St Mary's RC Primary School

SEND Information Report

This report should be read alongside our SEND Policy (available on our website or from the school office upon request).

2026/27

MEET OUR SENDCO

Jo Ward

My name is Jo Ward and I am the school SENDCO.

I can be contacted at school on 0161 6816663 or at: joanne.ward@stmarysrcps.co.uk.

If I’m not available when you ring school, I will endeavour to respond to you as soon as possible.

Our SEND governors are Rhea Coo, who is a qualified SENDCo, and Lorraine Leonard who has had many years of experience serving on our school governing board .



How do we identify individual special educational learning needs and disabilities?

Early Identification: At St Mary's RC Primary, we know it's important to identify children with SEND (Special Educational Needs and Disabilities) as early as possible and to share information between all the adults working with them.

Inclusive Learning: We provide an inclusive environment for all and are committed to offering all students a broad and balanced curriculum alongside their peers. Through our approach, we also supplement high quality teaching, our universal offer, with targeted strategies and where needed, draw on the advice and support from specialist services.

How we identify need: The identification of Special Educational Needs and Disabilities (SEND) is integrated into our approach to monitoring the progress and development of all pupils. Class teachers are responsible for the progress of every pupil in their class including those accessing support from Teaching Assistants (TAs).

Cause for concern: When difficulties are observed, class teachers discuss initial concerns with the SENDCo, initiating a holistic process to identify the child's needs and determine the most appropriate support. Both informal processes such as discussions, observations and monitoring and formal processes such as pupil progress meetings and assessments are used to identify potential SEND.

After these initial discussions and once parents' views have been sought, targeted provision and support are put in place. We follow a graduated response of **assess, plan, do and review**, adjusting support as needed. If specialist intervention is required, parental consent is obtained before proceeding.

In most cases, pupils are identified as having SEND only if they do not make adequate progress in one of the four areas of need despite high-quality teaching, adaptations and interventions.

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The most common reasons for referral to SENDCo relate to:

- Minimal progress despite high-quality teaching, adaptations and intervention
- Working significantly below cognitive age or peer expectations in specific curriculum areas
- Communication or interaction difficulties that affect relationships or learning access
- Social, emotional or mental health challenges not improved by standard school strategies
- Sensory or physical difficulties that persist despite personal aids or specialist equipment
- Slow progress or low attainment alone does not automatically indicate SEND.

SEN Support: When further support or investigation is required, the child is placed on the school's SEND register allowing their "additional to and different from" provision to be monitored. Parents are informed at this stage and also when external agency support is sought (e.g., CAMHS, SALT, Educational Psychology). If a parent raises a concern about a potential SEND, we discuss, assess and share findings with them. Together we agree on next steps and ways to support the child, taking into account both the child's and the parent's views.

All children on the SEND register have a Pupil Passport and Learning Support Plan.. These are reviewed termly, incorporating the child's and parental voice to guide their ongoing journey.

How do we identify individual special educational learning needs and disabilities?

When pupils joining St Mary's have been identified as having a Special Educational Need or Disability (SEND), we work with the children, parents, and professionals before pupils start at St Mary's. We use the information already available to identify what support their Special Educational Need or Disability (SEND) will need in our school setting.

<u>Pre school</u>

- When pupils have been identified with a Special Educational Need or Disability (SEND) we work with the children, parents and professionals before pupils start in EYFS. We will visit nursery and pre-school settings, or home. We use information provided to identify what support they will need in our setting. We can discuss a transition plan so that we can meet needs of your child immediately

St Mary's follows the cycle of the graduated response

The graduated response - a cycle of assess, plan, do and review.



What type of SEN do we cater for?

We cater for the four Broad Areas of SEN. These include:

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and/or Physical (SP)
Speech, Language and Communication Need (SLCN) Autism Spectrum Disorder / Condition (ASD / ASC)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD)	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD)	Hearing Impairment (HI) Multi-sensory Impairment (MSI) Visual Impairment (VI) Physically Disabled (PD)
	SpLD – dyslexia, dyspraxia and dyscalculia		

How do we involve pupils and parents?

