



SEND Information Report

2025-26

Updated September 2025

What is Special Educational Needs and Disability (SEND)?

The SEND Code of Practice 2014 (p4) states that:

A child or young person has special educational needs and/ or Disability (SEND) if they have a learning difficulty or disability which calls for a 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 facilities of a kind generally provided for others of the same age in mainstream school. For more information, please see our Equalities Policy.

For children aged two or more, special educational provision means there is educational or training provision that is additional to, or different from, that which is made for other children.

The Equality Act 2010 defines disability as 'when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Saint Mary's Catholic Primary Academy

At Saint Mary's we are all working together to ensure that each and every child reaches their full potential. We do this through quality first teaching. However, for some children additional support may be needed and these children could be identified as having a special educational need.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. We are committed to providing disability equality, which is reflected in our mission statement, 'We value all in the name of Jesus the Christ'. We will continue to provide for all to participate as fully as possible in the life of the school regardless of special educational need or disability.

The Four Areas of Need

- 1. Communication and Interaction (C&I)**
- 2. Cognition and Learning (C&L)**
- 3. Social, Emotional and Mental Health difficulties (SEMH)**
- 4. Physical and/or Sensory Needs (P&S)**

At St Mary's our SEND provision and support is organised in a structure around the four areas of SEND need.

Students will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category.

In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time and this will be reflected in students' Personal Learning Plans (PLPs).

1. Communication and Interaction

Some of the aspects of difficulty included in this area are:

Autistic Spectrum Disorder (ASD)

ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- ☐ understand and use non-verbal and verbal communication
- ☐ understand social behaviour, which affects their ability to interact with children and adults
- ☐ think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

- ☐ Further information can be found at <http://www.autism.org.uk/about-autism>
- ☐ Local organisations offering information, advice and support for children and young people with ASD and their families include: www.burgessautistictrust.org.uk/

Speech, Language and Communication Needs (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the student develops.

For some children, such difficulties may be confined to their production of

speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction.

The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties.

Further information can be found at: www.afasic.org.uk

2. Cognition and Learning

Some of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability.

Further information can be found at: www.addiss.co.uk

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language.

Severe Learning Difficulty (SLD)

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum.

They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations.

Specific Learning Difficulty (SpLD)

"A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing)."

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Further information can be found at:

<http://www.ncld.org/types-learning-disabilities/dyscalculia>

Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears.

Further information can be found at: <http://dysgraphia.org.uk>

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Further information can be found at: <http://www.bdadyslexia.org.uk>

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills.

Further information can be found at:

<http://www.dyspraxiafoundation.org.uk>

3. Social, Emotional and Mental Health

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs.

Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when students have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialisation. Either difficulty may impact substantially on the child's ability to learn.

Some of the aspects of difficulty included in this area are:

Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A child suffering from an **Anxiety Disorder** may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context.

Obsessive-Compulsive Disorder ('OCD')

A child suffering from EBD may also have an **Obsessive Compulsive Disorder (OCD)**. Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

4. Sensory and/or Physical

Some of the aspects of difficulty included in this area:

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery.

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;
- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind students learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have SEND. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean a pupil has an SEND. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs

A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's medical needs rather than a diagnosis that must be considered. Some children may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy.

In such cases, school staff will take into consideration the medical guidance available.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became law in September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'. The Local Offer for North East Lincolnshire Education Authority can be found at:

<https://sendlocaloffer.nelincs.gov.uk/>

- The intention of the Local Offer is to improve choice and provide transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area.
- Our Local Offer is the place that provides and directs you to information that will support children and young people with Special Educational Needs and Disabilities (SEND).
- If your child does not have SEND but you feel they need support in some part of their development, the information on this website can help.
- It helps parents, children and young people aged 0 to 25 years find information about specialist and targeted services and activities in North East Lincolnshire.



How does Saint Mary's Catholic Primary Academy assess and identify pupils with SEND?

