

## SEN INFORMATION REPORT SECTION 6.79

All schools are required to publish an SEN information report which must include information for identifying, assessing and making provision for pupils with SEN and admission of disabled pupils. The requirements are set out at [www.legislation.gov.uk/ukxi/2014/1530/schedule/1](http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1)

ST MARY'S SEN INFORMATION REPORT HAS BEEN CO-PRODUCED BY THE SENCO TEAM  
ALONG WITH PARENTS, GOVERNORS AND PUPILS TO GIVE INFORMATION ABOUT  
SEND

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# SEN Information Report

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# WELCOME AND THANK YOU FOR ACCESSING OUR SEN, INFORMATION REPORT

My name is Miss Walmsley, and I am the school SENCO, working alongside Miss Moore. We are the SENCO team at St Mary's where your son/daughter attends. You can email us during school hours with any issues concerning your child at:

[office@stmarysradcliffe.stoccart.org.uk](mailto:office@stmarysradcliffe.stoccart.org.uk)

The SEN Governor is Kirsty Gilbert.



Miss Walmsley



Miss Moore

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# 1.WHAT SEN DOES ST MARY'S PROVIDE FOR?

We provide for a wide range of needs, which include:

- Cognition and Learning difficulties.
- Sensory, Medical and Physical needs.
- Communication and Interaction - which includes speech and language difficulties or social communication difficulties across the autistic spectrum.
- Social and Emotional Mental Health needs.



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## 2.WHAT ARE OUR POLICIES FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN?

School uses a variety of methods to identify and assess pupils with SEN. The identification process can be triggered through a variety of concerns

- Information being passed from parents via our 'Open Door' Policy.
- Class teacher's concerns - if a class teacher has a concern, then they will liaise with parents and begin the 'Notice, check and Try' procedure. Within this Class Teachers will observe for patterns and at different times of the day. They will also gather a school wide overview of the child by speaking to TAs, welfare staff etc. Parent and child views will also be included.
- Assessments and provision will also be tried from the 'Graduate approach toolkit.' [www.bury.gov.uk/schools-and-learning/send-grduated-approach-toolkit](http://www.bury.gov.uk/schools-and-learning/send-grduated-approach-toolkit)
- Finally, a review will be held at least every half term to see how effective the provision has been and what the next steps will be, which may include referrals to outside agencies. (Including CAMHS)
- At St Mary's, teachers follow a regular cycle of assessment or APDRs that are shared with parents termly , using academic assessments for all subject areas, classroom observations and advice from professionals.



## 2. INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

School use Insight which helps teachers track steps of progress and attainment and highlights children who are making less than the expected steps of progress in any areas of learning. For pupils working considerably below expected levels for their year group, their individual, smaller steps of progress can be assessed through APDRs which provide a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment.

Class teachers meet regularly with members of SLT and SENCo, to discuss the progress of the children within their classes. This meeting helps highlight the progress that children are making and opens discussions about actions or interventions that may need to be put in place to support further progression.

At times, the SEN team may also use specific screening tests if there is a particular concern, such as being at risk of dyslexia.

Through inclusion support from inclusion services - by completing assessments and observations on request from school and parents.

Our school also has access to support and advice from an Educational Psychologist, multi-agency panels and outside agencies who can be referred to for further consultation, screening and assessment when needed for more complex concerns once the notice, check and try has been completed.

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### 3. WHAT ARE SCHOOL'S POLICIES FOR MAKING PROVISION FOR CHILDREN WITH SEN, WHETHER OR NOT THEY HAVE EDUCATION, HEALTH CARE PLANS (EHCPs)?

#### Evaluating the effectiveness of the provision made for pupils with SEN

- Impact tracking is completed termly and adaptations to provision made as needed. Regular meetings with class teachers and sharing of concerns through CPOMS mean that interventions and monitoring is continually being reviewed. All interventions are tracked by subject leads and on Edukey these are reviewed half termly and termly. Progress and evaluation is reported to the Governor with responsibility for SEN. Annual report to the Governing Body and SEN Information Report posted on Website.
- The SENCo also works alongside and meets weekly with the pastoral team; designated safeguarding lead (DSL) and Trauma Informed School Practitioner (TISUK Practitioner) to share information about interventions, support and progress to ensure that the needs of all vulnerable pupils are met.
- Termly reviews of provision is undertaken by SENCO and SLT team using 'Evaluate my school'. This information is shared with the Trust and governors and also informs the SEN action plan.

