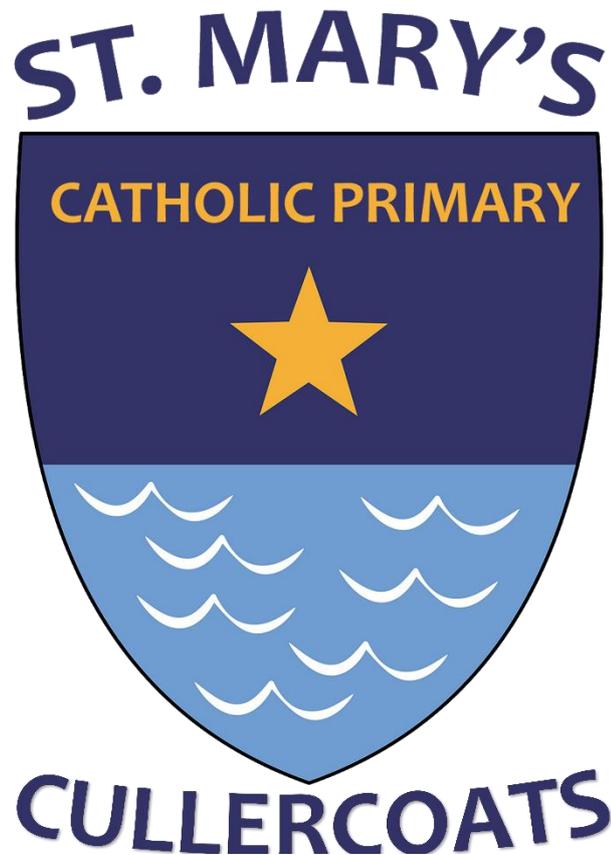




St. Mary's Catholic Primary School

SEND Information Report



Approved by Governors	February 2026
Next Review Date	February 2027



St. Mary's Catholic Primary School - SEND REPORT

'Faith in Education'

What is Special Education Needs?

In the Special Education Needs and Disability (SEND) Code of Practice, SEND is defined as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Page 4 of the Special Education Needs and Disability (SEND) Code of Practice)*

At St Mary's, we recognise that SEND needs fall into 4 different categories;

- *Cognition and Learning,*
- *Communication and Interaction,*
- *Social, Emotional and Mental Health*
- *Sensory and/or Physical.*

At St. Mary's, we do not believe in categorising children or giving them a label but providing an oversight of their area of need is useful in determining the appropriate support for them. Many children will have areas of need which span across more than one category- these needs will be clearly identified on their pupil passport.

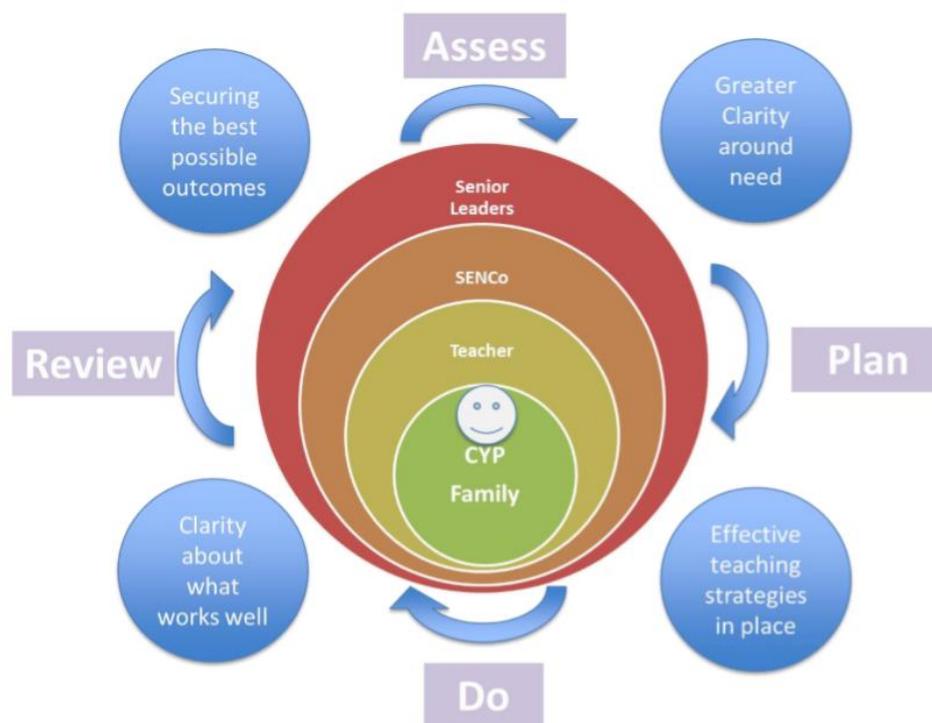
Teaching approaches for SEND pupils:

See appendix A for how our school approaches SEND needs.

Graduated Approach -

For all children we consider the graduated approach. Assess need, plan provision and implement it and then review the impact. This is called Quality First Teaching. Some children at this stage might be on the monitoring register (currently populated with children who have at least 1 emerging area – but children could be working at the expected level with gaps in

areas and need to be on monitoring list) and the SENDCo will know about this. Parents/carers will be informed that interventions/ monitoring is taking place. Staff will have copies of all pupil passports so that every child has their needs met during a lesson, whether this be a lesson taught by the class teacher or another member of staff.



Little or no impact?

Sometimes various interventions/changes in strategies/differentiation do not have the desired impact. If this is the case, other advice may be needed. This is where the child's teacher should begin to fill in an initial concerns form. Once complete a meeting will be arranged with the SENDCo to discuss the concerns form and an agreed plan of action will then be devised.

What happens next?

Through discussion and the information collected in the initial concerns form a specific area to explore will be identified (e.g. Dyslexia, Educational Psychology, CAMHS, Occupational therapy etc.). The evidence of implemented and reviewed interventions/strategies will provide suitable evidence to complete referral forms and they will be sent to various agencies.



External professionals will not consider observations or assessments of any kind if there is no evidence that school have implemented multiple strategies/interventions in appropriate areas (e.g. if a maths intervention has been included as evidence on a Dyslexia referral form it will not be acknowledged).

After referral

External professionals will become involved if suitable evidence of the graduated approach is provided. They will often come in to school to assess/observe and will follow up with a report detailing strengths, weaknesses and offering strategies/approaches to implement which will support the child. They always offer informal advice to staff as well as a formal report. At the point of an external professional becoming involved, the pupil is then placed on the SEND register, under the category SEND Support.

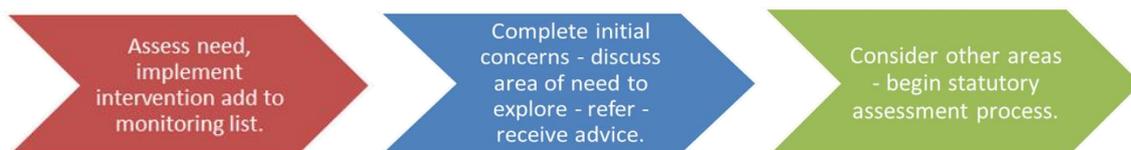
Still concerns?

Sometimes a pupil could be seen by an external professional and expert advice has been given and subsequently implemented with evident impact, but there are still concerns in other areas. Because they have an area of need recognised, this does not rule out that they may experience multiple difficulties. Teachers should continue to implement the graduated approach and build up an evidence bank in the additional area of concern.

Statutory Assessment

Sometimes, professional advice can be implemented and despite best endeavours the pupil is still considerably behind their peers. In some cases, this is where the process of statutory assessment begins.

Statutory assessment (the process to apply for an Education Health and Care Plan- EHCP) is for children who are significantly behind their same age peers. Children who receive an EHCP for Moderate Learning difficulties are usually in the 1st or 2nd centile – meaning 98% of children their age score higher on cognitive scale assessments. The process takes on average 20 weeks and all professional views will be sought to present the case to panel.





