

*'St Mary's Catholic Infant and Junior Academies are committed to safeguarding
and promoting the welfare of children and young people and expects
all staff and volunteers to share this commitment.'*



ST MARY'S
CATHOLIC INFANT AND JUNIOR ACADEMIES

SEND Information Report 2026 2027

Designation	Name	Date Approved	Date of Renewal
Executive Headteacher	Mrs Samantha Birchall	Sep 2026	Sep 2027
Chair of Governors	Mrs Gill Tuck	Sep 2026	Sep 2027

SEND Information Report for St Mary's Catholic Infant and Junior Academies 2025 2026

Introduction

Welcome to our SEND information report which is part of our Local Offer for learners with SEND. All governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEND. The information published must be updated annually.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Physical and Medical Needs.

St Mary's Catholic Infant and Junior Academies are Mainstream settings.

The academies do not have a designated specialist, special needs unit attached.

What is the Local Offer?

The Children and Families Bill, which came into force in 2014, requires Local Authorities to publish and keep under review information from services that expect to be available for children and young people with SEND aged 0-25, this is known as 'The Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

If you have specific questions about our 'Local Offer' please visit our website – www.federationofstmarys.co.uk Alternatively, if you think your child may have SEN please speak to their class teacher or contact Miss Leah Matthews, our SENCO, on 01744 678603 or 01744 678357

At St Mary's Catholic Infant and Junior Academies we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Miss Leah Matthews: SENCo

Mrs Samantha Birchall: Executive Headteacher

Our Approach to Teaching Learners with SEND

At St Mary's Catholic Infant and Junior Academies, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our schools, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the schools.

High Quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated/adapted and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess:

Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. Pupil Progress meetings, assessment data and tracking area all used to highlight such areas to track children's progress is continually used. If a child fails to make expected progress the next stage would be make use of school interventions and/or outside agencies.

Plan:

Class teachers are responsible for planning and differentiating/adapting the curriculum for all children in their care. If it is felt appropriate, the SENCO and parents will also be involved in this process. If outside agencies have been involved, they may also give advice to staff and help to plan a programme of work.

Review:

SLT and class teachers will continually review the progress of all children. The SENCO is responsible for tracking children's progress termly and will report to SLT and Local Academy Council. Any children who receive additional support/specific interventions will have a Support Plan and this is reviewed termly in conjunction with the SENCO, parents and any outside agencies.

Having consulted with children, young people and their parents, all out additional provision (internal or external) is based on an agreed outcomes approach, and these are discussed with the professionals that offer the support to your child/young person and hold both out internal/external providers and ourselves to account.

Our school improvement plans are about developing learning for all and details planned continued professional development (CPD) opportunities for all staff.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school systems for monitoring progress includes regular pupil progress meetings and staff engage in coaching and supervision.

How we identify SEND

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

'A child or young person has SEN if they have a learning difficulty or Disability, which calls for special educational provision to be made for them.'

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'**

If a learner is identified as having SEN, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St Mary's Catholic Infant and Junior Academies we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all

vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2025 2026, showed that we have 20.62% of children identified as having SEN. Sixteen of the children identified as having SEN, have an Education Health and Care Plan with a number awaiting to apply for the 20 week process for an Education Health Care Plan in both the infants and Juniors. This will be updated in September 2026 3rd week in following new starters.

Assessing SEN at St Mary's Catholic Infant and Junior Academies.

Class Teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning.

At St Mary's Catholic Infant and Junior Academies we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school and local authority (LA) we have access to various specialist services. The school draws on a range of expertise from professionals within the LA and other external agencies. We work closely with services provided by the Area Health Authority, such as speech and occupational therapists. We also employ a large number of Classroom Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO.

What we do to Support Learners with SEND at St Mary's Catholic Infant and Junior Academies

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards detail the expectations on all teachers, and we at St Mary's Infant and Junior Academies are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, lap top computers or other alternative recording devices
- Chunking information
- Positive behaviour rewards system

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on a provision map, which although does not detail the individual learner names, describes the interventions and actions that we

undertake at St Mary's Catholic Infant and Junior Academies to support learners with SEND across the year groups.