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# ORDINARY AVAILABLE INCLUSIVE PROVISION (OAIP)

**OAIP** is the baseline entitlement for all pupils with SEND at St Mary's.

Inclusive classroom strategies include differentiated teaching, visual aids, and scaffolded tasks.

Environmental adaptations such as calm spaces, sensory tools, and movement breaks are available.

Staff are trained to identify and respond to diverse needs using the 'Notice, Check and Try' approach.

OAIP ensures that pupils with SEND can access learning alongside their peers in a supportive environment.

We are committed to updating and refining our provision, we are currently working with Bury SEN team to audit and improve what St Marys can offer.

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# 3.POLICIES FOR MAKING PROVISION FOR CHILDREN WITH SEN, WHETHER OR NOT THEY HAVE EDUCATION, HEALTH CARE PLANS (EHCPs)

## **Arrangements for assessing & reviewing pupils' progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review**

These arrangements include:

- Data tracking for pupil progress
- Support plan and Education health care plan (EHP) reviews;
- Observations and information gathered using the notice, check and try process and strategies Graduate Approach Tool kit
- Parents meetings
- Cycles of Assess Plan Do Review (APDR)
- Termly SEN review meetings between SENCO and class teachers and support staff.
- Pupil progress meetings
- Weekly pastoral meetings

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### 3. POLICIES FOR MAKING PROVISION FOR CHILDREN WITH SEN, WHETHER OR NOT THEY HAVE EDUCATION, HEALTH CARE PLANS (EHCPs)

#### How adaptations are made to the curriculum and the learning environment of pupils with SEN

The curriculum /learning environment may be adapted by:

- Groupings that target specific levels of progress;
- Adapted resources and teaching styles;
- Appropriate choices of texts and topics to suit the learner;
- Access arrangements for tests and or examinations;
- Additional adult support.
- Brain, movements breaks and calm break out spaces
- Targeted interventions
- Various methods or recording



# 3.POLICIES FOR MAKING PROVISION FOR CHILDREN WITH SEN, WHETHER OR NOT THEY HAVE EDUCATION, HEALTH CARE PLANS (EHCPs)

## **Support that is available for improving the Social Emotional and Mental Health of pupils with Special Educational Needs**

Pupils are well supported by:

- A strong focus on safeguarding and close liaison with the DSL
- An anti-bullying policy that is supported by a specialist trained member of staff.
- Regular interventions on Cyberbullying, Sexting and other areas relating to individual emotional and or mental health needs
- Weekly My Happy Mind workshops and half termly assemblies
- A Social Emotional and Mental Health Support Team that provides programmes such as nurture groups, anger management, self-esteem building, resilience, perseverance, grief etc.
- Trained TISUK Practitioner available to support pupils
- Senior mental health leads and Mental Health Champions available to support pupils
- Happiness heroes' pupil led group
- Peer mediators

Targeted support for individual pupils.

- Young Minds
- Pupils as Listeners
- School Council
- Pupil Voice

# 4. WHO TO CONTACT

Our SEN Co-ordinator (SENCo) is Miss Walmsley who can be contacted: by phone 0161 723 4210 or by email at [office@stmarysradcliffe.stoccat.org.uk](mailto:office@stmarysradcliffe.stoccat.org.uk)

Miss Moore who is part of the SEN team and Mrs Gerrard school's DSL can be connected using the same information.

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## 5. WHAT IS THE LEVEL OF EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEN AND HOW WILL SPECIALIST EXPERTISE BE SECURED?

- Miss Walmsley is currently working on the new NPQ qualification.
- The school works closely with the local authority and the Trust to develop SEN provision.
- Continual professional development is a school priority to enhance personal development, skills and expertise of all staff.
- SENCO receives specialist support from The St Teresa of Calcutta Trust SENDCO network.
- At St Mary's, teachers and teaching assistants have access to training both through INSET (In Service Training) during weekly staff meetings and through attending courses outside school provided by the authority providers and the STOC CAT trust.
- Our teaching assistants are experienced and trained in a wide range of interventions to support different SEN and given the opportunity to update and attend training throughout the school year.



## 5. WHAT IS THE LEVEL OF EXPERTISE AND TRAINING OF STAFF IN RELATION TO CHILDREN WITH SEN AND HOW WILL SPECIALIST EXPERTISE BE SECURED?



