ST MARY'S RC PRIMARY ACADEMY
SEND INFORMATION REPORT 2026-2027

Headteacher	Kelly Watson
School postal address	St Marys RC Primary School Tong Lane, Bacup, OL13 9LJ, UK
School telephone number	01706 873123
School website	St Mary's Catholic Primary School and Nursery, Bacup:
School office email address	admin@stmarys.romerocat.com
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Emma Sutcliffe - qualified teacher; National Award for SEN Coordination
Contact email for SENDCo	emma.sutcliffe@stmarys.romerocat.com
Governor with responsibility for SEND	Kieran Heakin
Age range	3 to 11 years old

The information shared in this statutory Information Report is updated annually; any changes which occur during the year will be amended as soon as possible.

The report details our school's individual SEND offer and should be read in conjunction with the Local Offer provided by Lancashire County Council.

Link to our school's SEND Policy	St Mary's Catholic Primary School and Nursery, Bacup: Special Educational Needs

Link to the LA Local Offer/s	Special educational needs and disabilities - local offer - Lancashire County Council
Link to SENDIASS support for parents/carers	Home - Lancashire SENDIAS
OTHER HYPERLINKS (e.g. your Graduated Response document, Intervention overview summary grid, other sources of parental support etc)	St Mary's Catholic Primary School and Nursery, Bacup: Special Educational Needs – Accessibility Policy St Mary's Catholic Primary School and Nursery, Bacup: Policies

Our inclusive culture and vision

St Mary's RC Primary Academy is a small mainstream Catholic academy within Romero Catholic Academy Trust. There are currently 78 pupils on roll and 79.9% of pupils are eligible for Pupil Premium funding. Our current three-class model brings Nursery, Reception and Years 1/2 together, with Years 3/4 and Years 5/6 taught in two further classes. [Confirm current SEND profile before publication: number and percentage of pupils receiving SEN Support, and number and percentage of pupils with an Education, Health and Care Plan (EHCP), using the same census/on-roll date.] Our school vision is “Lead with Faith. Thrive Through Belonging. Aspire Without Limits.” Our inclusive culture is rooted in the belief that every child is unique, valued and made in the image of God. The Trust motto, 'Aspire not to have more, but to be more', underpins our commitment to dignity, belonging, high expectations and participation for every pupil. We aim to provide a secure, stimulating and happy learning environment in which pupils are welcomed into the school community and supported to achieve their best. Pupils with SEND are entitled to a broad, balanced and ambitious curriculum, with reasonable adjustments, targeted support and specialist provision used to remove barriers to learning. We work closely with pupils, parents/carers, class teachers, support staff and external professionals. We seek to identify needs early, use the graduated Assess-Plan-Do-Review approach, monitor the impact of provision and support successful transitions through school and into the next phase of education. St Mary's also has a KS2 Inclusion Base for up to six pupils whose needs require a highly adapted, small-group environment for part or all of their learning. The Base remains part of the mainstream school and is designed to maintain pupils' links with their classes and wider school community, with increased access to mainstream learning when this is appropriate for the individual child.

Our developing Inclusion Strategy 2026–27 responds to the April 2026 Ofsted priorities and is organised around four barriers: language deprivation and communication; communication and interaction (including autism); social, emotional and mental health; and attendance, disadvantage and limited wider experiences. Parent, pupil and staff views have been gathered and are being evaluated as the strategy is finalised. Planned actions and intended benefits will be evaluated before being reported as achieved impact.

Our developing Inclusion Strategy draws together the School Improvement Plan, Pupil Premium Strategy, SEND self-evaluation, Ofsted priorities and pupil, family and staff voice. It identifies four interconnected barriers: (1) language deprivation and communication needs; (2) communication and interaction needs; (3) social, emotional and mental health (SEMH); and (4) attendance, disadvantage and limited wider experiences. Our approach is to ensure every pupil is known, valued, supported and challenged, with dignity, relationships, ambitious adaptive teaching, independence and achievement at its heart.

WHAT KIND OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE SUPPORTED AND PROVIDED FOR IN OUR SCHOOL?

The SEND Code of Practice (2015) identifies 4 broad areas of Special Educational Needs and disabilities. In our school we support and make provision for pupils across all 4 areas of need.