Where appropriate, the schools involve outside bodies in meeting children's special educational needs. Parents are fully consulted and involved when the support of external agencies is sought. Parents receive reports about the attainment and progress of their children and there are opportunities to discuss a child's progress and attainment with their teacher.

We modify the provision map regularly, and it changes every year, as our learners and their needs change.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

Some children in the school may have visual timetables and may make use of PECS symbols. Children who are having specific communication difficulties may work with a Speech Therapist or with TA under recommendations of the S&L therapist. They have regular contact with the school and come into the setting to undertake assessments. Reports are passed on to the class teacher, any specific TA/s, SENCO and parents. Children who have severe communication difficulties may be discussed and referred to TESSA (Triage for all Education Support and Specialist Advice), if it is deemed necessary a Neurodevelopmental Pathway referral form may be started, this can only happen if the child has been discussed as part of a TESSA referral through the HIVE, and the panel think it is appropriate. Parents will always be updated with the progress.

2. Cognition and Learning

Class teachers will plan work/activities for their pupils. They will differentiate/adapt the curriculum to take account of different learning styles, interests, abilities. Support staff will support the teachers in enabling children with SEN to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulty.

3. Social, emotional and mental health

Children are supported first and foremost by their class teacher and TA. If a child is displaying severe Mental Health concerns or they display suicidal ideation with the agreement of the parents, further support would be sourced from CAMHS. If cases aren't as severe as this, some support can be sourced from Barnardo's and or Listening Ear.

4. Sensory and/or physical needs

Class teachers plan and differentiate/adapt the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual's needs and specialist equipment and resources may be sourced.

If necessary we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice.

Emotional and Social Development

All children, including those with special educational needs are given appropriate pastoral care and support to ensure that they thrive in school. Individual teachers and members of staff are designated to provide pastoral care and support for every pupil including those with special educational needs. All pupils are listened to, and the anti-bullying policy is strictly enforced.

Accessibility

The school has modified the building to allow appropriate access for children and others with disability. Current facilities include a disabled toilet.

The local academy council has an accessibility plan with funding support through All Saints Multi Academy Trust.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership St Mary's Catholic Infant and Junior Academies, and the schools continuously assess the progress and achievement of all children including those with special educational needs in line with the school's assessment policy and strategy. Parents/carers, pupils and staff are fully involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At St Mary's Catholic Infant and Junior Academies in 2024 2025, we are offering a range of additional clubs and activities. We are committed to making reasonable adjustments to ensure participation for all.

All staff at St Mary's Catholic Infant and Junior Academies have had training on the Equality Act 2010 and are due further training once our new Equality Policy has been ratified by the Local Academy Council. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.' The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."
Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

In-service training in special educational needs is provided to all staff and the SENCO is given opportunities to attend specialist training and cascades information to the staff. Where specialist outside expertise is required the school liaises with appropriate agencies.

Funding for SEND

St Mary's Catholic Infant and Junior Academies receives funding directly to the school from the Local Authority to support the needs of learners with SEN.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to employment. St Mary's Catholic Infant and Junior Academies are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Transition from the infant school to the junior school will be discussed in the summer term of their Year 2, to ensure time for planning and preparation.

Have your say

Here at St Mary's Catholic Infant and Junior Academies we can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, local academy council and staff. So please engage with our annual process to 'assess plan, do and review' provision for SEN.

Our school Local Offer can be found at: www.federationofstmarys.co.uk

Other policies, including the behaviour policy, teaching and learning policy, admissions policy, and assessment policies take careful and particular account of children with special needs or disability.

Complaints

The academies complaints policy states that all complaints should, in the first instance, be directed to the executive headteacher. It also sets out how complaints are dealt with.

Admissions

The admission policy at St Mary's Catholic Infant and Junior Academies follows the guidelines recommended by the LA/MAT and the school is open to all children regardless of their abilities/disabilities

Equality

The equality policy sets out the school's policy for treating all children equally.