

St Mary's RC Primary School
SEN Information Report
2026/2027



Name of the Special Educational Needs/Disabilities Coordinator:

Mrs. Cat Wilkinson

Contact details:

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Legal/statutory framework and publication duties:

This report is written in line with the SEND Code of Practice: 0–25 years (2015), the Equality Act 2010 and associated guidance. It forms our SEN Information Report, published on the school website, and is reviewed at least annually. Last reviewed: September 2026. Next review due: September 2027.

The kinds of SEND we provided for.

We are a mainstream primary school who welcome and provide for all children, including those with Special Educational Needs or Disabilities (SEND). Having a special educational need could mean that a child had difficulties in:

- **communication and interaction** – Children with speech, language and communication needs may have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or understanding using social rules of communication. These issues may also affect their reading, learning, socialising and making friends and behaviour.
- **cognition and learning** – Children have difficulty acquiring basic skills in reading, writing, number work or understanding information and they are likely to need additional support.
- **social and emotional and mental health** – Children may experience a range of emotional difficulties which could cause them to become withdrawn or to display inappropriate behaviour.
- **sensory or physical needs** – Children may have a physical disability which affects their learning or access to learning.

Roles and responsibilities:

The SENCO (Mrs Cat Wilkinson) is responsible for day-to-day operation of the SEN policy, coordinating provision and liaising with parents and external agencies. The Headteacher has overall responsibility for provision and resources. The governing body appoints a named governor responsible for SEND who meets termly with the SENCO and reports to governors on progress and resourcing. All staff have a responsibility to meet the needs of pupils with SEND; CPD needs are identified through appraisal and managed by the SLT in conjunction with the SENCO.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At different times during their school career, a child may have a special educational need. Here at St Mary's, we place an emphasis on early identification of pupils experiencing difficulties, accessing learning and general school life opportunities.

St Mary's RC Primary School
SEN Information Report
2026/2027



Class teachers, support staff and parents will be the first to notice a difficulty with learning. Parents are consulted at the earliest opportunity where there is cause for concern and are encouraged to talk to staff about any worries they may have - initially with the class teacher who will consult with the SENDCO.

The SENDCO liaises with the Head teacher and Assessment Co-ordinator to analyse data and track pupils' progress. Baseline information, Foundation Stage Profiles, SATs and PIVATS are all used to inform school of pupils who may require early intervention. Assessment is ongoing and progress is tracked termly using the Lancashire Tracking System.

Identification and SEN Support: Where pupils make insufficient progress despite high-quality teaching and targeted interventions, the school follows the graduated approach. At this stage pupils will be placed on the SEN register as receiving 'SEN Support' and have a Teaching and Learning Plan (TLP) which will be reviewed termly.

Where there is evidence that a child has complex and long-term needs that cannot be fully met through the resources and support available within school, St Mary's will seek advice and guidance from appropriate external professionals, depending on the individual needs of the child. This may include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Specialist Teachers, the School Nursing Service and other relevant agencies.

If evidence from these professionals indicates that a child requires provision beyond that which can reasonably be provided through the school's ordinarily available resources, St Mary's will work closely with parents to consider requesting an Education, Health and Care (EHC) needs assessment from the local authority.

The evidence used to inform this decision may include records of interventions and support provided, progress and attainment data, the views of the child and their parents, advice from external specialists, and relevant attendance and behaviour information.

If a parent or carer has concerns or feels their child has a special educational need then they should contact the school SENDCO or class teacher to discuss this further.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

St Mary's is a school that prioritises early identification of pupils experiencing difficulties when accessing learning and in general school life opportunities. Parents are consulted at the earliest opportunity where there is a cause for concern and this will initially be a consultation with the class teacher. The teacher will create a concern form and provide this to the SENDCO who will arrange to work with the class teacher to look at strategies to support a child.

After assessments are made and consultations have been had, it may be felt necessary to begin a teaching and Learning Plan (TLP) for your child. This is a document that specifies exactly what additional provision has been put into place to support your child, their personalised targets and their current assessment data. To develop these plans, teachers will discuss their concerns with parents, taking time to listen to the views of the parents and concerns they may have, before targets and provision is set.