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

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

• 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

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for students with Special Educational Needs Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE, 2015).

The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support students with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for students with SEND. The code covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood.

The code places a duty on schools and academies to ensure that:

• The needs of children and young people are identified early and there is early intervention and help to ensure that they get the very best start in life and education.

• Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives

• Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision

• Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.

• There is a cohesive approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families

• There is a focus on inclusive practice and removing barriers to learning

• Children and young people with SEND are supported to enable them to succeed in education and make a successful transition to adulthood

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC) Speech, language and communication needs
Cognition and learning	Specific learning difficulties, including dyslexia and dyscalculia Moderate learning difficulties Severe learning difficulties Pupils may have difficulties with literacy, numeracy, memory, processing, organisation or acquiring and applying new learning. Support is matched to individual need and may include adapted teaching, small steps, multisensory approaches and targeted intervention.
Social, emotional and mental health	Social, emotional and mental health needs Attention deficit hyperactivity disorder (ADHD) Attention and self-regulation difficulties
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical needs

SEND/INCLUSION TEAM	
Our school's SENDCo and the wider inclusion team	Emma Sutcliffe is the school SENDCo. She is a qualified teacher and has completed the National Award for SEN Coordination. The SENDCo co-ordinates the school's provision for pupils with SEND, supports staff, liaises with families and external professionals, monitors provision and contributes to strategic development of SEND. The wider inclusion team includes the Pastoral Lead, class teachers, teaching assistants and the staff of the KS2 Inclusion Base. The Inclusion Base is led day to day by an HLTA and supported by two teaching assistants, giving a staffing model of three adults for up to six pupils. The Inclusion Base is overseen through the school's SEND and pastoral leadership structures and works closely with class teachers and specialist professionals. Provision is personalised around individual pupils' needs, EHCP outcomes where applicable and agreed targets.

	In our school, every teacher is a teacher of SEND. Staff receive SEND updates, training and support, and specific training is arranged where the needs of an individual pupil require additional expertise. Since September 2026, the school has benefited from greater staffing stability and additional strategic support from an Associate Headteacher with SEND experience. SEND remains a shared responsibility across the three classes, Inclusion Base and wider team. In line with the Inclusion Strategy, teachers remain accountable for inclusive teaching, assessment and progress for pupils accessing the Inclusion Base. The Base is additional provision within the mainstream school, not a fourth mainstream class.
In our school, every teacher is a teacher of SEND. Our wider team accesses professional learning, coaching and external specialist advice to help staff meet pupils' needs effectively.	

IDENTIFICATION OF SEND	
How does the school know on admission, if my child needs additional help?	Before a child joins St Mary's, we seek relevant information from parents/carers and the child's previous school, nursery or preschool setting. Where a child is already known to outside agencies, and with appropriate consent, we liaise with the professionals involved so that effective strategies and reasonable adjustments can be planned before admission. For pupils with identified SEND or complex needs, the SENDCo may arrange additional transition discussions with the family, the previous setting and relevant professionals. Extra visits, photographs/social stories and an individual transition plan may be used where these will help the child settle successfully.
What should I do if I think my child may have special educational needs?	Parents/carers should speak to the class teacher in the first instance. The class teacher will listen to your concerns, consider what is already known about your child and discuss appropriate next steps. You can also request an appointment with the SENDCo, Emma Sutcliffe, through the school office or by email. Your child's views will be sought in a way that is appropriate to their age, communication and level of understanding. Where concerns remain, the class teacher and SENDCo will consider assessment information and the support already provided as part of the graduated response.
How might our school identify and/or assess pupils who may have SEN?	Identification of SEND is part of the school's wider approach to monitoring pupils' progress, development, participation and wellbeing. We consider information from parents/carers, pupils, class teachers, previous settings and professionals. • concerns raised by a parent/carer, pupil or member of staff

