



SEND Information Report July 2026

SENDCo: Mrs N Hackett

SEND Governor: Mrs L Roocroft

What kinds of special educational needs and disabilities do we make provision for in our school?

St Mary's & St Benedict's RC Primary School is a mainstream school with children attending aged 4-11 years. In September 2021, we also opened a pre-school, welcoming children aged 3-4 years. All children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals, living fulfilling lives. At St. Mary's and St. Benedict's RC Primary, we identify and address the SEND of the pupils we support. We use our best endeavours to make sure that a child with SEND gets the support they need and we do everything we can to meet their needs and allow them to thrive. We ensure that children and young people with SEND engage in the great range of activities offered by school, alongside pupils who do not have SEND.

Provision is made for children with a range of SEND that can be grouped into four broad categories of need, as detailed below:

1. Communication and Interaction

Children and young people in this category have speech, language and communication needs (SLCN) which make it difficult to communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, who are likely to have particular difficulties with social interaction may belong to this category.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities.

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

St. Mary's and St. Benedict's RC Primary realises the importance of early identification, assessment and provision for any SEND pupil. If your child is identified as not making sufficient progress, we will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

Various strategies and assessments are used throughout the school to identify children who may have SEND. These include: baseline assessments, specialist diagnostic testing and teacher assessment.

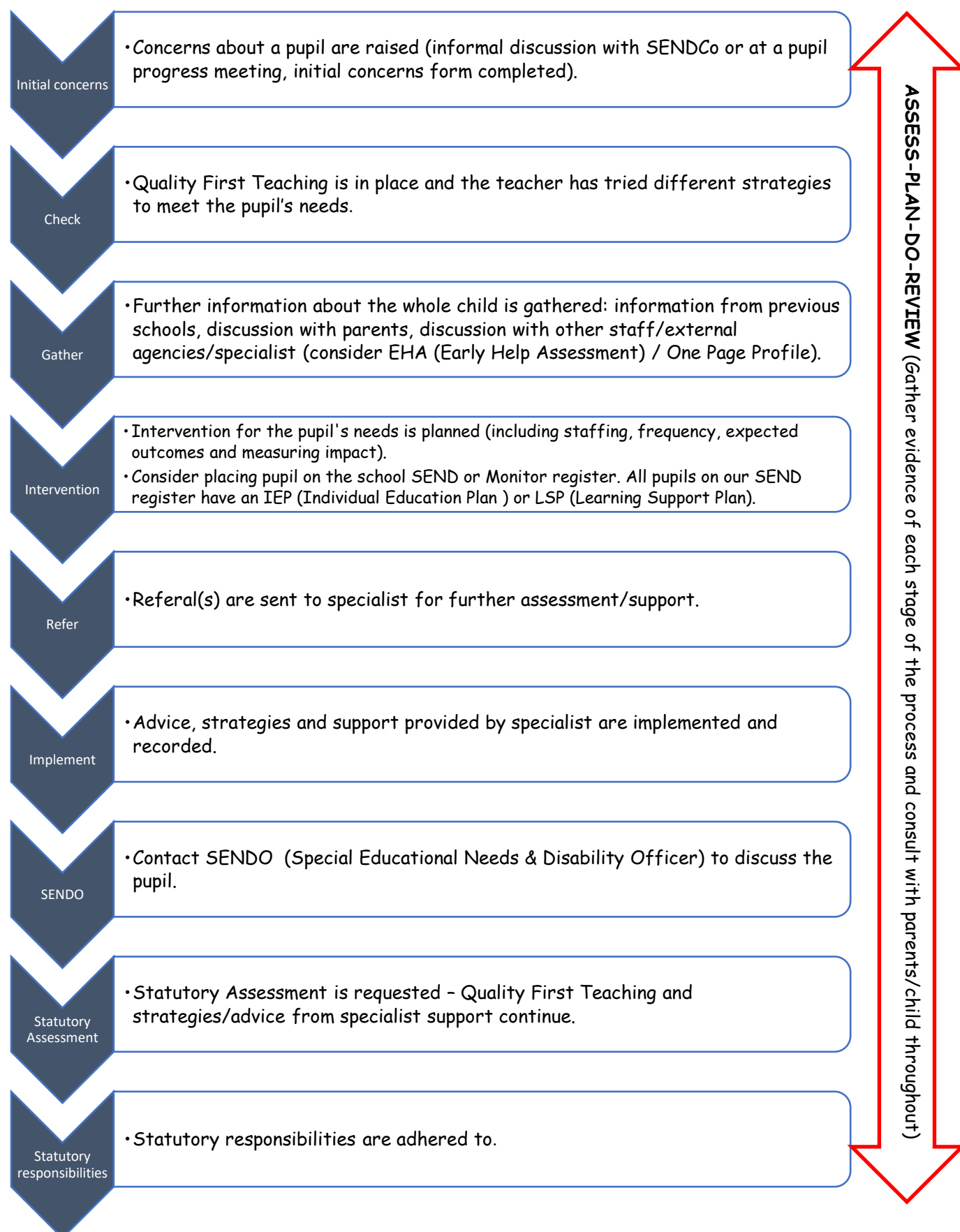
Where a child is not making adequate academic, social or emotional progress, when progress is slow or restricted compared to others of the same age, teachers will make provision through adaptations of the curriculum. If children continue to make insufficient progress, they will be referred to the SENDCO (Mrs Hackett) for early identification/monitoring. The SENDCO supports staff with this process and works closely with them, particularly if they are unsure as to whether or not the child may have a special educational need or disability.

