

St Mary's Catholic Primary School



*SEND Information Report
2026-2027*



Our School

Our thriving school community is committed to providing a safe and nurturing environment where every child can flourish. We offer an ambitious, creative, and stimulating curriculum that encourages our pupils to reach their full potential, creating well rounded, independent and knowledgeable citizens.


Identifying a suitable school for a child can be a difficult process, particularly if the child has some form of special educational need. Our School Offer describes the provision available in St Mary's Catholic Primary School in 2025/26 and sets out our commitment to providing high quality learning for all of our pupils. We describe our Offer by addressing a series of questions typical of those raised by families of children with Special Educational Needs of Disabilities (SEND). We hope that this information will assist parents in making a decision that is right for their child but we would always encourage prospective parents to contact the school to arrange a visit. This would enable them to meet staff, view our provision and talk about their child's unique needs. If you have any questions, please do not hesitate to contact the school and make an appointment to see either the Headteacher Mrs D Douglas or the SENCo Miss C Orr. Both are ready to give advice and offer support to families of children with SEND.

We welcome pupils from our immediate community as well as beyond and we strive to meet the individual needs of all.

Our ethos — “We love one another through caring and respect” — is lived out daily, fostering a sense of belonging, compassion, and mutual respect. We believe that every child can succeed, and this belief drives our mission.

Special Educational Needs

At St Mary's Catholic Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Meet our SENCO

The SENCO is Miss C Orr

If you would like to contact Miss Orr, please call school on 01946 830433 to make an appointment or email c.orr@stmarys-harrington.cumbria.sch.uk

At St Mary's we work closely as a team, if staff have a concern about a child, they discuss concerns with parents/ carers and our SENCO. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of time, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (January 2024) to help support children's learning within the classroom.



Identifying and Assessing Need

Assess, Plan, Do and Review cycle (The Graduated Response)



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:



Child Consultations



Self-assess how they are doing.



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.




Staff Training

At St Mary's, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly evaluating the needs within the school and, where an area of concern is highlighted, whole school training could be

	<p>organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</p> <p>If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.</p>
 <p>Outside Agencies</p>	<p>We work with the following agencies to provide support for children with SEND:</p> <ul style="list-style-type: none"> • Educational Psychologists • Specialist Advisory Teachers which may include, Autism SAT, SLD SAT, Early Years SAT, English as an Additional Language SAT • Paediatricians • Occupational therapists • Physiotherapists • Health Visitors • Cumberland 0-19 service • Speech and Language Therapists • Visual and Hearing impairment team • Behaviour and emotional wellbeing officers • CAMHs <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.</p>
<p><i>How does St Mary's Catholic Primary School know if pupils need extra help and what should I do if I think that my child may have special educational needs?</i></p>	<p>Some children may arrive in our school with arrangements already in place to provide them with additional support for their learning. For others, their needs will only become apparent once they have been with us for a little while.</p> <p><u>How we identify pupils with special educational needs:</u></p> <ul style="list-style-type: none"> •Pupils are observed during all aspects of learning and school life. •Our staff are highly skilled and experienced in detecting if there is a concern with a pupil and how they learn and progress. •Staff refer concerns to our SENCo who will seek advice from external services where appropriate. •If a pupil is causing particular concern, they may be referred to an external agency who will visit the school to speak to staff and conduct an observation enabling them to prepare a report giving advice on the best way to meet the pupil's needs. If this happens, you will always be informed in advance to ensure that you are happy and understand why this action is being taken. •We have excellent assessment and tracking systems that quickly highlight where pupils are failing to make progress. •We work closely with parents and carers and value personal communication. <p><u>What you should do if you are concerned:</u></p> <p>In the first instance, you should raise any concerns with a member of staff that works with your child. This may be their class teacher. If you continue to be concerned or need further advice, please make an appointment to speak to our SENCO, Miss Orr. It is likely that she will already be aware of your concerns as your child's key worker or class teacher will have shared this information with her. If your concerns are not dealt with to your satisfaction, you do have the option to follow the complaints procedure. Please be aware, though, that we are not always in control of the outcome with regards to special educational needs when external agencies are involved. However, we can assure you that your concerns will always be handled to the best of our ability as we give parent partnership the highest priority.</p>