	• progress that is significantly below what is expected despite appropriate high-quality teaching and adaptation • observations of communication, interaction, learning, emotional regulation, sensory or physical needs • information from previous settings and external professionals • school-based assessment and, where appropriate, standardised or specialist assessment • existing Education, Health and Care Plan (EHCP) information. Where a pupil requires SEN Support, this is recorded on the school SEND register and provision is planned through the Assess-Plan-Do-Review cycle. The pupil, parents/carers and relevant staff are involved in identifying outcomes and reviewing the impact of support. Current assessment developments (October 2026): EYFS baseline assessments have been completed and are being analysed. RWI and Fresh Start assessments are underway to identify reading and phonics gaps and inform teaching groups and targeted Autumn 2 support. STAR reading assessment is planned ahead of any introduction of Accelerated Reader.
WORKING IN PARTNERSHIP WITH PARENTS/CARERS	
How does our school work in partnership with parents/carers to involve them in their child's education and provision?	We are a child- and family-centred school. Parents/carers are involved in decisions about their child's SEND provision and are encouraged to share their knowledge of what helps their child learn, communicate and regulate successfully. For pupils receiving SEN Support, provision and outcomes are reviewed at least termly. Parents/carers are invited to contribute to the review, consider progress, agree next steps and identify how school and home can work together. For pupils with an EHCP, an Annual Review is held in accordance with statutory requirements, with parents/carers and relevant professionals invited to contribute. The graduated approach - Assess, Plan, Do, Review - is used to refine support in response to evidence of what is working for the pupil. Half-termly SEND parent meetings provide opportunities to share concerns, celebrate progress and discuss provision. Parent, pupil and staff views have been gathered to inform the developing Inclusion Strategy. A formal parent forum and annual survey are proposed developments, not established arrangements. Stakeholder views inform the final refinements to the Inclusion Strategy and its intended outcomes. We will use review findings and feedback to identify what is working and what needs to change.
INVOLVING CHILDREN & YOUNG PEOPLE IN DISCUSSIONS/SUPPORT	
How does our school involve children and young people (as appropriate) in discussions	Pupils are actively involved in discussions about their learning, support and outcomes in ways that are appropriate to their age and communication needs. This may include talking with a trusted adult, completing a

and decisions about their provision and support?	pupil voice activity or questionnaire, contributing drawings or written comments, attending review meetings, or preparing information to be shared on their behalf. Pupils are encouraged to understand their own strengths, barriers and strategies that help them. Their views inform Pupil Passports/SEND support plans, reviews and decisions about provision. Pupils with EHCPs are supported to contribute to their Annual Review.
SUPPORT FOR PUPILS WITH SEND	
How is learning and development provision matched to an individual pupil's needs?	Learning and development provision is matched to need through the graduated approach. High-quality inclusive teaching is the starting point. Teachers assess barriers, plan adaptations and targeted support, implement the agreed provision and review its impact. Provision may include adaptations within the classroom, targeted small-group or individual intervention, additional adult support, specialist equipment, environmental changes, or advice and programmes from external professionals. Provision is recorded and monitored so that support can be adjusted in response to progress. **KS2 Inclusion Base** St Mary's has an Inclusion Base for up to six KS2 pupils whose needs require a highly adapted and carefully structured learning environment. The Base is part of the mainstream school rather than a separate setting. It is staffed by an HLTA and two teaching assistants and works closely with class teachers, the SENDCo, pastoral leadership, families and specialist professionals. Pupils follow an ambitious curriculum that is adapted into appropriate small steps. Provision can include English, maths, phonics/reading/spelling, RE and foundation subjects alongside individual SEND/EHCP outcomes. Depending on individual need, pupils may access Thrive, Lego Therapy, Speech and Language programmes, Art Therapy, sensory circuits and Zones of Regulation. PACE-informed and restorative approaches support regulation, relationships and readiness to learn. Pupils maintain links with mainstream classes and wider school life. Access to mainstream teaching and activities is planned around the individual pupil's needs, readiness, safety and agreed outcomes, with the aim of increasing successful participation where appropriate. Access to the Inclusion Base is considered through the school's graduated response and individual planning; it is not an automatic entitlement for all pupils on the SEND register. Since September 2026, early evidence from the Base includes improved participation in lessons, more completed written work, and fewer requests for senior leadership support. These encouraging early observations are being reviewed alongside individual academic, SEND/EHCP, wellbeing and engagement measures. Social Detectives is being considered for future use, subject to evaluation of suitability.