The school recognises the importance of consultation with pupil and parent and fosters a close partnership with parents and carers to ensure best outcomes for the pupil. Any parental concerns are noted and acted upon, as are any school concerns which need to be brought to parent's attention.

Other agencies with whom the school currently liaise with are Speech and Language, Occupational Therapy, CAMHS, School Nursing Team, Educational Psychologists, Specialist Teachers, Children's Social Care, other medical professionals, Pupil Attendance Support Team, IAS Team Lancashire, Golden Hill Inclusion Support Team, Reach Behaviour, pre-schools and high schools.

The following flow chart outlines our SEND identification process/graduated approach:

As every child is unique and each situation is different, there may be adjustments to the process.



Please visit our SEND policy for further definition of special educational needs.

How does the school evaluate the effectiveness of its provision for such pupils?

The SENDCo (Mrs Hackett) and SEND Governor (Mrs Roocroft) meet at least termly to discuss any new SEND procedures in school, look at the action plan, discuss the number of children on the SEND register, discuss provision in place, look at data and discuss training needs. At least termly book looks and walk throughs are completed, looking at quality of provision for all pupils and feedback is given to the rest of the Senior Leadership Team and other staff. A termly report is written by the SENDCo for the Governors focusing on data, training, progress, key events in SEND and new initiatives undertaken.

The SEND action plan is reviewed each year and then a new one written, with the whole school initiatives being part of this. This SEND information report to parents is updated annually and posted on the school's website. The SEND policy, accessibility plan and accessibility policy are also updated annually and posted on the school's website.

Teacher assessments are monitored at least termly to track progress and pupil progress meetings take place each term. Interventions are also monitored and adapted regularly (at least half termly) to ensure individual needs are being catered for.

Annual Reviews take place for children with an EHCP, where progress against previous targets is discussed and new targets are created. Invitations are sent out to parents/carers and all the professionals working with the child and child participation is an important aspect of the meeting.

Views and opinions of pupils and parents/carers are collected and acted upon. The SENDCo works closely with staff to support and monitor provision for SEND pupils and all individual education plans and learning support plans for SEND pupils are adapted as necessary, with formal evaluations and new plans written each term, involving pupils, parents/carers and staff.

