St Mary's Catholic Academy

SEND Information Report



Meet our team at St Mary's

Mrs Rathbone
(SENCO)

Mrs Scarlett
(Safeguarding/Well-being officer)



Mrs Whalley
(SEN Link governor)



Inclusion Statement

St Mary's Catholic Acdademy is a mainstream school.

St Mary's Catholic Academy is founded on faith in Jesus Christ and the life of the school community is centred on His presence.

At St Mary's Catholic Academy, every member of the school community is regarded as being of equal worth and importance. Inclusion recognises differences; meeting the needs of individuals and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. This includes regular monitoring of individual progress and achievement.



Identification of Needs



Who do I talk to if I have any concerns about my child's learning needs or disabilities?

Initially, parents may wish to speak to their child's class teacher regarding any concerns about their children.

The class teacher can then liaise with the SENCo or other appropriate staff, where applicable.

The SENCo, Mrs S Rathbone, can be contacted through the school office and is available Monday-Friday.



What are the kinds of special educational needs for which provision is made for at St Mary's Catholic Academy?

We address the needs of our children using the four main areas outlined in the Code of Practice (2015) these are:

Communication and Interaction **Speech, Language and Communication Needs (SLCN)** **This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.** **This includes children with Autistic Spectrum Disorder who are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.**	**Cognition and Learning** **This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.**
Social, emotional and mental health difficulties. (SEMH) Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work with CAMHS and other appropriate agencies to support these children.	Sensory and/or physical needs This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At St Mary's we are aware that these needs may be inter-related and that children may have more than one area of need. All areas of need will be taken into account when deciding on how best to support each individual child.



How does St Mary's identify young people with SEND?

Before a child enters our nursery setting, our staff carry out home visits to find out about the children who are due to start with us. This includes discussing whether the child has already received any support for their needs. We also have discussions with any day nurseries if your child has attended a previous setting and this provides details of any outside agency input.

If your child has a special need or disability we will:

* Use the Assess, Plan, Do, Review graduated approach to supporting their needs – this will involve:
* Talking to you about your child's difficulties in learning or disability so we can understand their needs.
* Making an assessment of your child's learning so we know which skills they need to learn next.
* Asking the Special Educational Needs Coordinator to support and advise teachers so that your child can learn in the best way for him/her.
* Having a range of programmes to help children who need extra support in an area of their learning and/or development.
* Checking on progress frequently and inviting you to a meeting to discuss that progress at least once a term .



* Asking for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.

* Telling you how to get in touch with Parent Partnership Services (SENDIASS) who can offer advice and support.

* Informing you about how to make a complaint if you are not happy with what we are doing to support your child.

- Talking to you if we think we need to consider asking the local authority to carry out a coordinated assessment of your child's needs because more advice/resources are needed to help your child to make progress.

- The school's Inclusion Policy and other documents in relation to SEND can all be found on the school's website.
- St Mary's Catholic Academy - Policies
- St Mary's Catholic Academy - Special Educational Needs and Disabilities



Teaching, Learning and Support



Q3. How will St Mary's support my child?

- The Special Educational Needs coordinator (SENCo) will liaise with you and any outside agencies involved and the class teacher in order to monitor your child's progress. Pupil passports are drawn up in consultation with all who are involved with your child and the child themselves. The amount of support is tailored to fit the individual needs of your child.
- The class teacher and support staff will work with your child and implement the next steps to aid their progress and development.
- The Special Educational Needs coordinator (SENCo), class teacher and support staff are always available to explain the educational plan for your child.
- The class teacher will meet with parents on a termly basis to review progress towards individual targets on pupil passports. This will then be used to decide on next steps and future targets for your child.



Earliest Help: What Does It Mean?

