



## St Mary Magdalen's Catholic Primary School SEN and Disability Information Report – September 2025

*Nurturing Hearts and Minds*

### ***Mission Statement***

*Let the light of Jesus shine through in all we think, and say and do.*

### **Key Personnel**

Designated Safeguarding Lead – Mrs C. McKinnon (Head teacher)

Designated Safeguarding Teachers –), Mrs N Nolan-Williams (Pupil and family Support), Mrs S Bradley (EYFS Lead)

SENDCO (Special Educational Needs and Disability Coordinator) – Mrs J. Briscoe

Designated Teacher for Looked After and Previously Looked After Children – Mrs J. Briscoe

The SENDCO has the NASENCO award at distinction standard

Pupil and Family Support Worker – Mrs N Nolan-Williams

SEND Governor – Mr J Brennan

Child protection governor – Mr J Brennan

Any enquiries can be forwarded via the school office at office at [office@st-marymagdalen.lancs.sch.uk](mailto:office@st-marymagdalen.lancs.sch.uk)

The school website is [www.st-marymagdalen.lancs.sch.uk](http://www.st-marymagdalen.lancs.sch.uk)

### **Statement of Inclusion**

The staff, pupils and governors of St. Mary Magdalen School ensure that equality of opportunity is available to all members of the school community. For our school, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

## Types of SEN and Additional Needs Supported by our School

St Mary Magdalen Catholic Primary School is a mainstream primary school catering for children from 3 - 11 (FS - Y6). The SEND Code of Practice (2015) outlines four broad categories of need of children on the SEN register. A child can have needs in more than one category but will usually have one main area of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

We also identify additional needs and situations that may have an impact on a child's development but the child does not need to be on the SEN register. Currently we are meeting the needs of children with the following SEN, medical, disability and other needs:

- Dyslexia Traits (diagnosis is not usually made until high school)
- Visual impairment
- Physical impairment
- Social, emotional and mental health (SEMH)
- Speech and Language
- Hearing impairment
- Neurodiversity – ASD, ADHD, ADD (both diagnosed and on the pathway to diagnosis)
- Dyspraxia traits
- Hypermobility
- Hyper and hypo sensitivity
- Specific and moderate learning difficulties.
- EAL families and children
- Attendance and punctuality
- Asthma
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or a Previously Looked After Child
- Having a close family member bereavement
- Left handed
- Various allergies and intolerances

## Identifying SEND or Other Additional Needs

Before a child starts in nursery or reception class, the EYFS staff liaise with parents / carers and other previous EYFS settings to discuss any additional needs each child has. If a child starts in a later year group, the teacher will liaise with the parents / carers and previous school. Any needs are discussed with the head teacher and SENDCO in order for the correct physical resources and adult support to be available once the child starts. On entry into the school, all pupils are assessed according to statutory requirements and potential weaknesses are identified and addressed. We also assess all children on a termly basis using formative and summative assessments. We closely monitor the progress of children through pupil progress meetings with teacher, SENDCO and head teacher held three times a year. These track reading, comprehension, spelling, grammar and punctuation, maths, writing and phonics (until they have passed the Year 1 screening test). Needs other than academic are also discussed at these meetings. Teachers do not need to wait for this meeting to raise any concerns.

The school has a graduated response to children with SEND with three stages of need:

1. Initial Support Plan If the teacher still has concerns after a reviewed period of high quality teaching, then they will discuss the child with the SENDCO to discuss additional strategies, write a bespoke initial support plan and share this information with parents. The child may receive some specific small group interventions and the teacher will record this on the class provision map.
2. SEND Register If the subsequent intervention does not lead to adequate progress then the teacher will consult the SENDCO to review all strategies tried. If the pupil requires help that is additional to or different from that which is normally available then this would constitute Special Educational Provision (SEP), the child would then be placed on the SEND register and again parents would be consulted. The teacher would then create a targeted plan for this child (see below for more information).
3. EHCP If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school or parent may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. The school will provide the any relevant evidence about that child's needs.

Parent and pupil's views will be encouraged and acted upon throughout this process.

## What to do if you are concerned your child has an additional need

If you have concerns about your child's progress, or unmet need, then please contact the following (in this order):

1. Your child's class teacher
2. The SENDCO, Mrs Briscoe
3. The head teacher, Mrs McKinnon.
4. The school SEN governor, Mr Brennan

The school website <https://www.st-marymagdalen.lancs.sch.uk/about-us/sen-1> has many links to other agencies and free services that can support you if you have concerns or need advice. You may also refer your child to external agencies via your G.P. if you have a medical concern.