OUR SEN TEAM ATTENDS LOCAL AUTHORITY SENDCO CONSULTATION MEETINGS REGULARLY TO KEEP UP TO DATE WITH CURRENT PRACTICE, SEEK ADVICE, SHARE RESOURCES AND SEND INFORMATION NATIONALLY ALONGSIDE THE ST TERESA OF CALCUTTA SENDCO NETWORK.



FOR SSA'S WORKING IN SCHOOL (SPECIAL SUPPORT ASSISTANTS) WHO WORK ON A 1:1 OR ON A SMALL GROUP BASIS WITH CHILDREN, ADVICE IS AVAILABLE TO IMPLEMENT SPECIFIC PROGRAMMES OR INTERVENTIONS BOTH THROUGH THE SCHOOL SEN TEAM AND THE ADDITIONAL NEEDS TEAM WHO WORK FOR THE LOCAL AUTHORITY.



SPECIFIC TRAINING AND SUPPORT IS ALSO OFFERED TO ECTS AND OTHER NEW MEMBERS OF STAFF.

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## 6. HOW ARE EQUIPMENT AND FACILITIES TO SUPPORT CHILDREN WITH SEN SECURED?

The equipment and facilities needed to support SEN pupils are a non-negotiable priority at St Mary's and every effort is made to ensure that this provision is provided. St Mary's have a wide range of resources, equipment, intervention programmes and specific facilities to support the needs of SEN Pupils.

The provision is secured through a number of means:

- Through discussion and advice from outside agencies.
- Through discussion with the Senior Leadership and SEN team.
- Through discussion with parents, class teachers and teaching assistants.



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## 7. WHAT ARE THE ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN IN THEIR CHILD'S EDUCATION?

Parents are consulted and involved through a variety of means and opportunities:

- We openly encourage dialogue with parents and listen to their views. Parents views are included as part of the Notice Check and Try process.
- Staff are available to communicate with parents at the door, through email, telephone or by requesting a meeting.
- Through discussion at Parents' Information Days - parents are informed about their child's extra support and interventions planned. End of year expectations are also shared with parents at these meetings, so parents can be involved and support their child's progress.
- For children who need them APDRs are shared and reviewed termly.
- End of year school reports give parents information on attainment, progress and next steps for learning.
- The SENCo can be contacted by phone or email to discuss concerns, answer questions or arrange meetings for wider discussions with Class Teachers.
- Bury Local Authority can be contacted to assist in enquiries – through their 'Local Offer' online, which sets out information about SEND provision across education, health and social care.

## 8. WHAT ARE THE ARRANGEMENTS FOR CONSULTING CHILDREN WITH SEN ABOUT THEIR OWN NEEDS AND PROGRESS?



- Class teachers share targets with pupils verbally and through our marking scheme, which gives positive feedback and signposts next steps for pupil's progress.
- Pupils have their own opportunities to share their views verbally at review meetings and through our personalised- 'Child Centred View' document, which children complete before their annual reviews.
- APDRs are shared with children where appropriate.
- Pupil voices are gathered throughout the year.
- Pupil views are included as part of the Notice, Check and Try process.

## 9 .WHAT ARE THE ARRANGEMENTS MADE BY THE GOVERNING BODY RELATING TO TREATMENT OF COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN CONCERNING THE PROVISION MADE AT SCHOOL?



It is within everyone's interest to deal with complaints swiftly. The first point of contact is always the class teacher to see if any issues can be dealt with through discussion. If no resolution can be found it would need to be taken further to the Senior Leadership Team and SENCo. If a complaint still cannot be resolved at this point it may be put in writing to the Governing Body who will deal with the matter through their complaint resolution procedure.

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## 10. 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 OUR CHILDREN WITH SEN AND IN SUPPORTING THE FAMILIES OF SUCH CHILDREN?



THE SEN GOVERNOR IS IN REGULAR CONTACT WITH THE SEN TEAM AND HAS MEETINGS TO DISCUSS THE SCHOOL'S SEN NEEDS AS A WHOLE. THE SEN TEAM REPORTS REGULARLY TO GOVERNORS WITH UPDATES ON HOW THE SCHOOL IS USING OUTSIDE AGENCIES AND SUPPORT TO MEET THE NEEDS OF OUR CHILDREN AND FAMILIES.



A PARTNERSHIP OF HEAD TEACHERS MEET WITHIN THE TRUST, AS DO SENDCOS, TO SHARE RESOURCES, BEST PRACTICE AND ADVISE EACH OTHER ON HOW TO SUPPORT SEN PUPILS WHO HAVE SEMH NEEDS. SCHOOLS ALSO HAVE ACCESS TO SUPPORT FROM THE AUTHORITY'S SEN TEAM SUCH AS MAP (MULTI AGENCY PANEL).