Helping children and families as early as possible when issues first arise is a priority. Children, young people and families can receive Earliest Help through universal services and organisations (including: school, community groups/projects and universal health services). These services and organisations have their roots in local neighbourhoods and villages, and are therefore well-placed to both provide support to families with relative informality, and to apply a practical approach to meeting needs. Earliest Help is provided through a range of organisations. Some examples are below:

Schools, Academies, alternative education providers & Colleges
Children & Families Groups
Faith Organisations & Groups
School Nurses
Wellbeing Services
Voluntary Organisations
Children's Centres
SPACE Summer Programme (OPCC)
Individuals
Early Years / Pre-School Settings
Maternity Services / Health Visitors
Private Sector Providers
GP's / Primary Care Services
National Citizenship Programme
Sporting/Leisure Organisations
Volunteers & Locally Elected Members



What is the SEND Local Offer?

Stoke on Trent Local Offer provides information, support and services for children and young people aged 0 ¬25 years. It is the place to go within Stoke on Trentfor parents, young people and practitioners who are looking for SEND support. The information is held all in one place and can be searched by age and district. It covers:

Early years and childcare
Education
Graduated Response
Education Health and Care Plans
Social care
Health and wellness
Travel and transport
Places to go, things to do
Preparing for adulthood
Money matters
Extra help
Information and support, including support groups
Policy library.



Background

The SEND Local Offer is a statutory duty:
Children and Families Act 2014 - Part 3 , Section30
The Special Educational Needs and Disabilities Code of Practice requires local authorities to publish and maintain a local offer.

It has two key purposes:
To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.



Contact details

Website:SEND Local Offer – Local Offer

Contact Us – Local Offer

Telephone: 01782 231863
Post: Hazel Trees, Duke Street, Stoke-on-Trent, ST4 3NR



How will St Mary's teach and support my child with special educational needs?

How will you support children and young people with SEND with or without an EHC plan?

We provide support for any child who has additional needs. The class teacher is responsible for high quality teaching to enable all children to access their learning as far as possible in the classroom. Where appropriate, children may be timetabled for additional small group or 1:1 support to work on specific areas of need with teaching assistants/ learning support practitioners. These sessions may take place away from the classroom, depending on the intention of the intervention.

How does the school plan the support?

Additional support is planned on a half termly basis initially, taking into account which other lessons/activities will be missed so that the children get maximum access to a full, broad and balanced curriculum, whilst having their additional needs with particular difficulties met.



How and when will I be involved in planning my child or young person's education?

Parents are invited to attend the review of their child's additional support at least 3 times a year. Parents will be consulted about any additional support that their child may receive. Parent's are also asked to support their child with any homework or additional activities that reinforce the support they receive in school.

Parents who have children with an education, health and care plan, will be invited to attend and contribute to their annual review each year. Any outside agencies working with your child will also be notified of and invited to this meeting.

What additional learning support is available?

Additional support in the form of teaching assistants is regularly reviewed based on the needs of pupils within a class. There is a teaching assistant present in each class. Where the level of additional need is greater, there is more support assigned to specific year groups.



How will the school modify teaching approaches to meet my child or young person's needs?

We modify our teaching approaches according to the needs of the individual child. Where any outside agency has been involved and any specific requirements have been advised these are shared with all staff working with the child so that they can be incorporated into the teaching. All pupils have access to high quality first teaching and teachers use adaptive teaching strategies to support all learners.

How do you know how effective the school's provision is for children with special educational needs?

Any intervention that is used to support a child's needs will have before and after success criteria. This may be in the form of a standardised assessment, a questionnaire, samples of work etc. For pupils on the SEN register, SEN review meetings take place termly between the class teacher and SENCO. This is to review progress with regards to interventions/ individual targets that have been set. These meetings are then used to inform next steps with regards to future provision. Standardised testing is completed for all pupils on the SEN register every 6 months. Alongside this, all of the children are assessed in classroom based assessments on a termly basis.



What interventions/ strategies are available at St Mary's to support children with special, educational needs?