Admissions:

No child will be denied access to our school because of a SEND need. All children are welcome to apply to St. Mary's and when a child begins their learning journey with us- whether it be in Nursery or School, the SENDCo will work alongside the Head Teacher and class teachers to ensure the child's needs are going to be met and are staff are well prepared in advance of their start date.

Staff Roles:

The staff at St. Mary's will work together to ensure that all pupils:

- Have their needs identified at the earliest opportunity
- Have support tailored to their individual needs
- Have a pupil passport
- Have updated and reviewed targets both long and short term
- Have meetings with parents/carers and pupils
- Have progress reported at parent's evenings
- Have annual reviews for EHCP pupils

Staff support all pupils with SEND across school and have a role to play in ensuring these children are supported in a range of ways that work best for each individual child. Staff can all be contacted via the main school office by calling: 0191-2518080.

SENDCO:

Our school SENDCo is: Mrs Jayne Miley – jmiley@stmarysonline.co.uk

Mrs Miley is passionate about her role and will support all SEND pupils in our school using approaches, resources and time to suit those pupils. She has an oversight of all pupils with SEND and supports staff with early identification of needs. Mrs Miley is always available to speak to parents and carers regarding any SEND queries or concerns. Following the assess, plan, do, review model she is able to monitor pupils and ensure their needs are being met. Mrs Miley attends relevant training provided by both the Local Authority and the Bishop Bewick Catholic Education Trust.



Head Teacher: Mrs Colette Bland –

Mrs Bland has strategic responsibility for SEND provision. She works closely with Mrs Miley and all staff to ensure that pupils with SEND have

the support they need to fulfil their potential. She advocates the 'assess, plan, do, review model' and supports staff in the early identification of needs.



SEND Governor: Mrs Suzanne Lewis-Dale –

Mrs Lewis-Dale reports to governors following SEND visits to school and she meets with the SENDCo to discuss the overview of SEND in St. Mary's.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
-



- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Teaching Staff:

- At St. Mary's Catholic Primary, the class teacher will first and foremost provide high quality, engaging and differentiated teaching and learning for all children in their class.
- In addition to this they will:
- Recognise the individual needs of children in their class and promote challenge for all.
- Liaise with the SENDCo for informal advice or to raise concerns (through the established initial concerns process)
- Produce targets based on their children's needs and offer opportunities to work towards them.
- Implement targets and provision included in pupil passports
- Communicate directly with parents through a range of channels.
- Track pupil progress
- Participate in Parents Evenings and parent discussions where applicable.
- Contribute information at review meetings.

Support Staff:

With the support of the SENDCo, support staff work alongside class teachers to support SEND pupils, both in and out of class in 1:1 or small group situations. Support staff are responsible for delivering interventions across school such as:

- Dyslexia programme
- Communicate and Regulate
- Lego Therapy
- SALT programmes
- Dyscalculia programme
- Occupational Therapy



Assess, Plan, Do, Review: (See appendix 1, 2, 3, 4)

ASSESS:

At St. Mary's, we place high importance on the early identification of any additional needs. Through discussions, both formally and informally with staff and parents/carers we are able to share concerns. These concerns (whether raised by parents/carers or staff) will be noted down on a SEND 'initial concerns' form and the class teacher will set some SMART targets suitable for your child. The initial concerns form will also state the extra provision that will be made to help your child meet these targets. These targets will be reviewed termly and in some cases half termly.

If after some time, your child is still making slow progress we may want to refer your child to outside agency who can offer specialist support and give the school guidance on the best way to meet your child's needs. Targets will be set from this guidance on a SEND Pupil Passport which clearly documents how your child's needs can be met and what is most suitable for them.

Pupil Passport

Faith in Education

Name: _____

About me:

Name:	_____
DOB:	_____
Year Group:	_____
Area of support:	_____
Medical information:	_____

What helps me with my learning?

What do I find challenging?

How do I like to be helped?

How do I not like to be helped?

What does my parent/carer say about me?

What does my teacher/TA say about me?