The SENDCo is a member of Lancashire SEND MIT and attends regular meetings (in addition to other SEND networks), allowing further opportunity to evaluate the effectiveness of school provision and make any necessary amendments.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Children on the SEND register, under 'SEN Support', follow the ASSESS-PLAN-DO-REVIEW cycle in partnership with the class teacher, parents and SENDCo.

Included in the cycle are the views of the parents and child, outcomes as set out in the IEP (Individual Education Plan) or LSP (Learning Support Plan), teacher assessments, PIVATS, PSSED Toolkit, Speech & Language plans and evaluations and recommendations from other professionals, such as the Educational Psychologist.

- Pupil progress is carefully monitored through; daily marking and feedback of class work, termly formal assessments, KLIPs, iTrack and PIVATS/PSSED Toolkit, which provide small step assessments.
- The SENDCo analyses SEND data each term and reports to Governors and parents.

- Intervention programmes are discussed on at least termly with school staff and then with parents. Interventions are evaluated and adapted as and when necessary to ensure they are effective. We use bought in programmes such as IDL, in addition to promoting flexible interventions throughout school.
- The SENDCo, class teachers and children evaluate and re-write IEPs and LSPs at least three times a year and meet with parents/carers to involve them in this process.
- Parents Evenings are held twice a year with the class teacher and a report to parents is sent out in July of each year, with the opportunity to meet if felt necessary. Interim reports are also sent to reflect each of the first two terms of each academic year.
- Informal meetings with parents and other professionals are held on a regular basis for some pupils. The SENDCo can be contacted via the main office and additional meetings can be arranged if necessary.
- Some SEND pupils have weekly talk time sessions with the SENDCo.
- For some SEND pupils, home/school diaries are used.

How will the school staff support my child and how will the curriculum be matched to my child's needs?

The level of provision is individual to each child. If another professional has been involved, their recommendations will be used. (See the Local Offers on our website)

LA local offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Link to school's local offer:

<https://www.smsb.lancs.sch.uk/page/send/136709>

The Class Teacher

The Code of Practice makes clear that class teachers are responsible and accountable for the progress and development of all pupils in their class. They check on the progress of your child and identify, plan and deliver any additional help your child may need (for example, targeted work or additional support) and they inform the Special Educational Needs and Disabilities Coordinator (SENDCo) of any outcomes. They ensure that the school's SEND Policy is followed in their classroom and for all the SEND pupils they teach.

When a child is added to the SEND register, an IEP (Individual Education Plan) or LSP (Learning Support Plan) is initiated, which clearly states the desired outcomes for the pupil. At this stage, the class teacher remains responsible for planning, writing and delivering this individualised programme, with support from the SENDCo. IEPs and LSPs are evaluated and rewritten at least once each term and the pupil and parents/carers are fully involved in this process, along with the class teacher, teaching assistant and SENDCo.

If despite this extra support, the child makes no significant progress over time, then further external agencies and support will be sought or reviewed and adapted if already in place. This may include the school nurse, Educational Psychologist, Specialist Teachers etc. These agencies offer advice, new strategies, and more specialist assessments. Delivery of the interventions recorded in the IEP or LSP remains the responsibility of the class teacher.

The pupil and parent are involved in developing the IEP or LSP through the Graduated Approach. The ASSESS-PLAN-DO-REVIEW cycle is discussed in more detail in parent meetings. This cycle means the staff will identify the extra support your child needs in order to make progress, put the support in place and regularly check how well it is working so we can change the amount or type of support provided if necessary, to ensure the best outcomes. The school will draw up a plan, involving you and your child, focusing on the outcomes your child needs and wants to achieve and give details of how the school will support them to achieve these.

Teaching Assistants

Teaching assistants and learning support assistants work with the class teacher and the SENDCo to ensure pupil progress and narrow gaps in performance. Responsibility for the progress of a child with SEND should always rest with the teacher. TAs can be part of a package of support for the individual child.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

Learning Environment

The single storey, two site school provides wheelchair accessibility. Two disabled parking spaces are present and we have a disabled toilet in the KS1 building.