Strategies/ Interventions available to support Speech, Language and Communication (not all used at any one time)				
Talk Boost Intervention Early Talk Boost Intervention Time to Listen Time to Talk	Word/ Topic Mats	Individualised Speech therapy program set by SALT, followed through by teaching assistants.	TA support during whole class teaching time	Increased visual aids
Pre-teaching of vocabulary.	Use of over-learning opportunities to recap previously taught content.	Visual Timetable	Now/Next Boards	Attention Autism
Advice from outside Professionals: Educational Psychologist, MAC SENCO Network, Advisory Teachers, Speech & Language Therapy Service.				



Strategies/ Interventions available to support/ develop Literacy				
Curriculum Planning, activities, delivery and outcome adapted to meet individuals/group needs.	Pre teaching of strategies, concepts and vocabulary	Small Group – guided teaching/booster sessions	Multi-sensory approach to letter formation and spelling Print like a Pro	Additional Phonics sessions Reading squad in place in KS1.
Access to high quality literature Daily whole class reading teaching in smaller class sizes	Rapid Phonics Intervention	Daily 1:1 reading with an adult	SOS Spelling Precision teaching	Use of IPADs.
Advice from outside Professionals: Educational Psychologist, MAC SENCO Network, Advisory Teachers, SEND Advisor, Occupational Therapy, SpLD specialists.				



Strategies/ Interventions available to support/ develop Numeracy				
Mastery Approach to Maths (Power Maths scheme used to deliver this Rec-Y6)	Mastering Number	TA/Teacher led booster groups	Additional use of visual and practical resources	1-1/small group intervention
	Power of 2 Programme Plus 1 Programme	TT Rockstars	99 Club	
Advice from outside Professionals: Educational Psychologist, MAC SENCO Network, Advisory Teachers, SEND Advisor, Occupational Therapy, CCDG group.				



Strategies to support Social, Emotional and Mental Health Difficulties				
Circle Time Social Skills Groups	Relationships Policy (inc restorative practice)	MIND counsellor (half a day per week)	Mentoring sessions with safeguarding/ well-being lead	1-1 behaviour program e.g. anger management techniques / individual reward systems.
Parental Involvement TA/CT/ 1-1 Support Support from SENCO Involvement from Principal	The Contented Child Programme	Friendship Formula	Jigsaw/ Ten Ten Resources	Achievement Points Celebration Assemblies Weekly awards
Advice from outside Professionals: Educational Psychologist, MAC SENCO Network, Advisory Teachers, SEND Advisor, CAMHS.				



Strategies to Reduce Anxiety/ Promote Well-being				
Support with routines of school day Support from class teacher/TA	Promoting self-care & personal hygiene	Regular planned and unplanned meetings with the SENCo as required. Daily check ins with trusted team of adults.	Achievements and Celebrating Success	Enhanced Secondary Transition Programme for some pupils. Excellent links with collegiate high school (SMW)- regular opportunities to visit throughout the whole of KS2.
Home/School logs/meet and greet arrangements	Working in teams/as groups/individuals	Mind Counsellor (half a day per week) Mentoring support from safeguarding/ family support worker.	Planned transition for all Year 6 pupils. Transition in place once per week for all classes during summer 2.	Referral to CAMHS
Advice from outside Professionals: Educational Psychologist, MAC SENCO Network, Advisory Teachers, SEND Advisor, Occupational Therapy, SpLD specialists.				



Strategies to support Physical/Sensory Needs			
Pencil grips/Specialist pencils/Posture support Resources to support sensory processing difficulties	Further differentiation of physical activity (fine and gross motor) Personalised Sensory diets as needed	Physical Adjustments and support as necessary.	Provision of specialist equipment & resources.
Advice from outside Professionals: Educational Psychologist, Advisory Teachers, Occupational Therapy, outreach support, Medical Team, HI/VI team Physiotherapy.			



