

# Special Educational Needs and Inclusion Report

St Mary and St John Catholic Primary



*‘In the Light of Jesus we learn to shine.’*

Ratified on: September 2025

Signed: *Angela Whitney* (Chair of Governors)

# Special Educational Needs and Inclusion Report (SEND)

The person responsible for the provision we make for children with SEND at St Mary and St John's is: Mrs Mitchell, SENDco and Mr Atherton, Headteacher.

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## Our aims for children with Special Educational Needs or Disabilities

- To provide a safe, caring environment in which every child can learn effectively
- To ensure that children with special educational needs or disabilities make progress across the whole curriculum
- To ensure that all children value and respect each other as individuals whatever their need or ability
- To work co-operatively and share expertise with all stakeholders that support the learning of children with special educational needs or disabilities (SEND)
- To facilitate and encourage a successful partnership between home and school
- To ensure children with SEND participate fully in the school community and take an active part in decisions about their own learning journey
- To use a range of teaching and learning styles and resources to enable SEND children to have access to the whole curriculum
- To ensure that our staff have the skills, knowledge and support to be an effective teacher for all children including those with SEND

## Our objectives

These enable us to realise our aims:

- To identify and provide for all children who have special educational needs, additional needs or disabilities
- To work with the guidance provided in the SEND Code of Practice (2014)
- To provide a SENDco who will facilitate our SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs children and children with disabilities

## Identifying Special Educational Needs

The Code of Practice identifies four broad areas of need.

### 1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating their needs to others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. The profile of each child is different and is likely to change over time.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction and may experience difficulties with language, communication and imagination.

### 2. Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties cover a wide range of needs.

Moderate Learning Difficulties (MLD) or Severe Learning Difficulties (SLD) may require support for children with mobility and communication.

With Profound and Multiple Learning Difficulties (PMLD), children are likely to have severe complex learning difficulties as well as a physical disability or impairment.

Specific Learning Difficulties (SLD) affect specific aspects of learning and encompass dyslexia, dyscalculia and dyspraxia.

### **3. Social, Emotional and Mental health Difficulties**

Children may experience a wide range of social and emotional difficulties which may manifest themselves in a variety of ways: withdrawn or isolated; challenging behaviour; disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues such as anxiety, depression, self-harm, substance misuse, eating disorders or unexplained physical symptoms.

We have clear systems to manage disruptive behaviour so that other children are not adversely affected.

### **4. Sensory and/or Physical Needs**

Some children require special provision because they have a disability which hinders them from making use of the educational facilities generally provided. These difficulties may be a vision or hearing impairment, multi-sensory impairment or physical disability all of which require special equipment.

The school will identify the special needs of a child to work out what action it needs to take. It will identify needs alongside parents, carers and other health and education specialists and ensure that due consideration is given to the needs of the whole child not just the special educational needs.

### **What is not SEN but may affect progress and attainment**

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- In receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of a Serviceman/woman

### **Working in Partnership with Parents**

The new legislation requires each school to write a SEND offer which sets out a range of additional services and provision and provides information about what is available to support families. Our SENDCO, Mrs Mitchell will help children and parents to identify appropriate provision that may be available through the SEND offer and be able to signpost parents to the Special Educational Needs and Disabilities Information and Advice provided by Wigan Local Education Authority and their Local Offer.

### **Managing your child's SEND at school**

If appropriate we may record your child's need on our SEND register and details of their support and progress will be recorded on our SEND Provision Map. We adopt the PLAN – DO – REVIEW approach to managing our SEN provision.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Our school regularly and carefully reviews the quality of teaching for all pupils through lesson observations, book trawls and learning walks. We work together to ensure all teachers and assistants have the skills and

understanding to identify and support vulnerable pupils. Where initial concerns are raised from a class teacher progress will be closely monitored and plans put into place for more support for the child. This is done in consultation with class teachers, SENDco and the Head. Our Pupil Progress and Provision Planning meetings (PPPP) are a more formal, planned time to discuss any pupils class teachers feel are falling below school expectations. Our SENCo and Head teacher carry out these meetings termly. Additional provisions and appropriate interventions are then planned.

Provision and its impact is closely recorded and monitored by class teachers and the SENDco. Our children with additional needs have an Individual Target Plan (Signs of Success plan) which details their specific needs and how they will be met. These Target Plans are shared with parents and updated termly. Target Plans have replaced the old statutory IEPs and are more specific, parent and child friendly.

Interventions and support are monitored termly at PPPP Meetings. Following our termly Pupil Progress Meetings class teachers complete a Provision Plan that details any additional support children and groups of learners need. The impact of this (progress made) becomes the focus of discussion at the next meeting.

A SEND Register is kept by the SENDco and reviewed every term. Our SEND pupils are divided into the four areas of need which is shown on the SEND Register. These children are the children on our official SIMMs register. School also has a Monitor Register. This is a register of children who may need monitoring or supporting within class for a short period of time as they have fallen behind temporarily. The Monitor Register is updated and discussed termly as a result of data analysis and PPPP Meetings. This process ensures no learner is left behind and all children's progress is closely analysed. This information is managed and monitored by class teachers and the SENDco.