St Mary's RC Primary School
SEN Information Report
2026/2027



Once these plans are created, they will be sent to parents for them to sign. These TLPs will be reviewed termly and the review will be discussed with parents before new targets are set.

Should concerns increase, or children do not make progress despite the provision of additional support and interventions outlined in a TLP, further consultations will be held with parents, the SENDCO and other professionals as necessary and further steps to meet a child's needs.

If parents need help completing forms relating to SEND, the SENDCO is available to assist. There is also support through Parent Partnership provided through the Local Education Special Needs Service and which supports families through SEND processes and procedures.

Specialist services and expertise are available through school. These include: Speech Therapy, Occupational therapy, Family Support, Educational Psychology, Social Services, Child and Adult Mental Health Service (CAMHS), specialist advice from the local special school.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

When pupils are given a teaching and learning plan (TLP) or an EHCP, their voice plays a crucial role in the development of these plans and the provision within them. If a pupil is old enough, or able to, they will have discussions with their class teacher or SENDCO regarding their likes, dislikes, strengths, barriers to learning and their dreams and aspirations. Through understanding these areas, carefully considered provision can be planned for, and tailored to, the individual pupil. Should a child, through being very young or having barriers to communication, not be able to provide the information to inform these plans, the SENDCO will evidence as much as possible about the child through the understanding of them via the parent and class teachers.

Pupils are given a clear explanation of their targets in a suitable way dependent on their age and understanding. The children have targets reinforced during lessons and are supported to understand these through success criteria or visual cues and aides where appropriate.

The pupils will be informed as targets are met and their achievements, no matter how small, will be celebrated.

How will the curriculum be matched to my child/young person's needs?

Class teachers are experienced in planning lessons according to the specific needs of all groups of children in their class and ensure that the learning tasks are adapted to enable children to access learning as independently as possible. The SENDCO, specialist teachers and Educational psychologist works closely with any staff supporting children with SEN, but particularly those who are planning more specialised, individualised provision for children with more complex needs.

St Mary's RC Primary School
SEN Information Report
2026/2027



As far as possible, and when deemed appropriate for the individual learner, children will be exposed to their age related curriculum with necessary support, alongside prior learning gaps being addressed through intervention.

Teaching assistant support for all classes is in place in the mornings during literacy and numeracy lessons and a number of classes have additional afternoon support for the delivery of targeted interventions.

The Lancashire Tracking system is used to track progress and an intervention timetable of support is formulated half-termly, linked to the data and pupil progress. This support takes place either in small groups or one-to-one. Termly progress meetings take place between class teachers and members of the senior management team and the SENDCO to identify support needs.

Staff receive training in different aspects of SEND according to the current needs of the pupils i.e. and these sessions focus upon how children's individual needs can be met within the classroom through strategies and resources. As well as this, staff are able to seek the support of the SENDCO when planning lessons to ensure the best possible provision is given to all learners.

How accessible is the school environment?

St Mary's prides itself on being an inclusive school where everyone is valued, and where staff, pupils and families recognise and celebrate the unique contributions that children of all abilities and backgrounds bring to our community. We warmly welcome everyone into our school family and place the dignity, worth and value of every individual at the heart of all that we do. We have high expectations for all children and believe that every pupil should be fully included in the broad range of educational opportunities available within school.

Our school is situated on a split-level site, with the Foundation Stage, Key Stage 1, hall and library located on the upper level, and Key Stage 2 on a lower level. As a result, access to the upper level is available; however, access to Key Stage 2 and the school playground remains limited at present.

The school provides designated accessible parking spaces for disabled visitors and an accessible toilet for wheelchair users. We have a range of ICT programmes to support pupils with SEND, alongside iPads, laptops and interactive whiteboards in every classroom. Where appropriate and wherever possible, specialist resources to support pupils with SEND, such as writing slopes and recording equipment, will be provided to meet individual needs.