How does our school support pupils with SEND in lessons?	Class teachers are responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives additional support from a teaching assistant or specialist provision. High-quality inclusive teaching is our first response to SEND. We provide a broad and balanced curriculum and make reasonable adjustments so pupils can participate. Adaptations are individual and may include: • breaking learning into smaller, achievable steps and using explicit modelling • pre-teaching vocabulary, giving additional processing time and checking understanding • multisensory teaching, visual timetables, task ladders, individual workstations and organisational aids • adapted print, coloured overlays/backgrounds, pencil grips, sloped writing surfaces or other recommended aids • technology or alternative ways to record learning • carefully planned grouping, adult support, small-group work or 1:1 teaching where this is appropriate • adaptation of the environment, curriculum content, pace or method of presentation. Teaching assistants work in partnership with teachers to promote access, independence and resilience rather than dependency. Targeted interventions are linked back to classroom learning and reviewed for impact. The school Accessibility Plan sets out how we work to increase access to the curriculum, improve the physical environment and improve access to information. St Mary's Catholic Primary School and Nursery, Bacup: Special Educational Needs Whole-school developments since September 2026 include a more focused English curriculum, daily handwriting and Hold a Sentence, phonics streaming (including KS2), and daily individual reading in KS2. Colourful Semantics is being introduced to help pupils develop oral language, vocabulary and sentence construction. Teachers adapt tasks into manageable steps while retaining ambitious learning goals. Shared inclusive teaching priorities include explicit modelling, checks for understanding, responsive scaffolding, oral rehearsal and purposeful practice. Our focused English curriculum, daily handwriting and Hold a Sentence are established; Colourful Semantics is being introduced. Phonics streaming, including KS2, and daily KS2 individual reading provide additional opportunities to address identified gaps.
How are pupils with SEND included in activities that take place outside the classroom? (For example: trips and visits)	Pupils with SEND are encouraged to participate in the full life of the school, including school trips, educational visits, physical activities, clubs and wider enrichment opportunities. Pupils are not excluded from these opportunities because of SEND or disability.

	We plan reasonable adjustments in advance, using risk assessment, advice from parents/carers and professionals, individual care/access plans, additional staffing, adapted transport/equipment or changes to the activity where appropriate. The aim is to remove barriers while maintaining the safety and dignity of the pupil.
What support does our school offer for pupils' overall emotional health and wellbeing?	The school provides pastoral and SEND support to promote pupils' social, emotional and mental wellbeing. Staff listen to pupil voice and use nurturing, relational and restorative approaches to help pupils feel safe, understood and included. Support may include pastoral mentoring, Thrive, social skills work, Lego Therapy, Zones of Regulation, sensory regulation strategies and individualised support. Within the Inclusion Base, pupils may also access structured sensory circuits, Art Therapy and other targeted SEMH/SLCN interventions according to need. Where a pupil needs further support, and with parent/carer involvement, we may seek advice from relevant health, education or social care professionals. The school has clear behaviour and anti-bullying procedures and reasonable adjustments are made so that pupils with SEND can report concerns and be supported appropriately. St Mary's Catholic Primary School and Nursery, Bacup: Policies Since September 2026, weekly pastoral meetings between the Headteacher, SENDCo and Pastoral Lead coordinate support and review emerging needs. The Attendance Management Plan sets out first-day contact, follow-up and escalation, with individual attendance barriers considered alongside SEND and wellbeing. The Inclusion Base provides early evidence of improved regulation and engagement, but the longer-term impact is still being evaluated.
How are the school's resources allocated and matched to a pupil's SEND?	SEND resources are allocated according to assessed need and the outcomes identified through the graduated response. The SENDCo, class teachers and senior leaders consider how staffing, intervention time, equipment, environmental adaptations, training and specialist advice can best remove barriers and improve outcomes. Where a pupil requires provision beyond ordinarily available school resources, the school works with parents/carers and relevant professionals to seek appropriate additional support or funding from the local authority in line with current arrangements. Decisions are based on individual need rather than diagnosis alone. The KS2 Inclusion Base is one part of the school's graduated provision. Its staffing and resources are used for pupils whose assessed needs require this level of structured and personalised support.
Which specialist services and expertise are available at/accessed by the school, for pupils with SEND?	Where necessary, St Mary's works with external professionals to understand pupils' needs, develop staff practice and plan appropriate provision. Services may include: • Speech and Language Therapy • Educational Psychology • Occupational Therapy and Physiotherapy