<p>How will St Mary's Catholic Primary School support my child?</p>	<p>School staff will work closely with you to ensure that a manageable and achievable plan is in place in school to support your child. Their needs will be clearly identified and outcomes and targets will be set and reviewed regularly with school staff and yourself.</p> <p>The people who support pupils with special educational needs in our school:</p> <p><u>Class teachers</u></p> <p>It is your child's class teacher that is responsible for the education of your child, regardless of any special educational need. They will monitor the progress of your child closely and will plan any additional support in consultation with the SENCO. They will also liaise with you to ensure that you are fully involved in the planning process and understand any additional provision for your child.</p> <p><u>SENCo</u></p> <p>The SENCo will coordinate all the support for pupils with special educational needs and develop the school's policies and procedures to ensure that all pupils get a consistent, high-quality response to meeting their needs in school. The SENCo will provide support and guidance to school staff to ensure the best possible provision. Sometimes the SENCo will seek support and guidance from external agencies to ensure that every child's provision is exactly what they need. The SENCo will also work closely with the SEND governor and ensure that the Governing Body is kept up to date on any issues relating to special educational needs in the school.</p> <p><u>Headteacher</u></p> <p>The Headteacher is responsible for the day to day running of all aspects of school life and this includes support for pupils with special educational needs. Working closely with the SENCo, she will ensure that all staff have the training and resources that they need to ensure that they deliver the highest quality provision to all of our pupils.</p> <p><u>SEND Governor</u></p> <p>The SEND Governor, liaises with the SENCo in school to ensure that the necessary provision is in place for any pupil attending the school who has special educational needs. She also discusses the action plan for SEND children and provision in school.</p> <p><u>External agencies and specialists</u></p> <p>There are a range of professionals who come into school to support our provision for pupils with special educational needs. These include speech therapists, school nurses, health visitors, educational psychologists and speech and language therapists. Specialists will often observe pupils in school and provide written reports to assist in meeting their needs. They may recommend making changes to the way a pupil is taught, set targets for improvement or suggest additional specialist packages of support.</p>
<p>What does the support look like in St Mary's Catholic Primary School?</p>	<p><u>High quality class teaching</u></p> <p>All teachers have the highest expectations for your child and all others pupils in the class. Teachers will ensure that teaching focuses precisely on what your child needs to learn and reflects any individual targets that they have. They will also use a variety of teaching styles and strategies to ensure that your child is fully involved in learning. Teachers will put in place specific strategies, as suggested by external agencies or the SENCo, to support your child in their learning.</p> <p><u>Small group intervention work</u></p> <p>Where specific gaps in learning are identified and it is considered appropriate for your child to receive additional intervention, the class teacher will work closely with a HLTA or STA to plan a programme of work to address this. This intervention may take place within a small group of pupils with similar needs. Your child's progress within this intervention group will be closely monitored and provision adapted where appropriate.</p> <p><u>Individual support</u></p> <p>Where your child has quite unique, specific needs, it may be appropriate for them to have individual support to ensure that they are able to access the curriculum. We have</p>

	<p>packages in school we use for specific difficulties and are always reviewing our provision. Individual support may take place within the classroom setting to allow them to access the normal curriculum or outside of the classroom with a modified curriculum. This may happen daily in an allocated time slot with a member of staff in their classroom.</p> <p><u>Specialist intervention</u></p> <p>If your child has specific needs that require an external professional, they may work with them within school on a specific programme.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>At the beginning of every academic year, you will be given the opportunity to meet with your child's class teacher to discuss any concerns that you may have. In the Autumn and Spring Term formal parent/carer evenings will take place where the class teacher will detail your child's progress against National Expectation. At the end of the Academic Year a report will be produced that details your child's progress. If your child's class teacher has any concerns at any other time of the year, they will meet with you to discuss this. Any child who has an Individual Education Plan as a result of an Education, Health Care Plan will have the opportunity to meet with the class teacher and SENCo every term to review progress. Class teachers are very approachable and will always be willing to speak to you if you have any concerns or require information. You may need to arrange a suitable appointment but they are always willing to discuss teaching and learning</p>
<p>What training have staff at St Mary's Catholic Primary School received in order to support children with SEND?</p>	<p>Staff professional development is given the highest priority and each year we have a training plan which sets out the development needs of staff. Additional training is planned according to the specific needs of pupils at any one time. Staff attend individual training courses run by outside agencies that are relevant to the needs of pupils that they are working with. The SEN Governor has completed specific SEN Governor training and will be invited to attend SEN training in school if possible. All teachers and teaching assistants are trained in the interventions they are required to deliver in order to meet specific needs for children in their classes.</p>
<p>How does St Mary's evaluate the effectiveness of the provision made for children with SEN?</p>	<p>The effectiveness of provision for pupils with Special Educational Needs and Disabilities (SEND) is evaluated through a graduated approach of Assess, Plan, Do and Review. Progress towards agreed outcomes is monitored regularly through:</p> <ul style="list-style-type: none"> • Ongoing teacher assessment and tracking of academic progress. • Review of individual SEND support plans and targets. • Observation of pupils in the classroom and wider school environment. • Monitoring attendance, behaviour, engagement and wellbeing. • Pupil voice, including discussions about their views, aspirations and experiences. • Parent/carer feedback and involvement in review meetings. • Assessment data, intervention records and progress measures. • Advice and reports from external professionals where appropriate. <p>The SENCo works collaboratively with teaching staff, parents/carers and pupils to review the impact of interventions and support strategies. Provision is adapted as required to ensure that it continues to meet individual needs and promotes progress, independence and inclusion.</p> <p>The effectiveness of the school's SEND provision is also monitored through regular evaluation by senior leaders and governors, analysis of whole-school outcomes for pupils with SEND, and consideration of feedback.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>In St Mary's Catholic Primary School, providing a supportive, nurturing ethos is one of our strengths. Our pupils feel happy and safe here which is the perfect basis for high quality learning. We intervene quickly and effectively to support any pupil who is experiencing difficulty or is unhappy or unsettled. We support your child's well-being in the following ways:</p>