- All pupils have access to the school site and different areas within school, without experiencing barriers caused by steps, doorways, stair and toilet facilities.
- The size of areas within and outside the school allows easy access for all pupils.
- Pathways of travel around the school site and parking arrangements are safe and the routes are easy to follow and are well signed.
- Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties. Braille signs are also currently displayed.
- All areas of the school are well lit.
- Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- Furniture and equipment is carefully selected, adjusted and located appropriately.

Equipment

Some pupils have access to specific pieces of equipment which may be recommended by specialist teachers and other professionals. Pupil progress is carefully monitored through; marking and feedback of class work, observations, discussion, termly assessments, iTrack, KLIPs and PIVATS/PSED Toolkit. Pupils are encouraged to use any recommended aids which help to remove barriers to learning.

Curriculum

- All aspects of the curriculum are designed to allow the teacher and all pupils to respond positively to each other.
- The curriculum and homework are both differentiated and adapted to meet the needs of all pupils. For example, a child may have their own personalised spelling list, rather than being provided with the same spellings as other pupils in their class. Adaptations are made appropriately across the whole curriculum. All subject leads are aware of how to best support pupils with SEND for their subject area. They work closely with the SENDCo to ensure the needs of all SEND pupils are met.
- The curriculum gives prominence to high expectations and quality for all pupils, creating opportunities for pupils to achieve to the best of their abilities.
- Individual pupils can be supported in flexible groups.
- Specialised equipment is made available for those pupils who may require it and they are encouraged to use it.
- School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs and disabilities.
- Test arrangements - Provision is made to support any child who needs it during assessment weeks/SATs. The SENDCo, teacher and teaching assistants will support the SEND children during these times and they will undertake their tests in the most appropriate environment.

How is the decision made about the type and how much support my child will receive?

The class teachers are responsible for meeting the special needs of SEND children and providing positive outcomes for them. Pupils are exposed to quality first teaching, together with appropriate adaptations of the curriculum. If after the monitoring of their progress and development (see second section of report) a child is placed on our SEND register, then an Individual Education Plan or Learning Support Plan will be written. It will be reviewed at least termly, in conjunction with the pupil and parents. Additional support from a teaching assistant will be given at set times throughout the week to work specifically on their target areas. Additional resources and strategies will be used as part of everyday teaching. Outside agency support would be initiated if felt necessary and agreed by the parents and the relevant professionals would come into school to work with children and staff.

SEND pupils may also be identified from concerns raised by parents or health professionals. A pupil giving cause for concern (learning or behavioural) would be referred to the SENDCo and involving the pupil and parent, decisions would be made as to how best to meet the needs of the pupil.

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a meeting which involves parents, the SENDCO and any professionals working with the child. The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents, teachers, SENDCO, social care and health professionals. Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and

social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no more than 20 weeks. EHC Plans can be issued with additional funding to support schools in meeting the pupil's needs. Further information about EHC Plans can found via the SEND Local Offer:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

School follows guidance from the Standards and Testing Agency, to ensure that we cater for specific needs and include SEND pupils.

How will my child be included in activities outside the school classroom including school trips?

All pupils are accepted in their own right in all aspects of school life, i.e. the curriculum, the school environment, social activities, extra-curricular activities and school trips. Adaptations will be made where appropriate. For example, a guide runner was used during Sports Day for a pupil registered blind.

Risk assessments can be undertaken by any designated member of staff, for example when leading an educational visit. Parents are informed beforehand of the purpose of the trip and the activities that are undertaken when there. In staying safe outside the classroom, the school ensures that all educational visits are risk assessed and approved by the school's Educational Visits Co-ordinator (EVC). All sporting events, such as Sports Day, are risk assessed by a designated member of staff.