There are several ways in which the school identifies any difficulties, including SEND, pupils may have for example:

- Liaison with the previous school / setting
- Parents may inform the school prior to or during admission
- Early Years Foundation Stage baseline assessment
- Use of teacher assessments and data
- Performance and progress tracking data
- Termly pupil progress meetings with the class teacher and members of the Senior Leadership Team
- Outside agencies may contact the school prior to/during admission or whilst the child is a pupil at the school
- Parent meetings with the class teacher or other school staff
- It may be that the school seeks additional information from a screen by a specialist teacher e.g. a dyslexic screen or additional consultation or assessments completed by outside agencies.

Parents can make an appointment with the class teacher to discuss initial concerns or vice versa. This may lead to an appointment with the SENCO.

How will the school let me know if they have any concerns about my child?

In the first instance the class teacher will contact you to discuss your child's strengths and any current concerns or difficulties they are experiencing. They will let you know what we will be doing to help us to address these needs better. If additional support has been put in place and progress is less than expected, the SENCO will ask to meet with you to discuss further support and next steps. The school is committed to acting in consultation with parents.

For issues or concerns relating to SEND and Inclusion, parents or carers can choose to contact the named people in the order below:

- Class Teacher
- SEND Coordinator (SENCO) – Mrs. Michelle Steeper (please leave messages with the office.)
- Headteacher – Mr. Joseph O'Connor
- Named Governor with a responsibility for SEND - Mrs Anit Joseph

Telephone: 01472 357982

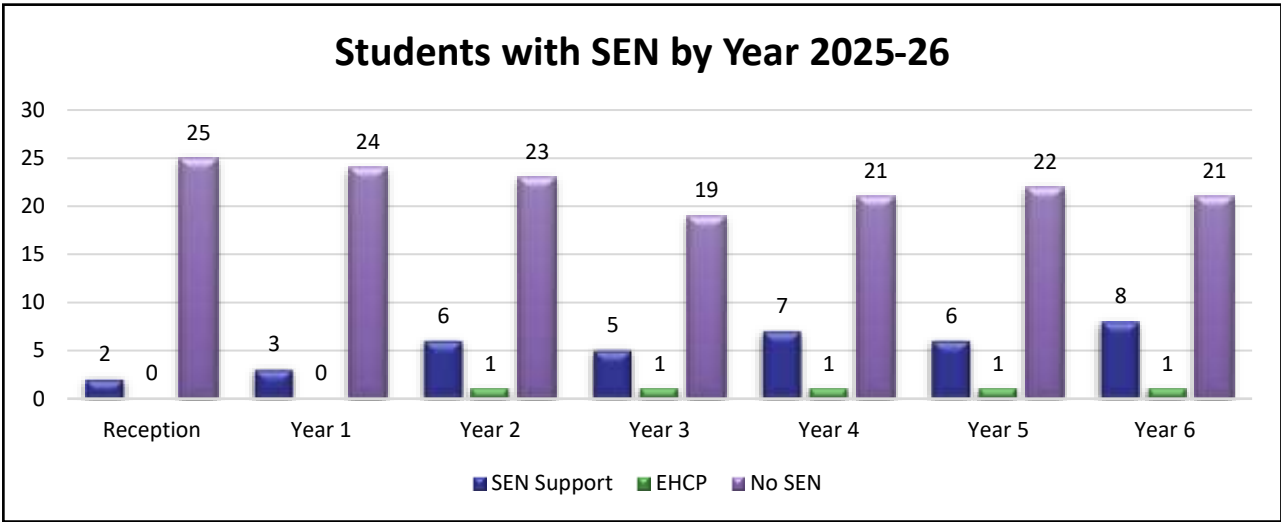
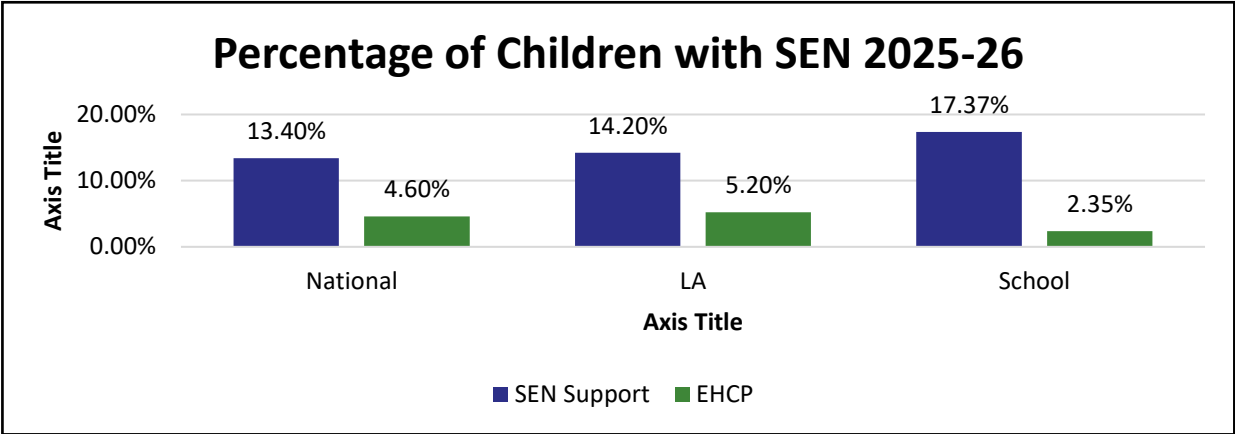
Families can also access independent support and advice around SEND and any concerns about their child's SEND needs from the SENDIASS Team:

<https://sendlocaloffer.nelincs.gov.uk/home/sendiass/>

At St Mary's Catholic Primary Academy, we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website. Parents or Carers and pupils are invited to comment on any school policy by emailing the school. This is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs and Disabilities:

- SEND Policy
- Accessibility Policy, Audit and Accessibility Plan
- Admissions
- Behaviour Policy
- Safeguarding Policy
- Health and Safety Policy
- Positive Handling Policy
- Supporting Pupils at School with Medical Conditions
- Anti-bullying Policy

Current information regarding SEND at St Mary’s Catholic Primary Academy



Your Child has Special Educational Needs

Who are the best people to talk at Saint Mary's Catholic Primary Academy about my child's difficulties with learning/ SEN or disability?

The first step is to talk to the class teacher. They are regularly available to discuss your child's progress or any concerns you may have. They will consider ways to support and monitor progress.



The SENCO is Mrs Michelle Steeper and currently serves as Deputy Head. She is an experienced teacher and leader. Mrs Steeper is there to provide support and advise.

She is available to meet with you to discuss your child's needs, any concerns or worries you may have, decide on the next steps or any additional resources that may be needed.

Either speak to reception about an appointment, call 01472 357982 or email: office@smp.nelcmail.co.uk (mark it FAO Mrs M Steeper, SENCO)

We work in partnership with all parents so communication is key. We want to hear what works well for parents at home and what else we can do to support children.

This ensures your child's learning needs are planned for in advance. The provision is reviewed at least termly so the success of identified approaches is considered by the class teacher, Senior Leadership Team (SLT) and support staff.

Regular consultation with pupils and parents regarding current provision is also built into the monitoring cycle. This allows the Special Education Needs Co-ordinator to check that all those involved are happy with the current provision and consider alternatives if not.

What can we at Saint Mary's Catholic Primary Academy offer you?

We embrace the fact that every child is different, and, therefore, the educational needs of every child are different. As such, we adapt our teaching and support to the identified needs of children through planning both in a class provision map.

In all lessons, the teaching principles of '5 a day' are used.

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



What are the different types of support available for children with SEND at Saint Mary's Catholic Primary Academy?

All children receive high quality teaching and the curriculum adapted to meet their needs. Some children need educational provision that is additional to or different from this. This is SEND support in school.

These needs are met by reasonable adjustments within the curriculum, adaptation, resources and support. Teaching assistants are deployed where their skills are matched closely to the pupils' needs.