- Parents and carers will be invited into school 3 times a year. At the meeting we will discuss your child's strengths and identify areas of development .
- Progress will be reviewed with your involvement and plans and targets for the next term.
- Children's views are sought before the meeting and, whenever possible and appropriate, children are invited to meetings.

- Support Plans are produced with the children, staff and parents to record their views and allow them to contribute to the planning of provision.
- Parents are informed of training and short break activities through signposting to our family liaison officer, local authority SEND offer and POINT.
- The class teacher regularly updates parents on their child's learning and progress.

- Parents and pupils are asked to complete SEND surveys where their views are shared with Governors and are acted upon to improve our SEND practice.
- Pupils attend pupil voice sessions with the SENDCO and subject leaders to gather information about SEND support.
- School is trialling termly SEND coffee mornings to support parents.

If my child has SEND, who will support my child?

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Class teacher

If your child is not making progress, your child's class teacher will first make sure their learning is suited to them and will make reasonable adjustments and will help motivate your child and monitor progress. If there is little or no improvement, they will seek advice from the SENDCo to discuss if there is anything we can offer additionally.
Staff will use strategies, equipment or approaches identified as helpful to your child's progress.

SENDCo

The SENDCo will help class teachers in identifying children with SEND and consider what else can be tried within the classroom. Once children are identified, teachers can liaise with school staff and help with setting appropriate outcomes and suitable provision to help your child make progress.
The SENDCo may coordinate with outside agencies such as Educational Psychology or Speech and Language. You will be contacted regarding outside agency involvement.

Teaching Assistant

Our teaching assistants may support your child's learning in class, either by directly working with them or by working with others in the class to allow the class teacher to work directly with your child.
Teaching assistants may also take some children for small group or one-to-one interventions designed to help your child make greater progress.

How do we adapt the curriculum and learning environment for pupils with SEND?

At St Mary's, all teachers have high expectations for every child. High quality teaching is the first step to responding to all children including children with SEND. Lessons are carefully planned to meet the needs of all groups of pupils, building on what your child already knows and can do. Teachers identify and remove any barriers to learning so that every child can participate fully. This inclusive approach helps all pupils reach their potential and achieve high standards.

High-quality teaching often meets most children's needs, but some pupils may benefit from additional, structured support to help them make progress. Your child's class teacher regularly checks their learning, both informally and formally, to identify any gaps in understanding. If extra support is needed, the teacher will work with the SENDCo to decide the best way forward.

Teachers use a variety of strategies to support pupils with SEND, including:

- Cognitive and metacognitive strategies
- Clear, step-by-step instructions
- Technology to aid learning
- Flexible groupings and scaffolding

Adaptations may also be made to the learning environment to help all pupils succeed. Examples include:

- Visual timetables in every classroom
- Visual prompts e.g. Widgits, task boards
- Small group or individual support

- Pre-teaching sessions
- Targeted short-term interventions such as WellComm (EYFS and Primary), Phonics, BLAST, Blank Level Questioning, Catch Up Phonics, Toe by Toe, Neli, ELSA, Lego Therapy, social communication groups, well-being groups and individual SALT programmes
- Recommended aids such as coloured filters, wobble cushions, laptops, workstations, fiddle toys, first/next boards, writing slopes, emotional regulation resources, easy-grip scissors, enlarged text, radio aids, low sensory areas and quiet spaces
- 1:1 social, emotional, or mental health support

How do we assess and review pupil's progress towards outcomes?

- We will follow an assess, plan, do review cycle as part of a graduated response.
- The teacher working with the SENDCO will review the individual's development in comparison to their peers.
- The views and experience of parents and the pupil's own views will be sought.
- The school will follow external advice and support from relevant external services.
- The SLT discuss and check all pupil's progress with teachers every term.
- NFER assessments and RWI phonics are used to assess progress
- We will use PIVATs to assess small steps of progress where necessary.
- Interventions are matched to the child's needs and checked for impact.
- Where necessary, St Mary's also uses the following assessment tools to assess different areas of need: Welcomm, Blank Level Questioning, Boxall Profile, YARC, Neli

What is our expertise and what training do we provide for our staff?