	• school nursing and other NHS services • paediatric or clinical services • Child and Adolescent Mental Health Services (CAMHS) • local authority SEND/specialist advisory teachers • Banarndo's • Early Help, social care and other children's services. The exact agencies involved will depend on the individual pupil. Referrals and information sharing are undertaken with appropriate parental consent and in line with safeguarding and data protection requirements.
What support is in place for looked-after and previously looked-after children with SEND?	The school currently has previously looked-after children (PLAC) but no children looked after (CLA), so there are no active Personal Education Plans (PEPs). PLAC pupils are supported according to their individual academic, emotional and SEND needs, working in partnership with parents/carers and relevant professionals. The Designated Teacher and SENDCo work together where appropriate, and Virtual School advice can be accessed when needed. If a child becomes looked after, the school will work with the Virtual School and social worker to develop and review a PEP alongside any Pupil Passport or EHCP. CLA/PLAC Lead – Emma Sutcliffe
ACCESSIBILITY OF OUR SCHOOL SITE	
How accessible is the school site for all pupils?	The school seeks to prevent disabled pupils being treated less favourably and makes reasonable adjustments to improve access to the curriculum, the physical environment and information. The existing school report records an accessible toilet and washbasin, a lift providing access to the hall, and ramped access to the front entrance and nursery. The school building is arranged over three levels and the playground over two levels; the site is not fully wheelchair accessible. Foundation Stage, Year 1 and Year 3 classrooms were identified as wheelchair accessible in the previous report. Classroom adaptations may include visual timetables, adapted seating/workstations, large print, coloured backgrounds/overlays, alternative recording methods, assistive technology and other auxiliary aids recommended for an individual pupil. St Mary's Catholic Primary School and Nursery, Bacup: Special Educational Needs
PROFESSIONAL DEVELOPMENT/TRAINING	

How does our school ensure that all staff have access to the training and professional development that they need to best support pupils with SEND?	The school recognises that effective SEND provision depends on staff having the knowledge and confidence to understand pupils' needs and remove barriers to learning. SEND professional development is reviewed in response to school priorities and the needs of individual pupils. The SENDCo provides regular updates and support to staff and attends relevant network meetings and training, with key learning shared across school. Teaching assistants receive training for the interventions they deliver and work with teachers and the SENDCo to monitor impact. Specific training is arranged where a pupil's needs require additional knowledge, for example medical, communication, sensory or behavioural support. Coaching, modelling and advice from specialist teachers and external professionals are used to build staff expertise where appropriate. Staff development since September 2026 has included handwriting, Hold a Sentence, Colourful Semantics and Pupil Passports, supported by collaborative English book looks and the Autumn 1 Golden Thread review with Co-op support. These activities focus on consistent curriculum delivery, effective adaptations and the use of information about pupils' needs. Further Whole Education Quality First Teaching professional development is planned. Leaders will evaluate training through classroom practice, work scrutiny and pupil progress, not participation alone. The Inclusion Strategy connects training and support to school priorities. Staff have undertaken work on handwriting, Hold a Sentence, Colourful Semantics and Pupil Passports, alongside English book looks and Golden Thread monitoring. Planned Whole Education training will further support consistent adaptive practice. Leaders will evaluate how professional learning changes teaching and improves pupils' experiences and progress.
MONITORING PROGRESS AND ACHIEVEMENT	
How does our school monitor the progress and achievement of children with SEND?	Pupil progress is monitored continually through classroom assessment, observation, work scrutiny, pupil voice and school assessment information. For pupils with SEND, the SENDCo and teaching staff also monitor progress towards individual outcomes and the impact of additional provision. The school uses the Assess-Plan-Do-Review cycle. Interventions should have a clear starting point or baseline, intended outcome and review point so that staff can decide whether provision is effective, needs adjusting or can be reduced. Where appropriate, additional assessment may include standardised or specialist tools. Current provision may include RWI phonics assessment, NTS assessment and, where relevant, assessments such as BPVS. Within the Inclusion Base, academic information is considered alongside individual EHCP/SEND outcomes, sensory assessment and SEMH tracking.