## How We Involve our Children

All children are fully included in the life of the school and their day-to-day questions and comments are taken on board. Children on the SEN register are invited to contribute to and attend their termly reviews; their opinions are listened to and acted on when appropriate. They are all aware of their targets and are encouraged to review and set these (as appropriate to that child's wishes and ability). Children with an EHCP are also supported to complete a one-page profile for their annual review. Looked after children will do this for the PEP meetings three times a year. For younger children and those who need it, these opinions are gathered by a member of staff in an informal basis through play and chat. Children opinions are sought on their strengths, needs, future dreams / aspirations and how best to support them with any intervention.

Each class from Y1 to Y6 votes for two school council members that attend regular meetings. They raise any issues the class have about the school, and work with a teacher to problem solve and improve our school where possible. These children will change each year. All children are encouraged to have positive relationships with staff and this is reinforced through a strong transition program. The transition program also helps to identify and support children who would not otherwise speak up. These strong staff: child relationships allow children to have confidence to raise worries, concerns or suggestions both in class PSHE specific lessons and outside of class time on a 1:1 or small group basis. Wellbeing surveys are carried out when needed. Children who are highlighted by this process receive additional support and a secondary well being survey is carried out at the end of the summer term on them. The Y6 children also complete health, wellbeing and lifestyle questionnaires that are reviewed and acted upon by the school nursing team.

## How We Involve our Parents

If your child is identified as having additional needs, the school will set up a meeting to discuss this with you in more detail and to listen to concerns you have. We will then:

- Plan any additional support your child may need.
- Develop and share an initial support plan for the child, share with you and provide you a copy.
- Develop and share a targeted plan where necessary, and share with you and provide a copy to you. This will be reviewed three times a year.
- Discuss with you any referrals to outside professionals to support your child and if an application for an EHCP is needed.
- Support you through the EHCP process and paperwork.

Parent opinion is sought and welcomed. Parents are encouraged to contribute their views through parents' meetings, reviews and additional appointments if needed. Should any parents wish to discuss their child's needs and aspirations they can book an appointment with the SENDCO on a Monday or Wednesday afternoon. We listen carefully to parents, being aware that they know their child best and are in an excellent position to offer guidance on their child's needs and how best to support their child. SEN parents receive a termly plan, which is reviewed after discussions with both parents and children (if appropriate for age and development). Parents' views on their child's progress are sought and they are able to contribute new targets they feel are appropriate. For children with an EHCP, parents are asked to complete advice prior to the annual review and this is then discussed at the review. Progress data is shared with parents via two parents' evenings and an end of year report. Each class has a page on the school website where learning is shared. Updates are put on the school jotter app. The curriculum is available for parents to view on the website. A weekly newsletter is emailed to parents and is on the school jotter app.

Parents can also receive support from SENDIAS the Lancashire support service for parents of children with SEND and other agencies. These are all on <https://www.st-marymagdalen.lancs.sch.uk/about-us/sen-1> . If parents need help completing paperwork and/or EHA / TAF documentation then help is available from either the SENDCO or the pupil and family support worker. Staff are available at the start and end of the day for a quick chat or appointments can be made for longer meetings.

## School Accessibility and Resources

The school is fully compliant with DDA requirements and the building is a disability-friendly environment. We would consider any reasonable adjustments to our buildings and will work with the relevant professionals to do so; however, there may be a limitation in terms of budget.

- Only one room is on the first floor, all other rooms are wheelchair accessible. The cohort of the upstairs classroom is considered each year before deciding which year group will be taught there.
- Where there is a step up into a room, an alternative entrance and exit to that room is available. There is ramp access to the reception classroom.
- There is a disabled toilet containing a nappy changing facility and sanitary disposal system. There are other toilets with handrails and lever tap sinks available.
- The school has netbooks and iPads that can be used by children who need them in addition to ICT lessons e.g. unable to write through an injury but can type.
- The staff car park is on an area beyond the playground, which means any emergency vehicles have easy access to the front of the building.
- Separate drop off and pick up times and arrangements can be made when necessary.
- The school ensures that all extra-curricular activities are accessible for children with SEND.
- Parents with additional needs can get support by staff. This is coordinated by the pupil and family worker and may lead to an EHA (early help assessment).
- Fire exits clearly labelled, with child-specific evacuation plans written when needed e.g. if a child has a broken leg.
- Children will be sat in the most beneficial seat in class, assembly and dinner hall according to their needs e.g. eyesight, left-handedness, hypermobility.
- Children are not at a disadvantage because of their needs e.g. accommodation and adaption will be made when possible to access all PE lessons.
- Homework adapted to suit individual needs when necessary.
- School trips risk assessments are processed via 'Evolve' system, checked by the EVC and delivered to group leaders/responsible staff and other relevant adults. This includes individual evacuation plans for those with physical difficulties. If needed, additional adults will attend trips to support children with additional needs.
- Those children with dyslexia traits are identified through parental and teacher questionnaires. These are given dyslexia friendly apparatus such as coloured overlays for reading and home and school access to Lexia (a dyslexic friendly literacy intervention).
- Each class has a TA for some sessions a week to provide support and interventions for children or groups of children as requested by the class teacher.
- A qualified TA does speech and language 1:1 work 2 afternoons a week.
- We have 2 meetings per year with an educational psychologist from LCC where we can discuss a case.
- School is supported by a local inclusion hub. Staff go to this each half term.
- Many interventions available such as (but not limited to) snip, CLIC, talk about, social stories...
- We have a nurture hub where children with additional needs can be supported for short sessions, in small groups outside of class.
- A calm sensory room with many sensory resources accessible.
- Year group appropriate practical maths apparatus is available in each class.