The admission arrangements for pupils without an EHCP do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

All clubs, trips and activities offered are available to children with SEND. For some situations 'reasonable adjustments' may need to be made; these would always be considered in partnership with parents and carers.

What training and expertise do the staff have in relation to children with SEND and how will specialist expertise be secured?

All teachers and teaching assistants receive regular staff meetings on different areas of need. Some staff attend additional courses and then feedback to other members of staff. Examples of training received by some of the teachers and teaching assistants are;

- ELKLAN (Communication and Language) Qualification (undertaken by the SENCO)
- NPQSENCO training (undertaken by the SENCO)
- Trauma and Emotion Coaching
- SEN Code of Practice; the Graduated Approach.
- Resource training, for example, Widgit to support pupils
- Autistic Spectrum Disorder training
- Emotional well being
- Intensive Interaction
- SCERTS
- Wellcomm (speech and language processing)
- Makaton
- Sensory Processing
- Precision teaching
- Reviewing and evaluating provision against outcomes
- Planning additional provision to personalise learning
- Attention Deficit Hyperactivity Disorder
- Team Teach (de-escalation strategies)

Outside agencies such as educational psychologists, speech and language therapists, specialist intervention teachers and the specialist advisory service can provide recommendations and training if required following a referral from the SENCO.

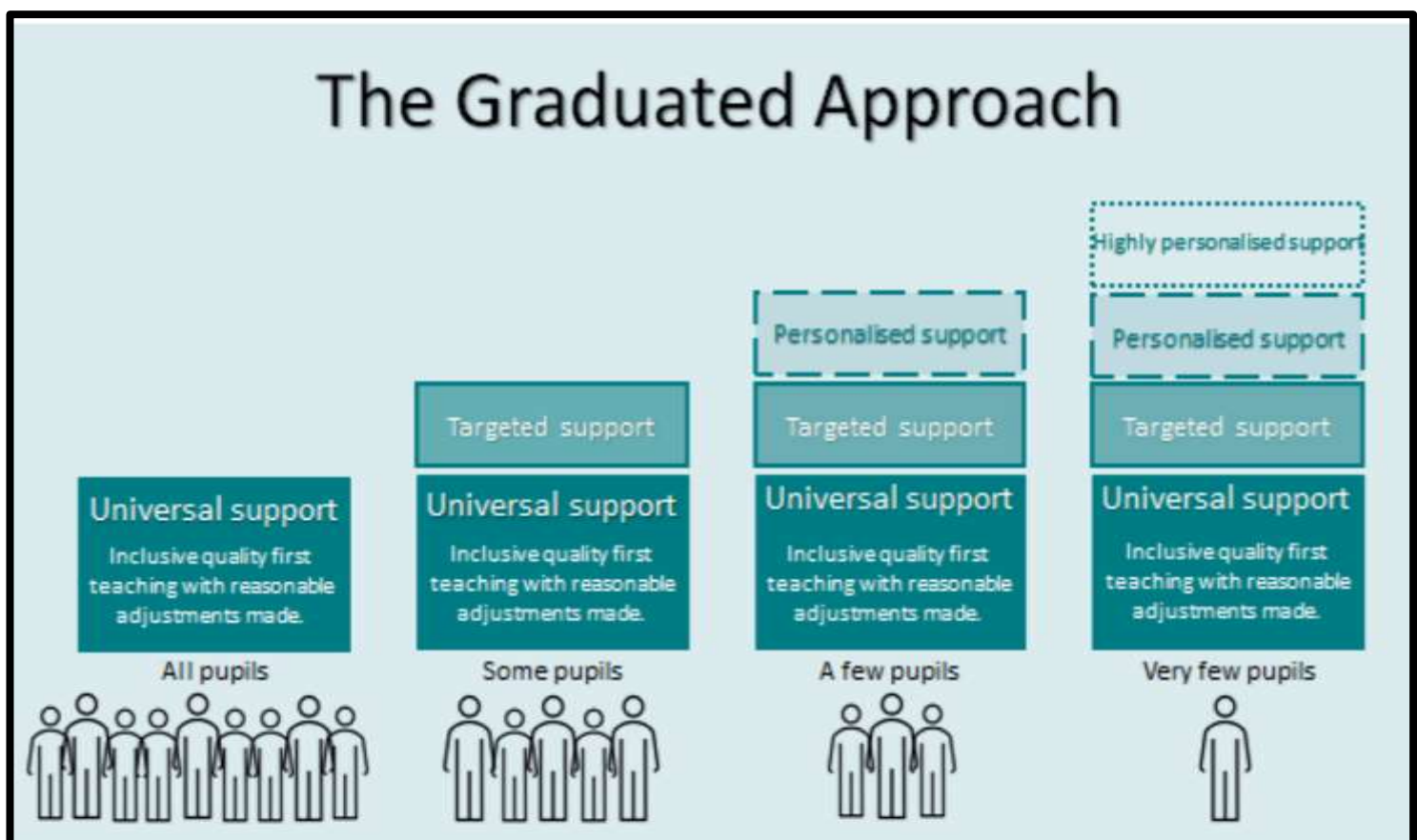
How will Saint Mary's Catholic Primary Academy assess and monitor my child's progress?