Accessibility and the Equality Duty: The school has an Accessibility Plan that sets out actions to improve access to the curriculum, the physical environment and written information for pupils with disabilities. The plan is reviewed annually and is available on request from the school office or via the school website. Current actions include enhanced ICT provision, accessible parking and an accessible toilet. Future priorities include exploring options to improve access to the Key Stage 2 area and reviewing playground surfaces to enhance accessibility across the site.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

St Mary's RC Primary School
SEN Information Report
2026/2027



The school allocates the support of teaching assistants to classes based on the needs of the pupils within each class. Should a child have an EHCP, their provision will be foremost to any decisions made in regards to staffing to ensure the needs of the individual are met.

Should a child require additional resources or specialist equipment the class teacher will liaise with the SENDCO, who will research the costings for such provision and discuss this with the head teacher. More often than not, the school will purchase these to support the needs of the pupils however this will be dependent on cost.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

There are opportunities to discuss progress with the class teacher during Formal Parents' Meetings in the Spring term.

There is a 'teaching phonics' evening meeting and formal individual appointments to 'Meet the Teacher' for Class 1 in the autumn term. Individual parent meetings will be held in autumn and spring terms. Appointments can be made at any time to see the class teacher or Head teacher. Targets are shared with parents and they are encouraged to support with help at home where appropriate.

Parents may be kept informed of progress by a home/school book, telephone calls, letters, additional meetings and annual school reports. There is a weekly newsletter put on the school website every Friday with details of forthcoming events and the school website is up-dated regularly so parents have ease of access to policies and information regarding school. School also has an app for parents to download for free and this provides instant access to term dates, events, newsletters, absence forms, direct access to the school website and many more features.

School also operates a Parent Pay system for all monetary transactions. Payments can be made on line or at a post office. Parents need to obtain a form from the school office if making payments through the post office.

Staffing and deployment of support (TA allocation and graduated support)

TAs are deployed to support targeted teaching and interventions, working under teacher direction with a 'least help first' approach to develop independence and promote high expectations for all pupils. Where possible, we avoid removing pupils from whole-class learning for extended periods and ensure TA support promotes independence (guided independence strategies). The impact of TA support is reviewed termly as part of the intervention monitoring cycle and adjustments are made based on progress data and quality assurance.

St Mary's RC Primary School
SEN Information Report
2026/2027



What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

The SENDCO ensures that all teaching and support staff receive regular training on all areas of SEND, but more specifically on the areas that are more prevalent within school. These are delivered through INSET days, twilight sessions and independent study modules set for staff.

School has a good relationship with many external agencies, such as educational psychologists and speech and language therapists, and have utilised professionals in a variety of fields to support staff training for more specific areas of need.

Should a child start at St Mary's with a need that we are unfamiliar with, the SENDCO would work closely with parents and seek specialist advice from the school nurse or other agencies, ensuring that all staff are competent in meeting the needs of the pupil as soon as is practicably possible.

Our CPD priorities for 2026-2027 include trauma-informed practice (PACE approach), neurodiversity awareness, sensory regulation strategies and speech, language and communication support. The SENDCO coordinates training and ensures staff receive refreshers; records of staff training are kept centrally and inform future CPD.

Access to exams and assessment arrangements:

Assessment arrangements: Pupils with SEND may be supported in statutory assessments through approved access arrangements (e.g., extra time, adult reader, scribe) where appropriate. The school follows DfE/STA guidance and obtains evidence (from teachers and specialists) to support access arrangements. Parents will be informed in advance of any adjustments for statutory tests.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Before a child starts in school, pupils will be asked to attend a taster session in the Summer term. At the start of the year, the children will be introduced to school gradually, attending only half-days for the 1st week.

Should a parent/guardian or nursery feel a child may need additional support in the transition to primary school, there can be additional visits or other preparation activities that can be arranged in individual circumstances.

When pupils move between classes at the end of the summer term, class teachers will have a planning meeting with the next class teacher to pass on any relevant information. Additional transition activities for moving classes for individual pupils can be arranged should it be felt this would be beneficial.

