

St. Mary's Core Offer for children with SEND (Special Educational Needs and Disability) 2025-2026

At St. Mary's we work together for ALL children.

How we identify individual special educational learning needs

- ❖ Before pupils start at St. Mary's, who have been identified with SEND, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting.
- ❖ If you tell us you think your child has a SEND we will discuss this with you and check it out– we will share with you what we find and agree with you what we will do next and what you can do to help your child
- ❖ If our staff think that your child has a SEND, this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty. We will always discuss any concerns we have with parents and ask that parents do the same in return. We are here to help.

How we involve pupils and their parents/carers in identifying SEND and planning to meet them

- ❖ We are child and family centred so you can expect to be highly involved in what we do for your child.
- ❖ When we assess SEND we will discuss with you if understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will always work together with pupils and parents/carers to create their Pupil Passport and targets.
- ❖ We use homework to repeat and practice activities that are new and presenting a challenge to a pupil.

How we adapt the curriculum so that we meet SEND

- ❖ All our staff are trained to make materials and 'work' easier or more challenging so that every child is able to learn at their level.
- ❖ We use additional schemes/materials so that we have something at the right level for pupils with SEND. We use several different intervention programmes We also use a high level of interventions tailored to children's individual needs.

How we modify teaching approaches

- ❖ All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND such as specific learning difficulties including dyslexia; Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties.
- ❖ We use a number of approaches to teaching – whole class teaching, small groups and 1:1 teaching.
- ❖ We have a range of staff who have had specific training in autism, ADHD, Dyspraxia, Dyslexia, selective mutism as well as specific intervention support

training.

- ❖ We are an Autism Champion School.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (including how we involve pupils and their parents/carers)

- ❖ We use Bsquared trackers and SMART targets to measure progress in smaller steps and at a slower pace than the usual national curriculum
- ❖ We check how well a pupil understands and makes progress in each lesson and give them time to consolidate skills through pre-teaching and consolidation lessons.
- ❖ Our Senior leadership team check the progress of pupils every term (more often if progress is slower) and we discuss what we are doing to make sure pupils make good progress.
- ❖ For pupils with SEND, teachers discuss progress with parents every term or more often if we believe this will help. This enables teachers, parents and pupils to be involved in reviewing and setting targets.

What equipment or resources we use to give extra support

- ❖ We use a range of appropriate resources such as: workstations; picture timetables; support for communication; countdown timers for pupils who need it and we use a range of practical resources to support learning.
- ❖ We have a range of equipment - wobble cushions, weighted toys, putty, Lego, pop-its, chewellery , ear defenders – which help children during the day.
- ❖ We use a range of computer software and we adapt resources to help pupils engage with subjects they find difficult; practice basic skills and become independent learners.
- ❖ We have a specially designed Sensory Room available and an additional sensory space beside it. We also have a room which has a dark space for those children who need it.
- ❖ A speech, language and communication program (WELLCOMM) is used to screen all children to identify any needs which are addressed in house through the use of ELKLAN strategies and WELLCOMM interventions. Where we feel that a referral to speech and language is required the SENDCO will speak to the parents.
- ❖ We have an fully equipped accessible toilet/changing area complete with changing bed.

What extra support we bring in to help us meet SEND:- services; expertise

How we work together collaboratively

- ❖ We have support from specialist teachers/support staff for accessing the curriculum and extra work on SEND related needs (speech, language and communication; visual impairment; behaviour related needs; severe learning difficulties; autism)
- ❖ We get support from local authority services, including the Educational Psychology team
- ❖ We get support from speech and language therapy. We refer pupils for assessment if we believe they need a period of therapy.
- ❖ We get support from occupational therapy for pupils who need assessment for special seating or writing equipment.
- ❖ We get support from physiotherapy for pupils who need it.

- ❖ Together we review the pupil's progress; agree what everyone will do to make teaching more effective and learning easier, and agree targets for the pupil's achievement; how we will work together and what we will each do. At an agreed date we will review how well the pupil is doing and if we are making a difference, and what we need to do next. We include the pupil and the parent in these discussions.

What other activities are available for pupils with SEND in addition to the curriculum

- ❖ We have a number of before and after school activities and all pupils with SEND are included; we provide anything needed to support their equal access.
- ❖ We have regular educational visits and residential trips. Pupils with SEND are always included in these. We provide anything needed to support their full involvement. We choose visits that are accessible to all.
- ❖ School will provide additional resources or staff to support fully inclusive access to the wider curriculum.

How we support pupils in their transition into our school and when they leave us

- ❖ We have close links with our local High Schools.
- ❖ We put an extra transition programme together where needed.
- ❖ Extra visits are put in place.
- ❖ Staff from the High schools come to work with the children in school.
- ❖ Transition books are made for any child who will need these over the summer holidays.
- ❖ When a child is identified as having SEND prior to coming to our school in EYFS, staff can arrange additional visits to the child's existing settings and also encourage additional visits to our school.
- ❖ School staff ensure important information is handed over to the receiving school in a timely manner.

How additional funding works

- ❖ Schools receive funding for all SEND pupils and they provide what pupils need from this (including equipment). The local authority may contribute to very expensive items.
- ❖ If a pupil's EHC Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

Where pupils can get extra support

- ❖ We value parental views and it is important that you are listened to and that you are satisfied with what happens.
- ❖ In school, the Special Needs Co-ordinators (SENDCOs) Miss Moore and Mrs Heyes, are our designated pupil advocate. They will follow up your concern and make sure something happens that you agree with.

Where parents/carers can get extra support

- ❖ There are a number of parent support groups e.g. SENDIASS <http://www.barnardos.org.uk/rochdalesendiass>
- ❖ The Parent/carer forum is called Family Voice. This is an umbrella organisation for all organisations in Rochdale. They can provide information, training and support. They are involved in policy and decision making at the level where we are working on all things at 'Rochdale' level.
www.theparentforum.co.uk

Concerns or complaints

What to do if you are not satisfied with a decision or what is happening (for parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher; the SENDCo or the Headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask for the school governors representative.
- ❖ If you do not feel the issues have been resolved, we will work together to ensure the best possible outcome is achieved for your child.
- ❖ If parents 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.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is Mr Tim Rawdon.
- ❖ The local authority has a panel of Senior managers who consider unresolved issues – we call this the Escalation and Resolution Panel. They will offer you an independent mediator if you are still not satisfied. This person will act as a mediator in a meeting with the person you need to reach an agreement with.
- ❖ The Parent partnership Service (SENDIASS) provide independent information and advice which can be sought following link:
rochdale.sendiass@barnardos.org.uk