At break and lunch times we have a combination of SLT, class teachers, teaching assistants and welfare staff to support the children. Nurture groups are available during lunchtime for specific children.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

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

Please click here to view the school's policy on managing medical conditions and additional health needs:

https://www.smsb.lancs.sch.uk/serve_file/17447115

When a child starts this school and has a medical condition or additional health need, the SENDCo, class teacher and any other relevant staff will be involved in a meeting about this child. This may include a health professional (depending on the condition). If necessary, the relevant members of staff will be involved in training. For example, we are currently receiving regular support and training from diabetic nurses. The child's condition, needs and if

appropriate, emergency details will be kept in the classroom, office and SENDCo room. Care plans are developed, read, signed and followed.

School uses Speech and Language, Occupational and Physiotherapy Services for a number of identified children. School liaises with CAMHS after a referral has been made and supports parents/carers with the process. School also has close links with the nursing team and they regularly attend meetings for advice and support. We buy into our own speech and language therapy service to allow more children to access the service with less of a waiting time and for staff to work closely alongside the therapists. It has also provided additional support to parents in regard to children attending appointments.

We have a number of social intervention and nurture groups which we run in school, which are reviewed on a regular basis. As part of the SEN Support plan, the SENDCo speaks to each child on an individual basis to find out their views about what is important to them at that time and discuss their current targets. The SENDCo also supports some children in a pastoral manner, with each child being catered for according to their individual needs.

Since September 2022, we have had a full-time family support worker (Mrs Julia Johnson), who has previously worked for the Child and Family Wellbeing Service. She has built on the work previously completed by our Caritas social worker two days each week and is supporting children and families across the school. Julia works with individual children, groups and parents where appropriate and signposts and refers to external support and agencies as appropriate, with consent of those involved.

Please click here to view our Behaviour and Anti Bullying Policy:

https://www.smsb.lancs.sch.uk/serve_file/19726114

Some children will also have individual reward charts or behaviour plans. These will have been discussed with parents and with the child and will be reviewed regularly.

Attendance is monitored regularly between the headteacher, bursar, attendance leads and SENDCo and letters are sent out accordingly. If there is an issue, parents/carers will be invited into school to discuss the matter. If the attendance does not show an improvement, school will refer to the Pupil Attendance Support Team.

In compliance with the Management of Health and Safety at Work Regulations 1999 and associated legislation the headteacher ensures that:

- Risk assessments are based upon the Lancashire County Council (LCC) model risk assessments and guidance.
- Risk assessments are carried out for any tasks/activities undertaken by staff, or third parties e.g. contractors, for whom they are responsible (this can be done either by themselves or delegated to another competent person)
- Risk assessments can be undertaken by any designated member of staff, for example, when leading an educational visit.
- Risk assessments are reviewed periodically (using appropriate timescales) or if anything in the workplace changes or there is new legislation.
- Risk assessments and any resulting safe systems of work are brought to the attention of their employees.
- Risk assessments produced and implemented include those based on school premises, educational visits, individual pupils/ members of staff, coaches and health care plans.

- School staff are trained and refreshed in their knowledge and awareness of child protection and safeguarding, first aid and health & safety training.
- Identified staff are trained additionally in the safer recruitment of staff, anaphylactic training and epilepsy training. (From September 2026, all staff receive annual anaphylaxis training and the requirements of Benedict's Law are implemented.)

All children in Years 2-6 are invited to stand for election on the School Council. All children can put forward their views via pupil questionnaires and discussion with staff to ensure that they are actively involved in school life. We also have an Eco Council and Chaplaincy Team. In Year 6, all children are invited to apply for posts of responsibility around the school, such as prefects, librarians and register monitors.

Throughout the year, we offer different after school clubs which are free of charge. All children are encouraged and invited to take part and parents/carers are notified via the school Parent App and newsletter.