Provision to support access to the curriculum and a supportive environment				
Use of metacognitive strategies to encourage independence and self regulation.	Pre teaching and over learning of strategies, concepts and vocabulary	Visual timetables Now/Next boards	Use of ICT – whiteboards, Ipads	Provision of outdoor learning environment Forest Schools
Carpeted floors Blinds at windows Chairs and tables at an appropriate height	Small group or 1:1 support from Teaching Assistant or Learning Support Assistant	Personalised Curriculum and timetable	Flexible teaching arrangements Adaptive teaching strategies	Self/peer assessment
Advice from outside Professionals: Educational psychologist, MAC SENCO Network, Advisory Teachers, SEND Advisor, Occupational Therapy, outreach support, School nursing team.				



Inclusion and Accessibility



How will I know how my child is doing and how will school help me to support their learning?

- The class teacher or support staff can be spoken to at the beginning or end of the day. The SENCo can meet with parents/carers by prior appointment.
- Parents Evenings are held three times a year giving time for sharing progress and discussing the appropriate next steps for your child.
- Pupil Passports are reviewed with your class teachers, Special Educational Needs coordinator (SENCo) and your child termly.
- External agencies involved with your child are able to visit the school to observe or work with the child.
- A rigorous tracking system is in place to monitor your child's progress and attainment.
- Targets and next steps will be shared with parents /carers along with suggestions to support children at home.
- Training for parents/carers is offered through our safeguarding officer.
- Regular workshops/ parent sessions are arranged throughout the year to enable parents to engage in their children's learning, including Watch me Learn sessions.



What support is available if my child has a medical condition?

- We follow the requirements of the latest DFE advice (Supporting Pupils at School with Medical Conditions- Updated 2017, see policy).
- Any medicines that are required to be taken are kept in the school office and parents sign a form to detail when and how they need to be taken.
- Any toileting or eating needs are managed sensitively and in consultation with the parents to agree the best approach.
- Where a care plan is necessary, staff work with the school nurse, SENCo and family to create the plan and then copies are given to all staff working with the child.
- In case of a medical emergency, an ambulance is called for and parents contacted. Your child's care plan will detail what should happen in an emergency.



What specialist services and expertise are available at St Mary's Catholic Academy or accessed by the school?
What training do staff receive to support pupils with SEND?

- All members of staff have experience and have undergone training in supporting pupils with SEND.
- Training is regularly undertaken to equip staff with the necessary knowledge and skills needed based on the needs of our pupils. Training needs are reviewed regularly by the SENCo and training support is accessed as necessary. In the past 12 months, all staff have received training on Autism Acceptance, Restorative Practice and Adaptive Teaching (Sept 24).In September 2025, all staff received training on Demand Avoidance and a further update on Adaptive Teaching. From September all staff are engaging with the Whole School SEND online CPD offer.
- All staff work closely with you and outside agencies to equip them with the specific skills to support children with additional needs.
- All school staff have received training on the SEND Code of Practice.
- Staff will receive specific training linked to medical needs/ specialist equipment for individual children as necessary.



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

- All trips and visits are staffed with an appropriate ratio of adults to children unless one to one is required.
- All areas visited are wheelchair accessible.
- Risk assessments are carried out for any activity where there is some form of risk anticipated.
- In the Early Years, Key Stage One and Key Stage 2 staff are on the door every morning and every afternoon to greet parents and children. This provides opportunity to speak to parents on a regular basis and ensure smooth transition in and out of school.



How accessible is St Mary's Catholic Academy?

- The building is accessible throughout. Access into all classrooms, halls and the outdoors is ground level with a new ramp, which is appropriate for use with wheelchairs and walking aids. There is one accessibility toilet on the premises.
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Staff access training in the use of more specialist equipment which your child may require as necessary.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The school's Accessibility Plan can be found on the school website.



How will St Mary's Catholic Academy prepare and support my child to transfer to their next education setting? Or the next class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- The support of more specialist agencies will be sought if needed.
- **When moving classes in school:**
- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher.
- Pupil passports will be shared with the new teacher.
- Your child will take part in transition visits and activities with their new class in order to familiarise themselves with their new environment and get to know their new class teacher and, where applicable any teaching assistants with whom they will be working.