BETHANY WATKINSON IS OUR SCHOOL'S ALLOCATED SPEECH AND LANGUAGE THERAPIST. SHE COMPLETES REVIEWS AND ASSESSMENTS IN SCHOOL TWICE EVERY HALF TERM. SHE IS IN REGULAR CONTACT WITH SCHOOL SENDCO, CLASSTEACHERS AND PARENTS. THROUGH BURY WE NOW HAVE OUR DEDICATED EDUCATIONAL PSYCHOLOGISTS AND IMPROVEMENT OFFICER.

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# THE INVOLVEMENT OF OTHER BODIES, INCLUDING HEALTH AND SOCIAL SERVICES BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS IN MEETING THE NEEDS OF OUR CHILDREN WITH SEN AND IN SUPPORTING THE FAMILIES OF SUCH CHILDREN BY THE GOVERNING BODY

We can also access support from NHS departments such as:

- CAMHS
- Pediatrics-through supported referral via a G.P.
- Occupational Therapy (OT)
- Speech and Language Team (SALT)
- Visual processing disorder (VPD)
- RISE



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# 11. CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS, INCLUDING THOSE FOR ARRANGEMENTS MADE IN ACCORDANCE WITH SECTION 32 (MEDIATION)



This information can be found in the Authority's 'Local Offer'



[www.theburydirectory.co.uk](http://www.theburydirectory.co.uk)



**Provider information** IAS Services provide information, advice and support to disabled children and young people aged 0-25, and those with SEN, and their parents. They are statutory services which means there has to be one in every local authority

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# 12. HOW DOES ST MARY'S SUPPORT THE TRANSITION OF A CHILD WITH SEN?



**Transition is planned throughout different key stages:**

## **Transition within EYFS**

- Parent meetings are held to begin the information sharing process.
- An open day is held for parents to attend a session with their child.
- A move up morning is planned for children to meet their new teachers and spend some time in their new 'gathering group'.
- Any nursery or new to Reception pupils have a home visit from their new teachers.
- Any new pupil attending St Mary's with SEN will have a nursery visit where applicable.
- Starting dates are staggered to allow for a smoother transition from home to school.
- Information is passed up to new class teachers, which includes attainment levels, medical and SEN information.
- We liaise with previous academic providers to gather more information where needed.
- Any APDRs are set up by previous teacher to ensure support continues

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# SUPPORT FOR THE TRANSITION OF A CHILD WITH SEN



## Transition to KS1 and KS2

- A move up morning is planned for children moving to KS1 and 2 to meet their new teachers and spend some time in their new classrooms.
- All data, areas of need and any vulnerabilities are shared between relevant staff.
- Information is passed up to new class teachers, which includes attainment levels, medical and SEN information.
- Transition books with photos of staff and classrooms are made for individual pupils.
- Enhanced transition is provided which allows for extra 1-1 or small group time for children with anxiety or SEND needs with their new class teacher and teaching assistant.
- APDRS are set up by previous class teacher to ensure support continues consistently.



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# SUPPORT FOR THE TRANSITION OF A CHILD WITH SEN

## Transition to High School

- Consideration within the Year 5 Annual Review is made for children with EHCPs about forthcoming transition and choices of High School.
- The SENCo organises a meeting with the High School SENCo and Year 6 teachers to share background pupil profile information about individuals needs, strengths and learning styles.
- The SENCo shares information on any SEN pupils who may require 'Special School' education i.e, Elms Bank, to arrange admission and assessment if required.
- Extra transition days are arranged with High Schools for SEN pupils.
- The high school SENCo or SSA will meet with Year 6 teacher and any pupils that may need extra support with transition.
- All pupils attend 'Move up Days' to their chosen High School.
- Information is passed up to High Schools, which includes attainment levels, behaviour, medical and SEN information through the SixintoSeven website and transition meetings.
- Transition interventions- moving on up and social stories are undertaken.

## 13. ADVICE AND INFORMATION FROM BURY LOCAL AUTHORITY REGARDING THE 'LOCAL OFFER'



[Click here for Bury Council's Local Offer for SEN](#)

[www.sendlocalofferbury.com](http://www.sendlocalofferbury.com)

[www.bury.gov.uk/schools-and-learning/send-grduated-approach-toolkit](http://www.bury.gov.uk/schools-and-learning/send-grduated-approach-toolkit)



# SEND Graduated Approach Toolkit

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