- A number of staff meetings, inset days or training courses are allocated each year for training in SEND – this enables all teachers to further their understanding of areas of SEND.
- Our SENDCo has completed the National Award for SENDCOs.
- We have 1 trained ELSA staff member.
- Our HLTA, who delivers speech and language interventions, has received training in Lego Therapy and Welcomm
- Early Years Tas have received ELKLAN, NELI and WELCOMM training.
- Staff have received training on Autism Awareness, Welcomm, BLAST,Neli, Wellbeing, Intensive Interaction
- The SENCO attends training provided by Oldham LA and Emmaus Catholic Academy Trust
- All staff have access to Oldham Connect which provides training and resources to support teaching.
- This year, staff will be accessing further training provided by the local authority and Emmaus Catholic Academy Trust.

How do we evaluate the effectiveness of our SEND provision?

- We review children's progress towards their goals every term.
- We regularly review the impact of interventions.
- Monitoring by the SLT including the SENCO, which includes learning walks, pupil interviews, and book looks.
- We use Insight to track interventions and provision.
- We hold annual reviews for children with EHCPs.
- Parental questionnaires are completed annually.

How do we ensure that pupils with SEND engage in extra curricular activities?

- All children are invited to a range of after school activities and clubs. If additional support is required for children with SEND, then following discussion with SLT and the SENDCO this could be facilitated.
- We encourage all children, including those pupils with SEND, to engage in extra-curricular activities that the school hosts and those available in the local community.
- We provide a wide range of activities to ensure that the clubs we offer reflect a wide variety e.g. cookery, art, forest school.
- To support our working families, we run a before and after school club
- School advise parents about activities aimed at children with additional needs provided via the LA local offer.
- All children are encouraged to go on our Y6 residential to Robinwood.
- All pupils are sensitively encouraged to take part in sports day/ workshops/ school plays etc.
- No pupil is ever excluded from taking part in an activity because of their SEN or disability.
- The school's accessibility plan can be found on the school website.
- Specialist sporting events are arranged for pupils with SEND.
- Attendance at extra-curricular clubs is monitored by school.

How do we ensure that pupils with SEND engage in extra curricular activities?

- We work with QEST (Quality and Effectiveness Team), Educational Psychology, CAHMS, Visual & Hearing Impairment Service, Physical and Sensory Support Team, MHST, Caritas, Pupil Intervention Project (PIP) and Speech and Language Therapy.
- We refer to Occupational Therapy, CAHMS and Community Paediatrics
- The Family Liaison Officer can complete Early Help referrals and assessments.
- School will direct parents to access support from POINT when appropriate.

How do we support children in their transition into our school and when they leave us?

- Prior to joining St Mary's, when pupils have been identified with SEND , we work with the people who already know them (e.g Early Years Team, previous setting)
- The SENDCO and/or Early Years Leader visit children in their current provision
- Children will invited to make additional visits to the setting, this can be arranged with their pre - school key worker.
- A phased entry can be arranged to suit the needs of the child.
- Where necessary children receive transition booklets with photographs of their new teacher, classroom and routines every year. Extra visits will be made to new classrooms.
- Transition to secondary school is supported by close liaison between the Year 6 teacher and our secondary colleagues.
- Transition documents are completed by the class teacher and SENDCO which are passed on to the high school.
- We ensure all SEND information is passed on to high school when children start.
- Additional visits are made to local high schools for children with SEND and other children that may be vulnerable.
- The SENCO works closely on transition with the local high schools.

What support will there be for my child's overall wellbeing?