In Year 6:

- The SENCo and Y6 teacher will discuss the specific needs of your child with the SENCo of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



How are resources at St Mary's allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support and resources.
- We ensure that the needs of all children who have special educational needs are met to the best of the school's ability with the funds available. This may include the allocation of additional TA support in 1:1 or group situations, intervention, teacher input and /or specific resources to meet individual needs.
- We have a team of teaching assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis in consultation between the Principal, SENCO and Senior Leadership Team.
- The children who have the most complex needs are given the most support often involving a teaching assistant.
- Parents are involved in the decision-making process through consultation with the SENCO in the development and evaluation of Pupil passports.



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

- All children are unique and individual and as such all teaching is of the highest standard and differentiation made in all age groups.
- If a child needs additional support, the SENCO will work with class teachers, key professionals, parents/carers and outside agencies to ensure appropriate support.
- When children join the school, support is allocated using the information provided by the child's previous school or setting.
- During the school year, provision is regularly adjusted to meet the changing needs of individuals in consultation with the SENCO, class teacher, outside agencies and parents.
- If your child has an Education, health and care plan then this will detail the type and amount of support needed and whether this is on an individual or small group basis.



How will my child be involved in the decisions about their learning?

- Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.
- All pupils are encouraged to discuss and reflect on their learning throughout lessons both with staff, peers and on an individual basis.
- Pupils with a pupil passport will also give their views termly in line with pupil passport reviews and more formally for children with an EHCP during the annual review or assessment process.



Working in Partnership



How will I be involved in the decisions about the learning of my child?

- All parents of children in our school are invited to attend a Parents' consultation three times a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Annual Reports are sent home in July to give an overview of the year. Parents can also meet with class teachers at other times throughout the term and this can be arranged through the school office.
- If a child is part on an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENCO to discuss these in more depth.
- Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to suit your child's individual needs.
- Alongside the home school diary, an additional home/school communication book may be used to support contact with you, when this has been agreed to be useful for you and your child.



How can parents be involved with St Mary's Catholic Academy?

- We always strive to work in partnership with parents/carers and welcome their involvement. We hold learning events regularly for parents and carers (celebration assemblies, workshops, family learning, 'Watch me learn' etc) and survey parent/carer opinion regularly.
- Termly progress meetings are held between class teachers and parents to discuss progress towards pupil passport targets and interventions.
- We have an active parents Event Team and they welcome new members.
- All parents/carers are very welcome to make an appointment to discuss children's needs, however large or small, at any time.
- We also welcome parent/carer volunteers in school and on school visits.



What do I do if I want to make a complaint?

- If you are not happy about a decision or something that is happening in school, please ask to speak to your child's class teacher initially. If you require further assistance then please request to speak to the SENCo. If you are still not happy then you can speak to the Principal or the Academy Committee member for SEND, who will do their best to help you with your concerns.

- The process for all complaints is available for parents to see on the school website. Alternatively parents can request a written copy.



Current Services/Agencies/Specialists linked to St Mary's Catholic Academy:

- Stoke-on-Trent 0-19 Hub-Covering all localities in Stoke-on-Trent Freephone 0808 178 3374
- Early Years Forum **EYIS@stoke.gov.uk**. **01782 231285**
- Speech and language services at Bentilee Neighbourhood Centre **01782 234481**
- Children's Occupational Therapy- Occupational Therapy (Children) :: Midlands Partnership University NHS Foundation Trust



What support is available to parents and how can I contact them?

For further information you may wish to contact parent partnership;
http://www.parent-partnership-stoke.co.uk/

Stoke-on-Trent Local Authority (please see link at the top of the page.)
Tel : 01782 234234 Email: enquiries@stoke.gov.uk

Staffordshire Local Authority (please see the link at the top of the page.)
Staffordshire: 0300 111 8014

