



ST. MARY'S RC PRIMARY SCHOOL

WHITELEES ROAD

LITTLEBOROUGH

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Headteacher: Mrs C Ruane



DIOCESE of SALFORD

*"We love God, We love learning, We love each other."*

## **SEND Information Report 2025-2026**

Welcome to our SEN Information Report which is written in line with Rochdale's Local Offer and our Core Offer for learners with Special Educational Needs and Disabilities (SEND). It is written in line with our Accessibility Plan, SEN Policy and the Single Equality Duty. This information will be updated annually.

At St. Mary's RC Primary School, we value all members of our school community. Our core offer was produced with pupils, parents and carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

Special Educational Needs Coordinators (SENDCo) – Miss C Moore and Mrs. J Heyes

Headteacher – Mrs. C Ruane

SEN Governor – Mrs. P Kelleher

### **Our Approach to Teaching Learners with SEN**

At St. Mary's we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures for SEN, taking into account the current Code of Practice (2014).
- We have successful communication between teachers, teaching assistants, children with SEND, parents of SEND children and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- Through a person-centered approach, the children are encouraged to take an increasingly active role in their review cycle, in line with their readiness to do so.
- We work to develop our successful relationship with all outside agencies and Rochdale's SEND services to develop provision and practice.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps of development.
- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

## **Identifying the Special Educational Needs of pupils**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

**a) has a significantly greater difficulty in learning than the majority of others the same age, or**

**b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.**

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and observations and assessments.

There can be many reasons for learners 'falling behind.' These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these barriers to learning are vulnerable. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

### **Our School Context**

In January 2026 our SEND profile shows that we have 21 % of children identified as having SEND. This percentage is made up of the following groups:

35.7%% are identified as having SEND linked to Speech, Language and Communication Needs

40.48% are identified as having SEND linked to Social, Emotional and Mental Health

14.29% are identified as having SEND linked to Autistic Spectrum Disorder

7.1% are identified as having SEND linked to Moderate Learning Difficulties

7.1% are identified as having SEND linked to Physical Difficulties

2.38% are identified as having SEND linked to Profound and Multiple Learning Difficulties

4.75% are identified as having SEND linked to SEN support with no specialist assessment of type of need

2.3% are identified as having SEND linked to Vision Impairment.

Some children are identified as having more than one of the above needs, all needs have been included in the data above.

## **What should I do if I think my child may have Special Educational Needs?**

If you have any concerns regarding your child's progress or wellbeing, then please speak to either your child's class teacher or Miss Christine Moore or Mrs. Jennifer Heyes (SENDCo) to discuss your concerns.

## **Support for children with Special Needs and Disabilities**

If a learner is identified as having SEND, we will provide support that is '**additional to**' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in the individual classes and whole school Provision Maps.

When providing support that is 'additional to' or 'different from' we engage in a four---stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings with, held as part of Parent/Teacher Consultations and Children/Staff Conferences.

**Do** – providing the support – extra assistance for learning or learning aids – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCo - contribute to this review. This stage then informs the next cycle, if necessary. Meetings with Teachers and Teaching Assistants (TA's) to discuss progress of learners are held regularly, as well as termly Pupil Progress Meetings with the Senior Leadership Team (SLT).

This additional support, 'intervention' will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, their needs may require access to technology e.g. Modified ICT equipment, laptops, recording devices etc.

While the majority of learners with SEND will have their needs met in this way, some may require an Education and Health Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan.

### **Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than

anticipated, consideration will be given to adapting the frequency and/or intensity. The termly reviews will involve children and their parents or carers, as well as class teachers, and a record kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech & Language Therapy services, Occupational Therapist, Physiotherapist, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician.

Where a child has an Education, Health and Care plan (EHC), there will be an annual review held in addition to the termly review meetings, taking into account the views of the child, their parent or carer, and all other professionals involved with the child.

### **Opportunities for Enrichment**

At St. Mary's we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

### **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place in the Summer Term; arrangements for transition into our EYFS and transition to Secondary School for pupils with SEND will be planned according to individual need.

During Year 6, information – previously agreed with parents – will be shared with the SENDCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit him or her at St. Mary's or staff from St. Mary's will accompany the child on visits to their next school.

### **What information do I need regarding admissions?**

If your child has an EHC plan and they have our school named on their plan through the review process, they automatically get a place at our school. If your child has SEND and doesn't have an EHC Plan school then follows our school admissions policy, which is available on our school website or at request from the school office. If you have any queries, don't hesitate to contact Miss Moore or Mrs. Heyes to discuss and visit the school.

### **Have Your Say**

This report details our annual information for learners with SEND. To be effective it needs the views of all: Parents/carers, children, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEN. If you have any comments, please contact Miss Moore or Mrs. Heyes (SENDCo) and arrange an appointment. We are always happy to hear your views and work with you in the best interests of the children in our care. See our school's core offer for links to Rochdale Local Authority's Local Offer for Special Educational Needs.

### **Concerns**

If parents have any concerns or wish to make a formal complaint, they may do so in writing to the Head teacher or Chair of Governors. The complaint, how it is dealt with, and its resolution, will be reported to the Governing Body. Parents who are still concerned have the right to complain to the Director of Education. At all times, a complaint will be handled in accordance with the Code of Practice, 2014.

The process is as follows:

1. Arrange a meeting with the Head teacher
2. The Head teacher will then arrange a meeting with the SENDCo, class teacher and relevant professionals
3. If necessary, the complaint will be referred to the Governing Body, through the Chair of Governors and the designated SEND governor
4. If further action is required, the LA will be involved. The LA will enable parents to appeal to an independent body, if reconciliation is unable to be achieved.

Revised: January 2026

Date to be revised: September 2026