	Pupils with an EHCP have their progress and provision reviewed through the statutory Annual Review process in addition to ongoing school monitoring. Since September 2026, leaders have strengthened review through Pupil Progress Meetings, English book looks, weekly pastoral meetings, attendance monitoring and an Autumn 1 Golden Thread review. Phonics streaming and daily KS2 reading are in place; RWI/Fresh Start assessments are underway and EYFS baseline analysis is being completed. STAR assessment and further targeted interventions are planned. The school intends to strengthen intervention records through Arbor and a Co-op tracker, making each pupil's baseline, intended outcome, review point and resulting adjustments clear. Assessment developments are recorded according to implementation stage: EYFS baseline assessments have been completed and are being analysed; RWI and Fresh Start assessments are underway; STAR reading assessment is planned before Accelerated Reader is introduced. Targeted Autumn 2 interventions will be chosen and reviewed in response to identified need. Social Detectives is being considered, not yet reported as established provision.
How are pupils involved in these processes?	Pupils are supported to reflect on their progress, identify what helps them and contribute to future targets and provision. This may happen through discussion, pupil voice questionnaires, review of a Pupil Passport/SEND support plan, work with a trusted adult or attendance/contribution to review meetings. Communication methods are adapted so that pupils with speech, language, communication or learning needs can express their views meaningfully.
How are parents/carers and pupils involved in the review of progress towards planned outcomes?	Parents/carers of pupils on the SEND register are involved in formal review of provision and outcomes at least three times each year, usually termly, with additional discussion whenever needs change or concerns arise. Reviews consider progress towards agreed outcomes, the impact of support, what should continue or change, and the contribution of school, home and the pupil. A written record/Pupil Passport or SEND support plan is updated and shared with relevant staff and the family. For pupils with an EHCP, parents/carers and relevant professionals are invited to the Annual Review. Families can contact the class teacher or SENDCo between scheduled reviews if they have concerns.
ADMISSIONS & EFFECTIVE TRANSITION	
How does the school make sure the admissions process is fair for pupils with SEN or a disability?	Admissions arrangements for St Mary's are applied fairly and in line with the school/Trust admissions policy and the Equality Act 2010. Pupils are not disadvantaged in the admissions process because they have SEND or a disability. Where an Education, Health and Care Plan names the school, admission is managed through the statutory EHCP consultation and placement process. Before admission, we work with parents/carers, the local

	authority, the current setting and relevant professionals to identify reasonable adjustments and appropriate provision. St Mary's Catholic Primary School and Nursery, Bacup: Policies
How does our school work closely with pupils, parents/carers, outside agencies and other settings to support successful transition to the next stage of education?	**Joining St Mary's** We liaise with previous settings and families before admission. For children with SEND, additional meetings, visits, photographs/social stories, home-setting liaison and professional advice may be used to plan a successful transition. **Moving between classes/key stages** Teachers share information about needs, effective strategies, provision and outcomes. Pupils visit their new class and, where needed, receive additional visits, transition activities or social stories. For pupils with more complex needs, parents/carers and both current and receiving staff may meet to agree a personalised plan. **Moving to secondary school or another setting** The SENDCo liaises with the receiving SENDCo and transfers relevant records securely. Pupils who need additional support may have extra visits, transition work and meetings involving parents/carers and professionals. EHCP review planning in Years 5 and 6 supports decisions and preparation for secondary transfer.
How does the school help prepare pupils with SEND for adulthood and life beyond formal education?	Preparation for adulthood begins in an age-appropriate way in primary school through high expectations for independence, communication, self-advocacy, relationships, resilience and participation in the wider community. For pupils with SEND, individual outcomes and transition planning seek to develop the skills they will need for the next stage of education and later life. EHCP reviews consider longer-term aspirations and preparation for future education, independence and participation as pupils get older.
EVALUATING THE EFFECTIVENESS OF OUR PROVISION	
How do we monitor and evaluate the effectiveness of the provision we make for pupils with SEND?	We evaluate SEND provision by considering whether it improves access, participation, wellbeing and progress towards agreed outcomes - not simply whether an intervention has taken place. • termly review of individual outcomes/Pupil Passports or SEND support plans • baseline and end-point information for targeted interventions • pupil and parent/carer feedback • classroom observation, work scrutiny and assessment information • SENDCo monitoring of provision and the SEND register • review of provision maps and use of resources