St Mary's RC Primary School
SEN Information Report
2026/2027



At the end of year 5, there is the opportunity for all pupils to have taster days at local secondary schools. When pupils with SEND move to secondary school, staff liaise with the SENDCO head of year group at the secondary school during the summer term prior to transfer, to discuss any specific needs, and, if appropriate, additional summer term visits are arranged and there is the possibility of attendance at Summer School.

How will my child/young person be included in activities outside the classroom, including school trips?

The school provides a range of after school clubs that are for all ages and abilities. They will take place in the hall or the infant playground which are fully accessible for all pupils. The staff who provide these will be fully informed of any additional needs and a reasonable allocation of additional staffing or equipment required to make these activities accessible can be provided in most cases.

Wherever possible, all trips or activities booked will be done so with accessibility for all pupils in mind. Should a child need additional support to access any trip, there will be a meeting with parents to discuss this and reasonable amendments will be made to make these as accessible as possible.

What support will there be for my child/young person's overall well-being?

At St Mary's we know that some children have extra emotional and social needs that need to be supported, developed or nurtured at different stages of their educational journey. All classes follow a structured PSHE curriculum to support this development. However, for those children who may need additional support in this area, we can employ a range of strategies and interventions such as:

- Social awareness games and activities
- Lunch time and play time support through buddies
- Lego therapy sessions and Play Therapy sessions
- Individualised programmes of work
- Sensory trail outdoors and sensory circuits
- Access external agencies and professionals and follow their advice

At St Mary's, our Behaviour Policy has clear and consistent rewards and sanctions across the school. We have a specific anti-bullying policy that that is followed and as part of the PSHE curriculum, the core principles regarding inappropriate behaviours and bullying are embedded across the whole school.

There are various opportunities for pupils to share their voice to support decision making in the school. The school has a proactive house captain leadership team as well as a chaplaincy team who meet and discuss important ideas and decisions on behalf of their fellow pupils.

St Mary's RC Primary School
SEN Information Report
2026/2027



Pupils who have a TLP or EHCP are interviewed regularly to gather their opinions on the provision they are receiving and to assess how they feel they are being supported and what further could be done to support their academic, emotional and social wellbeing.

Parents and carers are primarily responsible for their child's health and should provide information about any medical conditions. Pupil information sheets are sent out annually to up-date medical needs and contact details.

Documents are shared and kept in each class regarding medical needs and allergies, in order that any new member of staff is aware of these needs. Similarly, a file is given to all PE coaches giving this information at the start of each lesson.

Where possible, parents are asked to administer medication to children at home, but they may make a request for prescribed medication to be administered at school. A parental consent form must be completed with clear instructions. It is a policy of Lancashire County Council not to administer non-prescribed medication.

Any medicine will be stored in accordance with the product instructions and will be administered by a responsible adult. Emergency medicines e.g. asthma inhalers, epipens, will be readily available for the child concerned and not locked away. Any specific training on the administering of medicines will be provided by external professionals. Asthma and Epipen training has been provided by the school nurse as well as glucose monitoring and insulin administration.

Should a child have significant medical needs or allergies, parents, staff and members of the medical profession will meet to draw up a Care Plan.

All members of staff have received First Aid Training and there is always at least one qualified first aider in school. In the case of a medical emergency, an ambulance would be called immediately and then parents would be informed.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The impact of our provision for all pupils is continually monitored by their teacher. Progress and achievement is subject to ongoing assessment and each child's progress is reviewed formally every term in reading, writing and maths.

Those children following a specific Teaching and Learning Plan are monitored against specific targets as part of a termly review cycle and pupil targets within these are adapted accordingly on a termly basis. The pupil and parental voice plays a big part in the review of TLPs and their opinions are used to adapt and plan for any amendments to these plans.

The progress of children with an EHC Plan is reviewed at Annual Review Meetings and review meetings throughout the year.