- The well-being of our pupils holds a very high place in our priorities. We follow the '5 ways to well-being: Be Active, Keep Learning, Connecting, Take Notice and Giving.
- School has a Well-Being Team consisting of a member of the senior leadership team – Mrs O'Leary who is our emotional well-being lead. We also have Ms Rowan, Mrs Millington and Mrs Clarke who are trained emotional first aiders.
- Ms Rowan is ELSA trained (Emotional Literacy Support Assistant) and can deliver 1:1 or group mental health interventions.
- Once a week, special well-being sessions take place which involves the inclusion of each child at some point throughout the year.
- Children who need additional nurture or support emotionally or socially have additional group well-being sessions
- The school has a good working relationship with CAHMS.
- 'School have a universal offer for mental health and wellbeing.
- Sensory circuits and breaks are used regularly.



Mrs O'Leary

Well-Being Lead



Ms Rowan
Emotional Literacy
Lead Support

What support will there be for my child's overall wellbeing?

- School have access to a member of Mental Health Support Team(MHST), Jane, who attends school each week working one-to-one with children with low level anxieties who do not access other services eg CAMHs
- Our well-being ambassadors and school council share the 'Pupil Voice' which has an input into how we provide for the Wellbeing of our pupils.
- Our school's Mission Statement has a direct bearing on the formation of our behaviour policy.
- Our curriculum is used to raise the children's awareness of bullying and our anti-bullying policy.
- Current affairs, literature, historical events are chosen to reinforce our anti-bullying approach.
- Safeguarding procedures are fully in place and robustly checked and monitored by senior leaders and Governors
- . The Head-teacher is the designated Health and Safety officer for school and any concerns should be addressed to her. All staff undertake systematic training to allow them to fulfil their Health and Safety obligations.
- Children are taught how to stay safe on the internet and other technologies through e-safety lessons which are shared with parents to enable them to know how to safeguard their children online.
- Pupils are listened to and there are excellent opportunities for pupils' voices to be heard. Children know that they can talk to a trusted adult who will offer support and advice as each pupil has access to more than one member of staff to offer support and guidance.
- All staff carry out their pastoral care responsibilities efficiently and effectively and the high level of care provided enhances the quality of learning and progress for all pupils, including those with SEND







How do we support children with SEND to improve their social and emotional development?

Personal Development

Mental Health and Well-Being
- PSHE and RSHE curriculum
- Whole School well-being day
- ELSA trained member of staff

British Values
- Woven through the curriculum
- School core values
- A range of religious and cultural
- events throughout the year
- Focus days – World Book day,
- Mental health day, anti-bullying,
- internet safety

Pupil leadership
- Head boy and Head girl
- House captains
- Prefects
- Laudato Si
- Caritas
- Well-being ambassadors
- Pupil Chaplains

School Community
- Strong sense of belonging and togetherness
- Friends of St Mary's events – Christmas and summer fair, school discos, Secret Santa room

Parent workshops/Open Mornings
- Information sharing evenings e.g. transition to KS2, Y6 SATs,
- Open evenings for children new to EYFS, phonics information
- Stay and Pray, Grandparents day,

Personal Development

Enrichment Trips and Visits
- Full, half day and residential school trips
- Visits from the local community or specialists e.g. the police, the fire service, nurse, farm, pantomime shows, mental health workshops,

Extra curricular clubs
- A wide range of clubs offered throughout the year
- Record kept and monitored to ensure
- SEND and PPG are prioritised
- On site before and after school club

The Arts
- Termly performances
- Choir
- All children in Year 4 have cornet lessons
- Year 4 perform with the Halle orchestra
- Year 3 recorder lessons
- Year 6 weekly music lessons provided by Newman college
- Theatre visit to watch the pantomine

Sporting Opportunities
- Whole school sports day
- Inter school competitions
- Opportunities for all children to participate
- Bikeability for Year 6 and Reception

How accessible is the school both indoors and outdoors?

- St. Mary's R.C Primary School is fully wheelchair accessible. We are a single level school with wide internal and external doors to allow for wheelchair access.
- All the furniture we provide for learning is designed for the age and suitability of the activities we do. We are a friendly school and members of staff are available at the start and end of each day for 'handovers' and the sharing of information.
- We have a well-being room.
- We have disabled changing and toilet facilities in both the infant and junior departments
- All classrooms have blinds to control light for children with photosensitivity and visual difficulties
- School seek advice from the Additional Complex Needs service on disabled accessibility and act upon recommendations.
- The school has a range of resources specifically to be used for children with SEND. We use visual/pictorial timetables, workstations, easy grip pencils, first and then boards, visual timers and specialist programmes.
- We use a range of technology including iPads, apps, PCs, laptops and we use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult; practice skills and become independent learners

Who can children and parents contact if they have any concerns?

