Support Plans and EHCPs and are expected to know the individual needs of our pupils with SEND.

We will also provide the following interventions:

- › Starving the anxiety and anger gremlin
- › Phonics interventions
- › Time to Talk
- › TalkAbout
- › Sensory Circuit
- › Memory Magic
- › Lego Therapy
- › Sand Therapy
- › Drawing and Talking

In addition, pupils are supported by bespoke interventions, which address a range of needs, including mental health, maths fluency, fine motor skills etc.

## **7a. Ordinary Available Inclusive Provision**

We make the following reasonable adjustments to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, coloured backgrounds on TV slides, coloured paper within books, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **7b. Adaptations to the learning environment**

- All classrooms have calm corners
- All classrooms have sensory aids and a sensory box
- Children with SEND access additional sensory circuit activities
- Children have access to wobble stools and wobble cushions
- All classrooms have soft seating areas and cushions

## **8a Additional support for learning (Teaching Assistants)**

We have several teaching assistants who have specific expertise in the following areas:

- Speech and Language
- Early Trauma and attachment
- Autistic Spectrum Disorder
- ADHD
- Mental Health
- Art therapy

Teaching assistants will support pupils on a 1:1 basis and in small groups. A timetable for support is in place in all classes, which has been designed by Teaching Assistants, Class Teachers and SENDCO

## **8a Additional support for learning (Outside Agencies)**

The SENDCO attends termly SENDCO networking meetings

We work with the following agencies to provide support for pupils with SEND:

- The SEND Team
- The School's SEND Cases Worker (for children with EHCPs)
- The Outreach Team

- The School Nurse
- The Early Help Team
- Inclusion Support
- Play Therapists
- Occupational Health
- Speech and Language Therapists (SALT)
- The Visual Impairment Team
- Continence Team
- First Point Family Support Services

The SENDCO produces an 'Overview of Need' document each term. This is a record of all children on our SEND register (i.e. those pupils recorded as 'K' (at SEN support) or as having an EHCP on the census.) This also documents any involvement from outside agencies.

## **9. Expertise and training of staff**

Our Head teacher and SENDCO both have extensive experience in this field and have both been SENCOs in several settings for over 20 years.

We have a team of teaching assistants who are trained to deliver SEND provision.

## **10. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term in Pupil Progress Meetings and in Individual Support Plan (APDR) reviews
- Reviewing the impact of interventions throughout and at the end of each term
- Holding review meetings with the Outreach Team
- Using pupil voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with Educational Health Care plans
- Data analysis (Pupil Progress Meetings and Governor Progress Meetings)
- Termly meeting with SENDCO (Jan Thomond) and Link Governor (Mr. Dominic Woodward)
- SEND policy and SEND Information Report is reviewed annually
- Asking parents to review our Information Report and SEND policy
- Collating parent views at SEND drop-in sessions

## **11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

Our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip in KS2

All pupils are encouraged to take part in sports day, school plays and topic-based workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Extra support is provided for pupils where appropriate.

If parents have any concerns about activities or residential visits, please speak to your child's class teacher in the first instance.

***Please refer to our admissions policy and accessibility policy for further information.***

## **12. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Twinkl PSHE lessons
- Targeted Social Emotional Mental Health interventions
- Sensory diets
- Lunchtime clubs

We have a zero-tolerance approach to bullying. ***Please refer to our admissions policy and anti-bullying policy for further information.***

## **13. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint is not resolved, the complainant should communicate with the SENDCO and then Headteacher. If the complaint is about the Headteacher, the complaint should be taken to the Chair of Governors, Mr. Ned Solanki.

***Please refer to our complaints and whistleblowing policy for further information.***





The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **14. Contact details of support services for parents of pupils with SEND**

Details about support services can be found on the St. Mary's CE Primary School CE Primary School website, under School Information and SEND information.

## St. Mary's Graduated Approach to SEND

Stage 1: High Quality Teaching and ordinary available inclusive provision	Stage 2: Individual Support Plan	Stage 3: Outside Agency/Support Plus	Stage 4: EHCP
Concern about a pupil's learning needs, SEMH needs or behaviour	Learning needs, SEMH needs or behaviour increasing in frequency and or intensity	Learning needs, SEMH needs or behaviour is persistent, frequent, intense in nature	Learning needs, SEMH needs or behaviour is extremely challenging and complex
			
Class Teacher, Teaching Assistant and SENDCO	Teacher/ SEMH Lead/SENDCO	Partnership	Local Authority
<ul style="list-style-type: none"> <li>• High Quality teaching and pre and post teach class interventions</li> <li>• Teacher carry out assessment of environment</li> <li>• Teacher carry out learning behaviour assessment and adapt the learning environment</li> <li>• Seek advice from colleagues at SEN solution circle</li> <li>• Talk to family and pupil voice</li> <li>• Implement advice and feedback following staff solution circle meeting</li> <li>• Complete <b>Notice, Check, Try</b></li> </ul>	<ul style="list-style-type: none"> <li>• Set up an <b>Individual Support Plan</b></li> <li>• More than one intervention now taking place</li> <li>• Headteacher / SENDCO to attend Pupil Case Discussion</li> <li>• Cycles of <b>APDR</b> reviewed termly</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist interventions in school</li> <li>• SEND Team – referral to <b>Inclusion Support</b></li> <li>• Specialist from the <b>Outreach Team</b> to complete an observation and write a report for school and parents with a six week review</li> <li>• Multi-agency planning- Story So Far to be completed</li> <li>• <b>Top Up Funding</b> (Support Plus) application to be considered at this stage</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Request to assess for an EHCP</b> submitted to the LA</li> <li>• All evidence to be submitted to panel</li> </ul>