During Year 1, all pupils take part in national assessment and are screened in terms of their phonic knowledge. In Year 4, the children take a National Times Tables Check to assess if they can recall quickly all multiplication facts up to 12 x 12. At the end of Years 6, the children are formally assessed in Maths and English using Standardised

St Mary's RC Primary School
SEN Information Report
2026/2027



Assessment Tests (SATs). These are something the government requires all schools to do and the results are published nationally.

All additional interventions that children receive are carefully monitored to evidence its effectiveness and impact and this information is provided termly to the SENDCO.

Once all data is collated, there is a termly cycle of pupil progress meetings in collaboration with teachers, Key Stage Leaders and the SENDCO. If the SENDCO feels a pupil with SEND is not making the expected progress for them, despite rigorous support and reviews of individualised TLPs, with agreement from the pupil and parents/guardian, additional specialist support from external agencies can be sought to review the current provision we are offering and request support to plan for next steps.

The SENCO provides termly reports to the governing body detailing numbers on the SEN register, progress outcomes, impact of interventions and CPD activity. Interventions are evaluated for impact and cost-effectiveness; those not showing positive impact are reviewed and stopped or adapted

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

At St Mary's we have connections with different external agencies within Lancashire's SEND department who can be accessed to provide support, assessments and advice about individual pupil's needs.

Additionally, we work closely with a range of medical professionals to ensure a child's needs are addressed and barriers to learning are reduced such as paediatric neurodevelopmental teams, Educational Psychology Services (Lancashire SEND team) GPs, Speech and Language Services (NHS), Occupational Health (NHS), School nursing team, CAMHS, .

When it has been felt necessary, the school have employed private companies to further support our pupils with SEND and the decisions regarding this will be managed by the head teacher and SENDCO

The school works closely with the Children & Family Wellbeing Service (CFWS) to provide early help to families who need support to meet the needs of their pupils and the SENDCO can refer to them or other specialist agencies who can support all areas of wellbeing through undertaking and Early Help Assessment (EHA) and can monitor the impact of this support through the Team Around the Family (TAF) process.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If parents or carers have concerns about the progress their child is making, they should speak to the class teacher in the first instance. If they would like further discussion, a meeting can be arranged with the SENDCO. Should concerns remain unresolved, parents should contact the Headteacher via the school office. This process follows the stages outlined in the school's Complaints Policy, which is available on the school website. Where concerns relate specifically to SEND provision and cannot be resolved through discussions with the class teacher, SENDCO or Headteacher, parents may make a formal complaint using the school's complaints procedure. In cases involving Education, Health

St Mary's RC Primary School
SEN Information Report
2026/2027



and Care Plans (EHCPs) or other statutory SEND decisions, parents have the right to request mediation through the local authority and, where appropriate, access SEND Tribunal arrangements. The SENDCO will support parents in understanding and accessing these processes if required.

Where can I find the contact details of support services for the parents of children/young people with SEND?

School is able to signpost parents to other organisations that may be able to provide additional support. The first point of contact for this would be the SENDCO or the Head teacher.

SENDCO – c.wilkinson@st-marys-haslingden.lancs.sch.uk

Head teacher – head@st-marys-haslingden.lancs.sch.uk

Contact can also be made through the office on 01706 214747

Where can I find information on where the local authority's local offer is published?

Lancashire's Local Authority Offer:

Additional information and the services provided by the Local Authority can be found using the link below:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/about-lancshires-local-offer/>

Details of the SEN register and record-keeping:

The SENCO maintains the SEN register and confidential SEN files. Information is shared on a need-to-know basis with staff supporting the pupil. All records are held in accordance with the Data Protection Act/GDPR. Parents may request copies of their child's SEN records by contacting the SENCO

Accessibility of information:

On request, SEN documents (TLPs, EHCP summaries, meeting minutes) can be provided in alternative formats or translated versions. The school will arrange interpreters where reasonably possible. We gather

St Mary's RC Primary School
SEN Information Report
2026/2027



parent and pupil feedback through termly review meetings, annual surveys and at EHCP reviews to inform provision planning