My Targets:

Long Term Target:	Achieve by?	Sign and date:

SMART Target	How can I reach my target?	Review date	How am I doing?



PLAN:

When there has been a concern raised about a pupil, the next steps are to put strategies in place and make adjustments to provision to support the child. Here at St. Mary's we work with a range of external agencies including:

Educational Psychologist

Dyslexia Referral Team

Teachers of the visually impaired

Teachers of the hearing impaired

Educational Welfare

Language and Communication Team Child

Adolescent Mental Health Services (CAHMS)

School Counsellor

School Nurse

Speech and language therapist

Early years Portage

Service Social Services

Early Help Team

Health Visitors and others where needed.

EYCOT Team

Staff Training

Staff are aware that 'Every teacher is a teacher of Special Educational Needs' and staff frequently take up opportunities for further training and support to develop their knowledge, understanding and skillsets. Training has included

- Quality first teaching
- SEMH training
- Supporting pupils with ADHD



- Supporting pupils with ASD
- Selective Mutism training
- Trauma Training
- Neurodiversity training
- ASD training
- ADHD training
- WELLCOMM training
- Safe handling training
- SENDCo – SEND NPQ

Support staff:

Mrs Cutting – Based in EYFS

Mrs Martin- OT, SALT, dyslexia programme, Lego Therapy

Mrs Squires- Lego Therapy, SALT

Mrs O'Brien- SALT, Dyslexia and LACT

Mrs Miley is trained in delivering Communicate and Regulate, she is also trained by dyslexia team in delivering interventions across both key stages. In addition to this she attends all relevant and up to date training linked to SEND, provided by the Local Authority as well as Bishop Bewick Catholic Education Trust (BBCET). Currently she is working alongside schools in BBCET and the Trust Lead for SEND to devise a joined up approach to SEND so that all trust schools can access and offer the highest quality support to SEND pupils and families. She has undertaken 'trauma training' and attended conferences studying neurodiversity provided by BBCET and the LA as well as completing NPQSEND. Through working with the BBCET SEND specialist, Mrs Miley is able to receive advice and have her work quality assured through Trust SEND visits by the lead SENDCo as well as visits by the Trust School Development Partner and Local Authority SDP.

DO:

Once we have identified a child needs and further support and advice has been received from an external agency, it is at this point that a child would usually go on our SEND register (although there are some exceptions to this). Up to this point a child has just been monitored. The plan and recommendations that have been made are then acted upon. This support comes in many forms—from using an iPad app, to offering a regular or short burst intervention, from creating a visual timetable to setting up a reward chart for example. In class adaptations may be made or specialist equipment may be provided, such as:



Writing slopes

Specialised pens/ pencils

Pen/pencil grippers

Wobble cushions

Chair kick bands

Desk prompts to assist work

Ear defenders

For SEND pupils with physical disabilities who may require specialist equipment or adaptations to be made, we have a building on a single floor with accessibility ramps at all entrances and exits. We have an accessible toilet facility and our Accessibility Policy can be found on our school website – link included in resources at the end of this document.

At St. Mary's, we feel passionately about supporting all our pupils and have worked hard to create calm and structured classroom environments to support pupils. We recognise that there are times across the school day when pupils may need to have some time out to escape distractions/ noise because they are feeling overwhelmed. We have a designated 'chill out zone' in school whereby pupils can take themselves to the area and engage in quiet time/ mindful colouring / playing with fidget toys and more to help them regulate and return to their learning.

In order to support a pupil, we use the long and short term targets from pupil passports to plan and deliver interventions or in- class support which is tailored to the child. At St Mary's we offer a wide range of support including:

Launchpad for Literacy

Wellcomm Speech and Language

Dyslexia programme

Dyscalculia programme

Fast Track Phonics

Success at Arithmetic

Numbers count

Lego Therapy



Communicate and Regulate

School Counsellor

Connect Mental Health Team

Narrative Programme

Listening Programme

Word Aware and Language skills

SEND pupils can have access arrangements put in place to support them to sit KS2 SATS. The range of access arrangements available include having a reader, scribe or additional time. The arrangements appropriate for each individual child would be discussed and agreed with the Head Teacher, SENDCo, Y6 Teacher and parents/ carers and would be applied for/notified by the Head teacher.