Every pupil with SEND in the school has their progress tracked regularly where the expectation is they make at least expected progress. The SEND Code of Practice (2014) describes expected progress as:

- similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age

Firstly, when this is not the case, high quality teaching will be used to target the area that needs developing.

We use the Graduated Approach for supporting pupils.



Quality First Teaching:

The teacher will raise their concerns with the parent/carer and may involve you in supporting your child where appropriate. Following this, the class teacher may discuss it with the SENCO, and observations and assessments may take place.

If progress continues to be less than expected, a discussion with the parent(s)/carer(s) and, if appropriate the child, will take place to gather further information.

Strategies may be put in place in the classroom or targeted group work and interventions will be organised based upon current research and advice. These will be monitored and regularly reviewed and adjusted. Your child is now getting support beyond the Universal (High Quality First Teaching) and is being targeted as requiring more specialised support. At this point the parents would be involved in deciding whether to place their child on the SEND register at SEN support.

Stage 1:

SENCO meets with parents, assessments and observations are undertaken, targeted support is provided and monitored and assessed for 6-8 weeks to determine progress. If progress has not been made, it then moves to Stage 2.

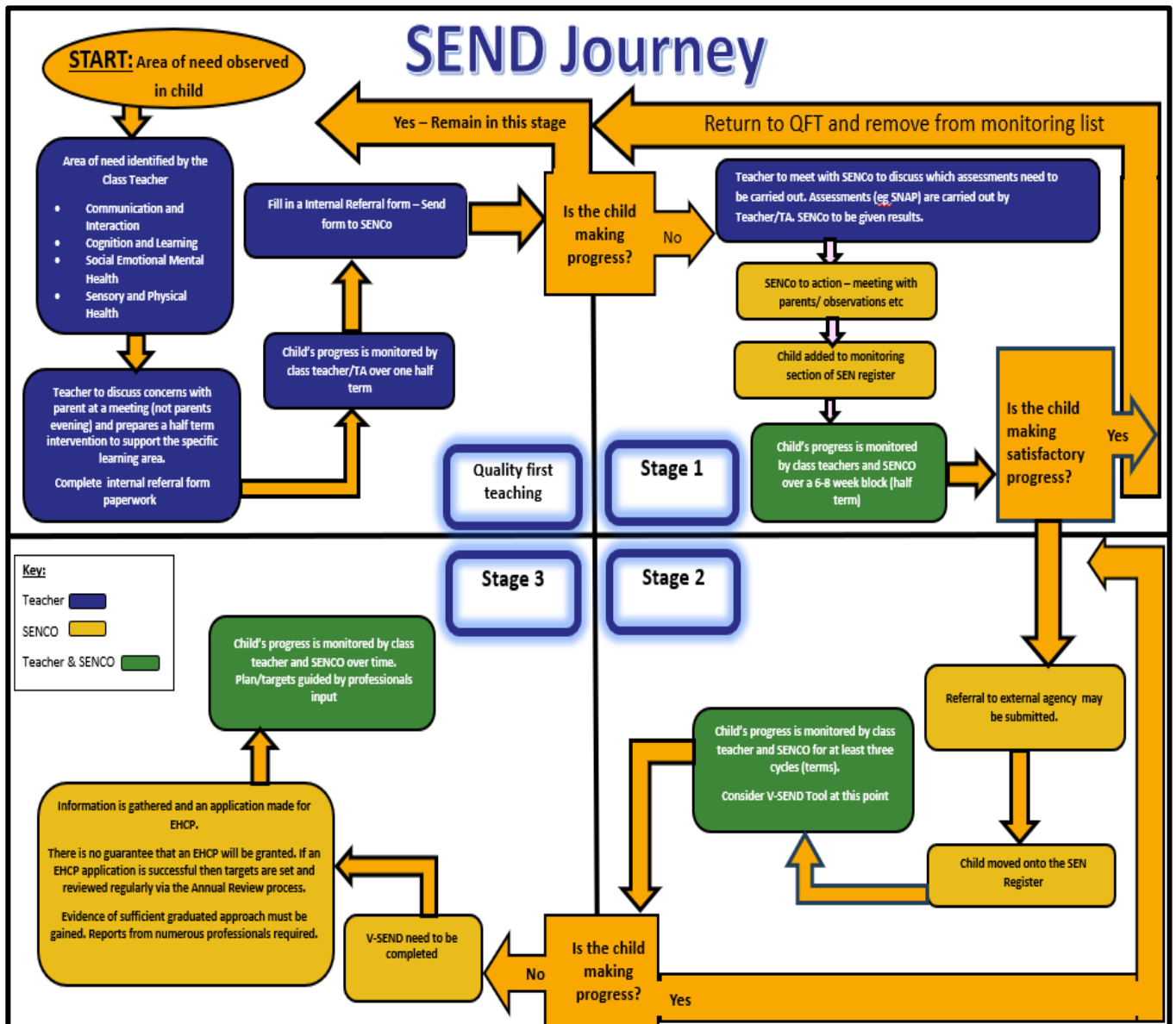
Stage 2:

Child is moved onto SEN Register. Targeted support is provided and a Personal Learning Plan is used. Further assessments are undertaken and a referral to an external agency may be needed. This support is monitored and assessed for 3 cycles (ASSESS-PLAN-DO-REVIEW).

Stage 3:

If progress is still not being made, an application for a statutory assessment from the Local Authority will be made. If successful, an Educational Health Care Plan may be awarded.

SEND Journey



How will Saint Mary's Catholic Primary Academy evaluate the effectiveness of the provision?

Each intervention will have a baseline assessment or targets set at the beginning and will be measured against these at the end of a timed period.

The outcome cannot always be seen in a numeric progress measure initially, but other more specific or broader outcomes may well have been achieved – these could be either academic, social or emotional outcomes depending on the child's need. This can be discussed by parents with the class teacher and/or SENCO.

What agencies are available to support my child?

All referrals have to be discussed and agreed with the SENCO. You may also wish to discuss health concerns with your GP. The school has engagement with:

- An Educational Psychologist (school has purchased support from Applied Psychologies)
- St Mary's is part of the Partnerships for the Inclusion of Neurodiversity in Schools programme (PINS), which involves school staff working with: Speech and Language, Visual Impairment, Physiotherapy, Occupational Therapists, Child and Adolescent Mental Health (CAMHS), Local Authority provision for Physical and Sensory impairment support, Young Minds Matter and the Compass Go Mental Health Support Team.
- School Nurses, the Child Development Centre and Speech and Language Therapy at the NHS.
- Early Help
- Navigo

How are the pupils able to contribute their views?

Pupil discussions are held at least termly. Children with SEND are involved in reviewing aspects of their own provision, opportunities for self and peer assessment are planned into the curriculum, pupil conferencing and peer mentor roles all provide opportunities for pupils to contribute their views.