We use the Ten:Ten, My Happy Mind, SCARF and Lancashire planning materials to promote friendship and social skills. We have organised lunchtime nurture groups to support specific needs and we have play leaders who support playtime games. Relax Kids has also been rolled out across all year groups and is now delivered in smaller groups for 6 week blocks.

Details of the SEND Co-ordinator:

Mrs N Hackett is the school SENDCo and can be contacted on 01772 336650. She completed the National Award for Special Educational Needs Coordination in July 2018 and in January 2020, joined the MIT for SEND Lancashire. She is the Assistant Headteacher and therefore a member of the school's senior leadership team.

When a teacher identifies that progress continues to be less than expected, the teacher will work with the SENDCO to assess whether the child has SEND. The class teacher and SENDCO will work together in assessing, planning, implementing and reviewing progress (the graduated approach – see flowchart in section 2).

The SENDCo is responsible for:

- The day-to-day operation of school's SEND policy
- Coordinating provision for children with SEND
- Liaising with parents of children with SEND
- Links with other educational settings and outside agencies
- Liaising with potential next providers of education
- Ensuring that SEND records are up to date

What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?

All the teachers and teaching assistants are informed about any updates regarding SEND via the SENDCo and what it means for schools and staff roles within school. The SENDCO regularly attends the Lancashire SENDCO Seminars, WRIST network meetings, EP Cluster and SEND MIT meetings in order to keep up to date with local and national updates in SEND, as well as specific training, which are then shared with the rest of staff on return to school. She has also attended a number of training courses relating to the role of SENDCo since being appointed

in January 2016 and successfully completed the National Award for Special Educational Needs Coordination in July 2018.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. During appraisals, staff are encouraged to identify (for their professional development) training opportunities. These may be met through in-house training or specific courses. In the last 12 months, staff have received speech and language training and where appropriate, individuals have worked closely with Reach Behaviour, a privately sourced EP and specialist teachers, mainly for ASD. Some teaching assistants have also attended training for Down's Syndrome, Lego Therapy and English as an Additional Language with children who have SEND and prior to this academic year, all staff received dyslexia training. The SENDCo has shared information with all staff from a more recent SENDCo cluster meeting on how to support children with ADD or ADHD and sensory needs and ensures all new staff receive necessary information.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. SEND staff meetings are timetabled termly and the SENDCo regularly supports staff with SEND systems in place.

Other agencies with whom the school liaise with are Speech and Language, Occupational Therapy, CARITAS, CAMHS, School Nursing Team, Educational Psychologists, Specialist Teachers, Children's Social Care, other medical professionals, Golden Hill Inclusion Support Team, Reach Behaviour, Pupil Attendance Support Team, Inclusion Service, IAS Team, Lancashire IEST, Pupil Access, pre-schools and high schools.

How accessible is the school both indoors and outdoors?

St. Mary's and St. Benedict's RC Primary has received a significant number of developments in recent years to greatly improve the school buildings and outdoor areas.

- The site consists of two separate, single storey buildings, which both provide wheelchair access. There is now a large disabled toilet, including a changing area, in the KS1 building.
- All doorways and entrances to the school are wide enough to accommodate a wheelchair if necessary, to ensure full access for pupils and parents/carers with disabilities. There is an upstairs storage area in the KS2 building, which pupils do not access and the stairs leading to it are wide enough to facilitate the use of a chair lift if ever necessary.
- There are two disabled parking spaces in the school car park and there is a gate from the church car park which leads directly onto the school grounds, providing additional access from the back of school.
- To reduce congestion, we have a phased opening every morning from 8.45 – 8.55am. The two large playgrounds for each key stage building and entrance straight into classes also helps to reduce crowds.
- Furniture is of a suitable height appropriate to the children being taught in each classroom. It is replaced when necessary and consideration is given to children with additional needs. For example, adaptations may be made as recommended by occupational therapy and a contrasting colour to that of the carpet has previously been chosen for chairs in a classroom with a visually impaired pupil.