- We have small intervention rooms for children to work in a small group or 1:1. These have additional maths resources to help children who need concrete apparatus
- A wide variety of books / reading material is available to support children who learn in different ways to read – phonics, sight recognition of words, picture cues.
- School liaises with other agencies such as the school nurse, mental health support, CAMHS, Child Action North West, Speech and Language, Physiotherapy and Occupational Therapy as necessary.
- For those children who require additional resources such as adapted scissors, pencil grip, equipment to support gross and fine motor skills, sloping boards, wobble cushions, weighted blankets, we provide these from within school's budget. For more costly, specialised equipment, we apply to LCC for support to provide these resources. When deciding what resources we may need, we work in collaboration with parents, health professionals and specialist teachers to ensure we are procuring the right resources for that child.

## Funding and Quantity of Support

The school budget, received from Lancashire Local Authority, includes money for supporting children with SEN. The Head teacher decides on the deployment of resources for SEND, in consultation with the school governors based on needs. The Head teacher and the SENDCO discuss information including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

Then they decide what resources/training and support is needed. The school identifies the needs of SEN pupils on a provision map in each year group. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. Depending on the needs of a child, support is allocated in a variety of ways:

- All children receive quality first teaching
- Work is adapted according to the needs of the children.
- Some children have full time 1:1 support due to the complex nature of their needs
- Some children have access to a 1:1 TA for part of the school day – covering those areas they have particular difficulty with.
- Some children work in small groups with the teacher or a TA.
- All children on a targeted plan have some dedicated time with a Teacher/TA to work on their targets.

The decision about how much support a child needs is influenced by our knowledge of the child and advice from professionals and parents. If we feel a child needs additional support, we will talk to parents to gather their views and seek advice/guidance from specialist services and start the EHA process and apply for an EHCP to secure additional funding to allow us to better support that child. Ultimately the final decision with regards to additional funding lies with the Local Authority.

## Assessing and Reviewing

Through the use of PIVATs and quality first teaching approaches teachers have a clear view of the level our children with SEND are working at. It allows for accurate assessments of progress and informs the writing of targeted plans. Targets for our children with SEND are planned based on a base line assessment of their current level on the PIVATs system, key learning indicators (KLIPs), advice from outside agencies and SENDCO advice. Targeted plans are reviewed with parents and children three times a year and new plans made. The class teacher or TA discusses progress towards targets with each child every term. Parents also receive a copy of each reviewed plan.

## Staff Training

In order to keep abreast of changes and new resources available, the SENDCO attends or receives updates from a Cluster Group of local SENDCOs. The SENDCO highlights courses specific to certain TAs as the need arises. The SENDCO has completed the statutory NASENCO qualification. Staff have had a wide variety of training including dyslexia friendly techniques, speech and language, social skills, mental first aid, ACE (adverse childhood experiences) awareness, attachment training, reading recovery, CLIC maths, mastering number, ASD strategies, positive behaviour management, subject leader updates, playground games, sensory support and emotional work.

## Transitions

We recognise transitions can be difficult for a child with additional needs and try to ensure any transition is as smooth as possible. If your child is joining us from another school, the teacher will contact the previous school and discuss needs. If needed they will discuss this with the SENDCO and head teacher. Then a plan will be made to make sure resources and staff are in place to support any identified needs. Your child will be able to visit our school and stay for a taster session, if this is appropriate. If your child is moving to another school, we will contact the school SENDCO / head teacher and ensure they know about any special arrangements or support that need to be made for your child. Where possible, a meeting will take place with the SENDCO from the new school. We will make sure that all records about your child are passed on quickly.

When moving classes in school there is a whole school transition program in place. The teachers will identify children that would also benefit from additional transition activities in the summer second half term. All SEN paperwork and additional need information will be passed up through year group meetings.