If you think that your child may have special educational needs, or if you have concerns about any aspect of their provision and/or progress, please talk to us.

In the first instance, talk to your child's teacher.

You may also contact our SENDCO – Mrs Jo Ward who can be contacted via the main office, by ringing the school office on 0161 681 6663

or by email – joanne.ward@st-marys.oldham.sch.uk

Mrs Ward will work alongside the class teacher to deal with any concerns or give details of other services.

What’s coming up!

- Coffee mornings
- World mental Health day
- Early Help drop ins.

Our Newsletter





September 2026

Welcome back to school and to a new school year! A very special welcome to all our new families, especially those joining us in our Early Years Department. I am sure that you will settle in well with our thriving school and church community. Welcome also Ms Tollen, who is joining our Reception Class, teaching alongside Mrs Ward. We wish her well as she embarks on her teaching career at St Mary’s.
A special welcome back to our pupils in Y6. We rely on our Y6 children as role models and pupil leaders. Special congratulations to Felix and Zoe – our new Head Boy and Girl! This year our Y6 children bring with them many special talents and we know they will support all our children to flourish. ***You will smash it!***

School GIFT Team
This year we are working hard to further embed our already ***outstanding*** chaplaincy ***leadership***. Our Pupil Chaplains, Laudato Si, and Caritas Ambassadors will work closely together to model and support ***children’s spiritual development, caring for our common home and Catholic social teaching through*** the formation of the GIFT team. Our young leaders will be supported by Mrs McFee, Ms Rowan, Mrs Morgan and Mrs Peck through regular meetings, an action plan and an after-school club. As in previous years, they will report back to me on their progress and further ideas and initiatives to pupils who live out these values with weekly CST assembly certificates. CAFOD’s Catholic Social Teaching principles are: ***Human Dignity, The Common Good, Participation, Subsidiarity, Stewardship, Solidarity, Preferential Option for the Poor, Distributive Justice, and Promoting Peace.*** By highlighting these principles across learning and worship, we aim to help every child grow in faith, compassion, and responsibility**.** Our CST animal mascots are Luc the deer, Chikandi the giraffe, Patariki the penguin, Sid the sheep, Sofia the sloth, Shristi the Sun Bear, Poppy the Popokotea, DJ the Dolphin and Daisy the Dove. Each mascot will represent a CST principle to support our children’s understanding.



This Year’s School Priorities
This academic year school will focus on the new Ofsted Framework. A focus to further embed adaptations to our curriculum so that ***all our pupils are included and can flourish.*** Through consistent assessment for learning, we will support children to grasp the foundational skills of reading, writing, and maths before moving on. We will further embed our sensory curriculum for our children with complex needs in our Hive and our Nest SEND provision areas.



Termly newsletters can be found on our website.

What can you do if you are not satisfied with a decision or what is happening?

- Your first point of contact is always the person responsible- this may be the class teacher; the SENDCo or the Head teacher. Explain your concerns to them first. If you are still not satisfied with the response, please see the complaints policy on the school website.

- If your concern is with the local authority, contact the Complaints and Representatives Officer, contact details as follows:

  Complaints and Representations Officer
  Freepost- RRGY-TJSR-GHGZ
  PO Box 40
  Level 8, Civic Centre
  West Street
  Oldham, OL1 1XJ
  Tel: 0161 770 1129

- The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit http//www.oldham.gov.uk/pps/info/12/about the service

Further information

More information on what is available to children in Oldham can be found on their Local offer: https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities

Useful information about the graduated response can also be found at: https://www.oldham.gov.uk/homepage/1181/what_is_the_graduated_response