- All children have access to the school's computer suite, in addition to iPads. All classrooms have an interactive whiteboard and the KS2 hall has an overhead projector and sound system. We use a range of computer programmes to support pupils with SEND and class web pages contain links to useful information and online learning activities.
- Visual timetables are used in classrooms and all staff have been trained to adopt a dyslexia friendly teaching approach. Some children have visual cue cards, specialist equipment and personalised 'Now and Next' boards.
- All classrooms are 'child friendly' and well organised, with child friendly labels.
- Vocabulary is used and displayed in different languages where appropriate, which supports those with English as an additional language. Letters or information can be translated into some other languages and external support is sought when necessary.
- Braille labels have previously been visible around school from when we had a pupil who was registered blind.
- Children requiring a more individual approach to learning, may have an adapted visual timetable, individual work station, personalised social stories, a sensory resource box, a SEN support plan and additional support from the class teacher and a teaching assistant.
- School liaises with the families to signpost them to specialist services, support them and discuss the needs of their child.
- The SEND page on our website also signposts families to supporting services and is updated regularly.

How are parents involved in the school? How can I get involved? Who can I contact for further information?

The Code places great emphasis on parental engagement. It suggests that where a pupil is receiving SEN Support, schools should talk to parents regularly to set clear outcomes and review progress towards them; discuss the activities and provide support that will help achieve them; and identify the responsibilities of the parent, the pupil and the school.

The school recognises the importance of consultation with pupil and parent and fosters this close partnership with parents to ensure best outcomes for the pupil. Any parental concerns are noted and acted upon, as are any school concerns which need to be brought to parent's attention.

Teachers and support staff often meet parents during transition procedures which are in place for a child starting with us. Each year we hold an induction evening with starter packs for our new children. We visit nurseries and home too, to get to know the children and ensure that a carefully planned transition takes place. Children and parents/carers have the opportunity to attend at least three taster sessions before starting in September. The SENDCo and class teacher of Year 6 pupils meet with high school staff and additional taster sessions are arranged for pupils if necessary. We operate an open door policy and teachers and teaching assistants are available to speak to at the start and end of each school day. Additional appointments with the headteacher, SENDCo and/or class teachers can be made at an appropriate time if required. Communication may also be via email, phone call Parent App or text message. A list of the staff who work in the school is available on the website.

Parents evenings are held twice a year (January and April) and an annual report is sent home during the summer term, with opportunity to discuss this if felt necessary. Two interim

reports are also sent home each academic year. IEPs and LSPs are reviewed termly and discussed with parents. Home-school diaries are used for some children, where appropriate.

Parents are invited to open days and other special events throughout the year. Parents are invited to training sessions (for example, phonics and maths) and information evenings about key events, such as SATs in Year 6 and the Phonic Screening Test in Year 1. Parental questionnaires, Parent's Evenings and IEP/LSP review sessions enable parents to provide feedback. Parents also have the opportunity to become members of our PTA.

Parents with children who have additional needs may be involved with regular meetings about their child's development. This is usually with the SENDCo, headteacher, class teacher and/or teaching assistant and any other professionals involved. Our full time family support worker provides support for individual children and their families.

The school's website is kept up-to-date with relevant information and policies and we also communicate with parents and carers through our Parent App. A weekly newsletter is added to the website and Parent App every Friday of term time. The SEND section of our website also signposts families to services, organisations and support groups. Every class has its own web page, where information relating specifically to the teaching and learning of the class is uploaded.

The following staff can be contacted on 01772 336650:

The Headteacher – Mr D Ballard

The SENDCo - Mrs N Hackett

The SEND Governor – Mrs L Roocroft

What are the arrangements for consulting with young people with special educational needs and disabilities?

For children with an EHCP, during their Annual Review, they will be invited into the meeting to explain verbally or pictorially what progress they have made, what are their likes/dislikes and what are their current targets. They will also complete a 'One Page Profile', with support if necessary.