	<ul style="list-style-type: none"> • Our curriculum is designed to support children in keeping themselves safe from harm and developing a happy, healthy lifestyle. This includes a Kidsafe programme delivered by Mrs J Lowrey. • All staff and volunteers receive Level 1 Safeguarding training and are skilled in identifying child protection issues and knowing what action to take. Mrs Douglas, Mrs Davidson, Miss Orr, Mr Graham, Miss Heron and Mrs Dyer are level 3 safeguarding trained. • We maintain strong partnerships with Barnardo's and the Cumberland Family Hub to promote and support children's wellbeing. Barnardo's delivers Feelings Casefiles and Transition to Secondary School workshops, while the Cumberland Family Hub provides Decider Skills and Draw and Talk programmes, helping children develop emotional resilience and wellbeing skills. Our school also has qualified ELSA practitioners who provide targeted emotional literacy support through the ELSA programme. • We are also able to 'signpost' families to external agencies when specialist support and guidance is needed.
<p>What are the arrangements for the admission of disabled pupils within St Mary's?</p>	<p>The admission of disabled pupils is considered in accordance with the school's admissions policy. No pupil will be refused admission on the grounds of disability. St Mary's catholic primary School will make reasonable adjustments and provide appropriate support, where practicable, to ensure that disabled pupils have equal access to education and school activities.</p>
<p>How accessible is St Mary's Catholic Primary School?</p>	<p>St Mary's Catholic Primary School is committed to providing an inclusive environment where all pupils can access learning and participate fully in school life. The school works to remove barriers to learning and ensure that reasonable adjustments are made for pupils with special educational needs and disabilities (SEND).</p> <p>The school aims to provide access to the curriculum, the physical environment, and information for all pupils, parents, and visitors. Staff work closely with families and external agencies to identify and meet individual needs, and personalised support is provided where required.</p> <p>Accessibility arrangements are reviewed regularly through the school's Accessibility Plan and SEND provision. Parents and carers are encouraged to discuss any specific accessibility requirements with the school so that appropriate support and reasonable adjustments can be put in place.</p> <p><u>Wheelchair Accessibility</u></p> <ul style="list-style-type: none"> • All areas of the school are wheelchair accessible. • Disabled visitors can use the school carpark to make their access to the building easier. <p><u>Auditory and visual adjustments</u></p> <ul style="list-style-type: none"> • We have a range of coloured screens and equipment to aid dyslexia in school. <p><u>Toileting and changing facilities</u></p> <ul style="list-style-type: none"> • We have a disabled toilet and changing facility in the main part of the school as well as changing facilities in the Early Years unit. <p><u>Communication with parents/carers whose first language is not English</u></p> <ul style="list-style-type: none"> • When necessary, we will use technology to support EAL by using translating facilities.
<p>How does St Mary's Catholic Primary School ensure that disabled pupils participate in the school's curriculum?</p>	<p>The school is committed to ensuring that all disabled pupils can access and participate fully in the curriculum alongside their peers. To achieve this, we continually review and develop our provision through the following measures:</p> <ul style="list-style-type: none"> • Curriculum Adaptation and Inclusive Teaching • Differentiating learning activities to meet individual needs and learning styles. • Providing adapted resources, including enlarged print, coloured overlays, visual supports, and assistive technology.