St Mary Magdalen's is one of the feeder schools for All Hallows Catholic High School. An information evening is held each year for parents of Y6 and Y5 children at our school. During the course of the year, Y6 attend two taster days at All Hallows and Y5 attend one day. MOTH days (moving on to high school) are arranged for SEND pupils so that they can meet staff and become familiar with the layout of their new school. In the summer term, the SENDCO from All Hallows (or other high schools) arrange visits to meet the SEND pupils, speak with our SENDCO and receive all relevant transfer documentation. Y6 teachers also meet termly with All Hallows staff. Y5 and Y6 parents and pupils are invited to an Open Evening at All Hallows in October and an information evening in July (Y6 only). The Y7 Pastoral Leader visits the Y6 children in class. The high school SENDCO is invited to the EHCP annual review of all Y6 children. Pupils transferring to other High Schools are offered taster sessions according to the arrangements of that school.

We are also aware of children who struggle with 'microtransitions'. These are when there is a planned different event happening such as World Book Day. Those children who are identified as being likely to struggle with this change in routine are given preparation time and social story work before the event. The aim is to allow them to participate without being overwhelmed or dysregulated

## Health and Safety

- All relevant staff are aware of any allergies, intolerances, asthma and other medical needs.
- Medical fridge kept in the school office – this is used in line with the school first aid and medical policy.
- Inhalers are kept in class where the child can gain access with supervision.
- If needed the family, school nurse and school meet to draw up a care plan to the satisfaction of all parties. The care plans are circulated to relevant staff by email.
- Most members of staff are qualified first aiders, there is a list of these kept in the school office.
- Most staff are trained in the management of asthma, epilepsy and the use of an EpiPen, there is a list of these kept in the school office.
- All medication is checked regularly for expiry dates, and parents are contacted to replace if necessary.
- If a child receives a new diagnosis then additional training for staff or first aiders is arranged via the school nurse, or specialist nurse practitioners.
- All first aid and medication dispensed is recorded on an iPad. This is automatically sent to parents at the end of the school day.

## Anti-bullying

The school has robust anti-bullying systems for all children, including those with additional needs. The school's anti-bullying policy is available on the school website and hard copies are available on request. If there are any concerns of bullying from staff, children and parents then this is fully investigated by teachers and a member of SLT. In the instance of confirmed bullying, the school's Behaviour Policy will be used, parents will be informed and direct work completed with the victim and perpetrator. The school keeps a record of all incidents of bullying and these are reported to the Governing Body termly. Through our curriculum, we work on preventing bullying and encourage pupils to report it. This supports children with special educational needs to become resilient, independent and able to share when something makes them uncomfortable or upset.

## Contributing to School Life

All children regardless of ability are encouraged to join a wide variety of after school clubs, become an ecowarrior and put themselves forward for school council. All children will be given the opportunity to represent the school in an out of school event at some point in their school career. All Y6 become a buddy for a child in reception and have the responsibility to set a good example. They sit with them in assembly and are able to play with them on some lunchtimes. All Y6 children are encouraged to apply to be prefects and sports leaders. Some children receive 1:1 support during lunch and playtime so that they can have the same experiences as their peers. Many children will need some social story work at some part at their time with us and this is done on a needs basis. We recognise that pupils with SEND can be vulnerable and all staff at the school have up to date safeguarding training and a working knowledge of Keeping Children Safe in Education (2021).

## Accountability to Governors

The SENDCO will report to governors each every term about any updates in SEN in school.

## Making a Complaint

The first point of contact for parents/carers who have concerns relating to the provision their child is receiving is to discuss the concern with the SENDCO. We view parents/carers as our partners and we will endeavour to resolve the concern informally and in a timely manner to ensure that the pupil concerned receives the best provision. Should this action not resolve concerns then make an appointment with the head teacher. A letter of concerns could also be provided. The head teacher will aim to resolve any concerns or complaints speedily and in a transparent way. This may take up to 20 working days to resolve a complaint at the informal stage. In the unlikely event that the head teacher is unable to resolve the complaint, then the parent/carer should write to the school's SEND Governor via the school office marking the envelope with the governor's name clearly labelling it as 'Private and confidential'. The nominated governor will respond within 20 working days allowing time for the complaint to be fully investigated. The outcome will be communicated to the complainant via letter. Finally, an appeals stage will commence where the Complaints and Appeals Committee of the Governor Body will hear the complaint. Complaints at this stage should be put in writing to the Clerk to the Governing Body. Information about the schools complaints procedure can be found on the school website policies page. Independent advice can be sought from SEND IAS and other free independent agencies, the details of which can be found <https://www.st-marymagdalen.lancs.sch.uk/about-us/sen-1>

## Local Offer

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities and services available to children and young people in their area who have SEN. Lancashire County Council's Local Offer is at <http://www.lancashire.gov.uk/send>

Signed by Governors \_\_\_\_\_

Date: \_\_\_\_\_

To be reviewed: September 2026