All pupils at St. Mary's are encouraged to attend extra curricula activities and we have a range of clubs on offer at various times throughout the year which have a very high uptake. These clubs are all suitable for SEND pupils and adaptations to the environment or task will be made accordingly. Mr Miley, the PE lead in school works closely with the SENDCo to ensure all pupils can access the sporting clubs on offer. Some of the clubs we are offer are:

Multisports

Dodgeball

Football

Irish Dancing

Art club

Eco club

Choir

Chess

History Club

Mini Vinnies and more.

The views of SEND pupils are essential to our working at St. Mary's, to that end, the SENDCo uses pupil voice and meetings as a way of capturing what our pupils think of our school and how we can make it better. Our methods and ways of working are constantly evolving and



the best people to tell us how effective these are the pupils themselves. The SENDCo shares the outcomes of these meetings with staff. We work with all pupils to help our pupils and families better understand SEND and pride ourselves on being an inclusive school. Our school has SEND displays showcasing talents and giving information to all pupils. There are a whole range of SEND stories and information texts in each classroom so that all children can learn and understand that we are all perfectly unique. Our children speak very openly and positively about one another, and this is reflected in pupil voice surveys and feedback where they also say that *“bullying does not happen in our school as everybody is equal”*. Pupils who have any concerns in relation to bullying are supported by class teachers, key stage leads, the Deputy Head Teacher and the Head Teacher and all incidents are recorded in writing and shared with governors, should they arise.

REVIEW:

The review process is an integral part of SEND at St. Mary’s. We seek to ensure the provision we offer is the most effective and so use a range of methods to reflect and evaluate before moving on to the first step in the cycle again.

Effectiveness is reviewed through:

- Review meetings with parents/carers (EHCP / pupil passports or simply at the end of an intervention)
- Looking at teacher assessments of pupils
- Using additional assessment tools (Sandwell maths age, YARK reading age, HAST spelling age, amongst others).
- SENDCo or external professional observations
- External Professional follow up assessments

Working with Families:

We also place high importance on pupil and parent/carer voice, talking to pupils and parents/carers is at the core of all we do. We need to ensure that the support we are putting in place is suitable for children and meets their needs effectively, thus pupil voice is essential to enable us to capture how pupils may like to work or what methods may be better suited to them.

Parents and Carers will be invited to meet with class teachers up to 3 times yearly – these meetings will be additional to parents evening appointments and will be an opportunity for parents and carers to focus on the SEND aspect of their child’s development, discuss their child’s progress and complete the assess-plan-do-review cycle. As well as parent/carer input, staff speak to pupils to gain their own voice in relation to targets.



St Mary's Catholic Primary School works in partnership with families in order to support their children both in and outside schools. We believe that a collaborative approach is key and that through working together, we can ensure high aspiration and achievement. Families are invited to assist with the setting and reviewing of individual targets for pupils on the SEND register as well as discussing and evaluating provision and considering next steps. In addition to this, families are also signposted to other agencies/services/organisations through the Local Offer. In cases where a pupil who has SEND is also a 'Looked After Child', the SENDCo will work closely with the Designated Person for Looked After Children to ensure needs are met as well as seeking views of Parents/ Carers. The SENDCo sends out regular questionnaires to parents/carers to seek out their views and opinions to support the school in providing excellent SEND support to all pupils.

Here at St. Mary's we hold a SEND coffee morning each term, whereby parents/carers are invited into school to network with one another and build up a strong relationship with the SENDCo. Often external agencies attend these coffee mornings to support families. Through gathering parent/carer voice questionnaires, the SENDCo is able to offer support from appropriate external agencies to best support families and pupils. Parents/carers speak very highly of these events and they have supported and helped many families to build up friendships and networks. *"It's sometimes just nice for parent/carers experiencing similar things, needs, situations, services etc to offload, share ideas, suggestions and strategies"*

Transition:

Transition, both from year group to year group and from school to school is something St. Mary's considers carefully. We ensure that teachers have sufficient handover time, supported by the SENDCo to ensure needs are shared and therefore able to be met at the beginning of a new academic year. It is essential that all notes are shared with new class teachers to ensure a smooth and happy transition. The SENDCo will often hold meetings with class teachers to assist with this to ensure all key details are shared.