	<ul style="list-style-type: none"> • Using a range of teaching approaches to ensure lessons are accessible to all learners. • Ensuring learning objectives remain ambitious while providing appropriate support. <p><i>Staff Training and Development</i></p> <ul style="list-style-type: none"> • Delivering regular training for teaching and support staff on SEND, disability awareness, and inclusive classroom practices. • Sharing expertise and best practice across the school. • Working with specialist services to develop staff knowledge of specific needs and disabilities. <p><i>Assistive Technology and Specialist Equipment</i></p> <ul style="list-style-type: none"> • Providing access to laptops, tablets, speech-to-text software, hearing support systems, and other specialist equipment where appropriate. • Reviewing technological developments to enhance access to learning. <p><i>Targeted Support and Intervention</i></p> <ul style="list-style-type: none"> • Implementing personalised support plans and reasonable adjustments. • Providing targeted interventions to address identified barriers to learning. • Ensuring support promotes independence and active participation in lessons. <p><i>Partnership with Parents and External Agencies</i></p> <ul style="list-style-type: none"> • Working closely with parents, carers, and pupils to identify barriers and develop effective support strategies. • Seeking advice from educational psychologists, therapists, specialist teachers, and other professionals where required. <p><i>Access to Wider Curriculum Opportunities</i></p> <ul style="list-style-type: none"> • Ensuring disabled pupils can participate fully in educational visits, clubs, enrichment activities, performances, and sporting events. • Conducting risk assessments and making reasonable adjustments to enable participation. <p><i>Pupil Voice</i></p> <ul style="list-style-type: none"> • Consulting disabled pupils about their experiences and involving them in decisions about support and accessibility. • Using feedback to inform school improvement planning. <p><i>Monitoring and Evaluation</i></p> <ul style="list-style-type: none"> • Regularly reviewing the progress, attainment, and participation of disabled pupils. • Identifying and addressing any barriers to engagement within the curriculum. • Evaluating the impact of adjustments and interventions to ensure continuous improvement.
<p><i>How will St Mary's Catholic Primary School prepare and support my child to join the school or transfer to a new school or their stage of education?</i></p>	<p><i>Regardless of special educational need, before any child joins our school, we encourage them to visit us, have a look around and meet our staff. We will then consider their unique needs before planning a programme of support for their transition into the school. This will ensure all pupils are treated equally.</i></p> <p><i>If your child joins our Early Years unit, the following provision is in place:</i></p> <ul style="list-style-type: none"> • <i>If your child is joining us at the beginning of an academic year, you will have the opportunity to attend an induction meeting for parents.</i>

	<ul style="list-style-type: none"> •You will be given a Parent Information Pack containing an information booklet and a number of leaflets advising on school policies and procedures. •Children will attend full time once staff have observed and feel the child is happy, safe and settled and ready to attend for the allocated time. •If your child is moving from another educational setting, staff here will make contact and speak to their SENCo to gain all information needed including your child's Learning Journey. On occasions, we may also arrange to observe your child in the setting. •Staff will plan any adjustments necessary to the environment or curriculum to ensure that your child's needs are met. •When necessary, a multi-agency meeting will be called to bring together all the professionals currently working with your child and share information. <p>If your child joins our school at any time other than the Early Years, the following provision is in place:</p> <ul style="list-style-type: none"> •The SENCo will liaise with the school that your child is transferring from to ensure that information about their progress and development is gathered. •The SENCo may observe them in their own school to aid the information gathering process. •The SENCo will meet with you to discuss any concerns that you may have about transition. •You will be given a Parent Information Pack containing an information booklet and a number of leaflets advising on school policies and procedures. •Staff will plan any adjustments necessary to the environment or curriculum to ensure that your child's needs are met. •When necessary, a multi-agency meeting will be called to bring together all the professionals currently working with your child and share information. <p>If your child leaves us to join another school, for example moving onto secondary school, the following provision is in place:</p> <ul style="list-style-type: none"> •The SENCo will liaise with the new school to ensure that all information is passed on. •All records will be passed on as soon as possible. •Where possible your child will visit their new school on several occasions and in some cases staff from the new school will be invited to visit your child in our school. •Additional transitional days are planned each year for SEND children.
<p>How do you reach a decision about what type and how much support my child will receive?</p>	<p>Every pupil with special educational needs is different and we consider this carefully when reaching any decisions about the support that they receive. We will work closely with any external specialists as well as parents to prepare a support package that meets a pupil's unique needs.</p> <p>The targets and objectives contained within a pupil's Individual Education Plan will always influence any decision made about the nature of provision. If a pupil has an Education, Health Care Plan, these targets and objectives will be derived from advice contained within those.</p>

Our Local Offer

The Cumberland SEN Local Authority Local Offer can be found at <https://cumberlandsend.co.uk/cumberland-send>



Complaints Procedures

The school's complaint procedures are the same as those set out in the School Complaints Procedure. Under the Children and Family Act 2014 parents can request the services of an independent disagreement resolution. The SENCO will provide more information about this upon request.