The SENDCo speaks regularly with children on the SEND register to find out their views of what is important to them at that time and discuss their current targets. All children on the SEND register are fully involved in writing and reviewing their IEPs or LSPs and where appropriate, the One Page Profiles.

If other professionals are working with the children, when they come into school, they will always meet with the child to find out how they are getting on, what is working and what their targets are.

What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school?

The parent should approach the class teacher in the first instance if they have any concerns about their child or the provision in place. The SENDCo is available to speak to by phone or in person. The school operates an open door policy; generally after school is a better time to speak in length to the class teacher, SENDCo or headteacher. Appointments can be made at a convenient time for all those involved.

Please click here to view our Complaints Policy:

https://www.smsb.lancs.sch.uk/serve_file/19960940

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils?

The Governing Body ensures that there is involvement with a large number of outside services and is working with the Local Authority to implement The SEND Code of Practice.

Currently, the other support that some of our children receive from external agencies includes; speech and language therapy, CAMHS, occupational therapy, Educational Psychologist, children's social care workers, school nursing team, IEST Lancashire, Reach Behaviour and Golden Hill Inclusion Support Team.

What are the contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32?

Lancashire County Council arranges for children and young people for whom it is responsible, and the parents of children for whom it is responsible, to provide advice and information about matters relating to the special educational needs and disabilities of the children or young people concerned. Please visit the websites below for further information. The details of these can also be found on the SEND page of our school website.

Lancashire Local Offer

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Lancashire SEND Partnership

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/lancashire-send-partnership/#:~:text=The%20Lancashire%20SEND%20Partnership%20brings,those%20who%20use%20the%20service.>

Family Information Network Directory Database and SEND Newsletter

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/family-information-network-directory/>

School will signpost parents and carers to a range of relevant organisations and services that provide additional support. Those currently used by the school include:

- IAS Team

- CAMHS
- Family Information Network Directory
- Educational Psychologists
- Specialist Teachers
- Speech and Language Therapists
- Occupational Therapists
- Inclusion Service
- Lancashire IEST
- Golden Hill Inclusion Support Team
- Reach Behaviour

If you would like to discuss something about your child, please contact the class teacher in the first instance. The other members of staff such as the SENDCo, the Deputy Head and the Headteacher can also be contacted thereafter. If you are a parent new to the school, please contact the school on 01772 336650 to arrange a visit.

The Headteacher, Mr D Ballard, is responsible for the day to day management of all aspects of the school, including the support for children with SEND. He will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met. The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor, Mrs L Roocroft, must have regard to the SEND Code of Practice and oversee the implementation of the reforms and provide strategic support to the headteacher.

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

SEN support includes planning and preparation for the transitions between phases of education (pre-school and high school) and movement between settings at other times. In order to support transition, we share appropriate information and relevant paperwork with the receiving school or other setting that the child is moving to. If moving to us, we will contact the previous school to ask for relevant information. SENDCos from both settings will either meet or speak via phone and families joining our school will be offered visits and provided with necessary information to aid transition.

Each year, we hold an induction evening with starter packs for our new Reception children. We visit nurseries and homes, to get to know the children and ensure that a carefully planned transition takes place. Children and parents/carers have the opportunity to attend at least three taster sessions before starting in September. The SENDCo and class teacher of Year 6 pupils meet with high school staff and additional taster sessions are arranged for pupils if necessary. Parents and pupils are supported in the process of choosing a high school setting.

Information on where the local authority's local offer is published:

Please click here to view Lancashire County Council's Local Offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>

Please click here to view St Mary's & St Benedict's RC Primary School's Offer:

<https://www.smsb.lancs.sch.uk/page/send/136709>

Please view our SEND policy and other documents on our SEND website page for further information about SEND provision at St. Mary's and St. Benedict's RC Primary School.