We also work with parents/carers when considering secondary schools to ensure the best choice is made. The SENDCo, Y6 Teacher and Head Teacher all meet with feeder High Schools to ensure a detailed and effective transition takes place for pupils with SEND. Staff from the relevant High School are invited to attend any Year 6 Education Health and Care plan review meetings. Children with Special Educational Needs going to High School are offered extra transition days additional to the days all children receive and the SENDCo ensures all pupils with SEND are given additional opportunities to experience High School open days/ events where relevant. The SENDCo informs all parents/carers of pupils with SEND about additional transition events and meetings for parents to ensure they have every opportunity to work



alongside their child's new High School prior to them attending. We also look to prepare pupils for adulthood by developing their resilience and independence through suitably planned and resourced PSHE lessons where children will learn about a whole range of values. (See schools PSHE/ RSE policy)

SENDIASS:

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is a specialist service who can help and guide you in all aspects of special educational needs.

www.sendiassnorthtyneside.org.uk

This link will take you to their information leaflet and website:

<https://my.northtyneside.gov.uk/sites/default/files/web-page-related-files/SENDIASS%20General%20Service%20Leaflet%20Dec%202022.pdf>

Local Offer:

North Tyneside's Local Offer can be found using this link:

<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

They offer a range of support and services to families including:

Other family support and contacts North Tyneside Parent Carer Forum – <http://www.ntpcf.co.uk/> Contact North East - <https://contact.org.uk/>

SPARCS (Support for Parents/Families Living with Autism and Other Related Conditions) – email: Sparcs@yahoo.com

Pathways 4 All – www.pathways4all.co.uk

The Alan Shearer Foundation – www.alanshearerfoundation.org.uk The Alan Shearer Centre – www.alanshearercentre.org.uk



The Calvert Trust – www.calvert-trust.org.uk The Calvert Trust Kielder – www.calvert-trust.org.uk/kielder/kielder

Smile Through Sport – www.smilethroughsport.com

Newcastle United Disabled Supporters Association – www.nudsa.org

You will find a link to our Accessibility Policy [here](#) – where you can see how we support our pupils with physical disabilities.

All complaints will be dealt with as sensitively and swiftly as possible. Initially the SENDCo should be contacted and then the nature of the complaint will determine the course of action to be taken and the people involved. Wherever possible the complaint will be dealt with by the SENDCo but it may be necessary to involve other staff, the Head Teacher and the Governing Body. For full information on the complaints procedure – see the school Complaints Policy at www.stmarysonline.co.uk

If you would like a printed copy of this document, please contact the school office and ask for **Mrs Jayne Miley on 0191-2518080.**

The school SEND policy is a useful document to read and you can find a copy on our school website www.stmarysonline.co.uk

Click [here](#) for SENDIASS

Click [here](#) for North Tyneside Local Offer.

Useful Websites:

The Disability and Additional Needs Service. dans@northtyneside.gov.uk or telephone 0345 2000108

The National Autistic Society: www.autism.org.uk



Dyslexia Action: www.dyslexiaaction.org.uk www.thedyslexia-spldtrust.org.uk

Attention Deficit Hyperactivity Disorder: www.adhd.org.uk

Speech, language and communication <https://www.thecommunicationtrust.org.uk>

<https://www.autism.org.uk/about/in-education/homework.aspx>

Setting up visual schedules

<https://www.homeschooling-ideas.com/home-school-schedule.html>

Signed:

___J. Miley_____ SENDCo Date ___22.01.2026___

___C. Bland_____ Head Teacher Date ___22.01.2026___

___S. Lewis-Dale_____ Chair of Governors Date ___22.01.2026___

Updated	January 2026
Review date:	February 2027