### **Supporting our Gifted and Talented Children in School**

Our Gifted and Talented pupils are also considered to have additional needs and are planned for as part of our commitment to Quality First Teaching. These children will form a focus for discussion at termly PPPP Meetings. Children are considered 'Gifted' if they have a particular ability in one or more academic subjects as covered in the curriculum. 'Talented' is defined as having an aptitude for Art, Music, Sports or Performing Arts such as Dance or Drama.

### **Supporting Children at school with Medical Conditions**

The school recognises that a child with medical conditions needs to be properly supported so they have full access to the curriculum including school trips and PE. A child may have an Education, Health Care (EHC) Plan which brings together their health and social needs.

Health Care plans are drawn up in partnership between the school, parents and any other relevant professionals with the aim being to capture the steps which a school should take to help the child manage their condition and overcome any potential barriers to getting the most from their education. The plan may need to include the support needed for re-integration if the child has been in hospital or had home tuition.

The health care plan will include information about:

The medical condition and triggers, signs, symptoms and treatments.

- The child's resulting needs
- The specific support for the educational, social and emotional needs of the child
- Arrangements for administering of medication
- What to do in an emergency eg. who to contact and any contingency arrangements

### **Monitoring and Evaluation**

The school will regularly and carefully monitor, evaluate and review the quality of provision for each child. The impact of interventions and teaching will be reviewed termly during our Pupil Progress Meetings with

the Headteacher and SENDco. Causes for concern will also be discussed at our Planning Meetings with the Educational Psychologist and TESS teacher.

Questionnaires are sent out annually to parents to help review and improve our SEND provision. Our SENDco will meet with the class teacher, child and parents regularly to audit the quality of learning and will also meet regularly with our SEND Governor, Mrs Kearsley, to audit the school's effectiveness.

### **Support, Training and Resources**

The school manages an SEND budget which is used to provide and update the school's vast range of resources eg. intervention schemes, special seats, angled desktops etc. Our SENDco also arranges appropriate CPD for all relevant staff and inducts new staff into the schools systems and structures. Our SENDco works closely with local schools and SEND specialists to share best practice and keep up to date with national requirements.

Where children have higher levels of need, and with parental permission, the school may choose to seek advice from external agencies, which may include: -

Educational Psychology Service (EPS) – Targeted Education Support Service (TESS) - Speech and Language Therapy Service (SALT) - Physical/Sensory Support Service - Occupational Therapy (OT) - School Nurse - Children and Adolescent Mental Health Service (CAMHS)

### **Roles and Responsibilities**

SENDco = Mrs Mitchell

All our teachers and teaching assistants are responsible for teaching children with additional needs.

Designated Safeguarding Leads= Mr Atherton, Mrs Hitchen.

Manager Responsible for Pupil Premium Grant & Funding = Mr Atherton and Mrs Mitchell

### **Storing and Managing Information**

All documents relating to SEND children are stored safely and securely. All members of staff recognise that they have a duty of confidentiality towards the school both as employees and former employees and therefore must not divulge to any person, company or organisation confidential information relating to the school. Furthermore, any notes or documentation held electronically or otherwise by members of staff remain, at all times, the property of the school.

Staff will take great care when producing confidential documents. Any such documents will not be printed to a remote source unless the sender is present to receive them. All unwanted confidential documents are shredded ([see our Confidentiality Policy](#))

### **Admission Arrangements**

If a child is entering our Nursery or Reception, we will have meetings beforehand with parents and any professionals that have been involved with the family to date. We take time to share all your knowledge about your child so that we can plan the way forward together. Once your child has started school we will continue to chat on the phone, meet up at the start or end of the school day and have review meetings with school staff and external agencies.

In Years 5 and 6, before High school transition, we arrange visits to the High School for all children and transition meetings are held with relevant school staff.

### **Accessibility**

We want to ensure that the physical environment in and around our school is accessible to all children especially those with Special Educational Needs. As a school we are happy to discuss individual access requirements. Facilities we have at present include 2 disabled toilets and wide doors in some parts of the building. Ramps into school to make the building accessible to all.

All classroom resources are made accessible by making personalised modifications as necessary e.g. coloured overlays, enlarged type, proximity to whiteboards etc.

Trip sites are visited beforehand to ensure any barriers are removed or alternate provision is put in place e.g. suitable travel arrangements, keys for accessible toilets, provision for crossing rough terrain etc.

Extra-curricular provision ensures equal access to all children with individual arrangements eg. an additional adult for supervision or as a facilitating partner.

## **Compliance**

Our policy complies with the statutory requirements in the SEND Code of Practice 0-25 (Sept 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Section 69 (2) of the Children and Families Act (2014)
- Special Education Needs and Disability Regulations (2014) Schedule 1 Regulation 51
- Equality Act (2010) Schedule 10 paragraph 3

## **Any Questions?**

We hope that this document has answered many of your questions regarding SEND. However, if there is anything that you feel we haven't covered, please feel free to contact the Head teacher, Mr Atherton, or the SENDco, Mrs Mitchell.

## **Reviewing our Policy**

Our SEND Policy and SEND offer are reviewed annually to ensure that best and latest practice is in place.