	• EHCP Annual Reviews and advice from external professionals where relevant • review of Inclusion Base provision, including progress towards individual SEND/EHCP outcomes and readiness for successful mainstream participation where appropriate. Findings are used to refine provision, identify professional development needs and inform wider school improvement priorities. The developing Inclusion Strategy is aligned to the school vision and April 2026 Ofsted priorities. Its four barriers will guide the evaluation of teaching, communication provision, SEMH, attendance and participation. Evidence will be triangulated from assessments, attendance and behaviour information, Pupil Passports, work samples, specialist advice, parent/pupil voice and Inclusion Base reviews. Planned interventions will not be reported as having achieved impact until they have been introduced and evaluated. The Inclusion Strategy follows one golden thread: barrier → intended outcome → action → monitoring → impact → next steps. Leaders will use termly reviews to triangulate assessment, work samples, attendance, behaviour, SEMH measures and pupil/parent voice. The four barriers are whole-school strategic priorities, distinct from the four broad SEND areas of need described in this report. Planned developments will be evaluated before any impact is claimed.
FURTHER SUPPORT OR ENQUIRIES	
What should I do if I have questions or enquiries about the support/provision in place for my child?	If you have a question or concern about your child's SEND support, please speak to the class teacher first. You can also contact the SENDCo, Emma Sutcliffe, via emma.sutcliffe@stmarys.romerocat.com or arrange an appointment through the school office on 01706 873123. Families can also access independent information and advice through Lancashire SENDIASS and information about local services through Lancashire County Council's SEND Local Offer. Special educational needs and disabilities - local offer - Lancashire County Council Home - Lancashire SENDIAS National organisations that may provide information include IPSEA, Contact, Family Action and the NSPCC, depending on the nature of the advice required.
What can I do if I have further concerns or wish to make a complaint about SEND support/provision in school?	We encourage parents/carers to raise concerns as early as possible so that they can be discussed and, where possible, resolved promptly. Concerns about SEND provision should usually be raised with the class teacher and/or SENDCo in the first instance. If the concern is not resolved, it can be escalated in line with the school/Trust complaints procedure.

	Parents/carers also have rights relating to disability discrimination and certain SEND decisions. Independent advice is available through SENDIASS and other specialist organisations. Where relevant, disagreement resolution, mediation and the First-tier Tribunal (SEND) may form part of the statutory routes available. Romero Catholic Academy Trust | Policies Dispute resolution, mediation and appeals - Lancashire County Council

GLOSSARY

Access arrangements	Special arrangements to allow pupils with SEN to access assessments or examinations
Annual review	An annual meeting to review the provision in a pupil's EHC plan
Area of need	The 4 areas of need describe different types of needs a pupil with SEN can have: communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
CAMHS	Child and adolescent mental health services
EHC Needs Assessment	The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
EHC Plan	An education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
First-tier Tribunal/SEND tribunal	A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
Graduated approach	An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
Intervention	A short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer	information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
Outcome	Target for improvement or development for pupils with SEN. These targets do not necessarily have to be related to academic attainment
Reasonable adjustments	Changes that the school must make to remove or reduce any disadvantages caused by a child's disability
SENDCO	Special educational needs co-ordinator
SEND Code of Practice	Statutory guidance that schools must follow to support children with SEND
SEND support	Special educational provision that meets the needs of pupils with SEND
Inclusion Base	A small, highly adapted provision within St Mary's mainstream school for up to six KS2 pupils whose assessed needs require this level of structured support.
Pupil Passport / SEND support plan	A working document that summarises a pupil's strengths, needs, agreed outcomes, useful strategies and additional provision, reviewed with the pupil and family.

Thank you for taking the time to learn more about our SEND support and provision. Please do not hesitate to contact us if you have further questions or would like to visit our school.