Children who have an EHCP are included in the review process where possible and are asked their views on the provision and what could be done to make things even more effective for them.

What happens if your child already has an Education, Health and Care plan of special educational needs?

Decisions on the admission of pupils with an EHCP are made in consultation with the Local Authority.

Parents will be invited to contribute to and attend an annual review, which, wherever possible, will also include reports or attendance from the outside agencies currently involved with the child's provision and support.

For some children with complex needs even the wide range of services available in nurseries and schools is not enough to help them achieve their full potential. If your child is still not making progress, even with support from school, you can ask us to assess him or her for an EHCP.

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

An EHCP is a legal document which describes your child's needs. It sets out the education, health and care services needed to meet those needs and the type of educational place that would best suit your child. Your child could have a plan from birth to 25 if he or she stays in education, and the plan will change and develop as your child gets older. Health professionals are under a statutory duty to support the EHCP process and this includes involvement in annual reviews.

What an EHCP will mean for your child

The plan brings together in one place all the information we need to help us support your child. There can be a lot of organisation needed and the plan is a single clear guide to providing services to meet your child's individual needs.

How is Saint Mary's Catholic Primary Academy accessible to children with SEND?

As part of our requirement to keep the appropriateness of our curriculum and learning environment accessible to all, we evaluate the need and, where possible, make reasonable adjustments to allow all children access to the school, curriculum activities, clubs and trips.

- The school building is accessible to wheelchairs in part through a lift.
- Disabled ramps are at the main entrance.
- The school has appropriate disabled changing and toilet facilities in Key Stage 1 and Early Years.
- Steps have bright paint on edges and bright visual markings to support pupils with visual impairment.
- The use of translators are sought for parents whose first language is not English in agreed circumstances.
- Our accessibility plan is reviewed annually.
- 1 to 1 or small group support on school trips will be provided where necessary.

What if your child has SEND and a medical condition?

We adhere to our duty and make arrangements to support pupils with medical conditions so they can access their education.

Individual healthcare plans will be put in place for those children with specific conditions needing additional support, monitoring and care and shared with all staff. These healthcare plans will be co-ordinated with any SEND plans.

Prescribed medicines are kept in a locked cabinet and only administered in readily measured doses after written parental permission has been given. A record of all medicines administered is signed and kept.

The school has qualified first aiders in each area of the school and first aid training is provided and updated regularly

How will we support your child moving on to another class or school?

- Information will be discussed and passed on to the new class teacher as part of the class transition meetings including any outside agency reports, targets and resources that support your child. Information is available to all staff through the CPOMs platform.
- If appropriate, a social story about transition will be sent home to help with their understanding of change.
- It may be necessary for your child to have additional visits to the new classroom or additional time with the new class teacher or teaching assistant to aid their transition.
- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
- We will make sure that all records about your child are passed on as soon as possible.

In Year 6:

- The SENCO will complete forms detailing your child's strengths and difficulties as required.
- The SENCO will attend any secondary transfer meetings as required to discuss your child with the SENCO of your chosen secondary school
- If appropriate, and in collaboration with parents/carers and the SENCO at the secondary school, we can arrange additional visits (either individually or in groups) to aid transition.
- All records and/or equipment about your child are passed on as soon as possible
- Children with an EHCP will have a Special Annual Review meeting in the Autumn term with their parent/carer and the SENCO in order to establish school choice and this will be submitted via the EHC Hub for North East Lincolnshire.

What support is there for parents or carers of a child with an SEND?

- Michelle Steeper (SENCO) can help answer your questions. She will attend meetings with you if any outside agencies, such as the occupational therapist or educational psychologist, are involved. She can help talk you through any reports and discuss the best possible way to support your child.
- A variety of services exist within North East Lincolnshire to support parents/ carers and these are outlined in detail within the local offer document which can be found by following this link:

<https://www.nelsendiass.org.uk/>
<https://www.nelpcf.org.uk/>

What should I do if I would like to make a complaint?

The same arrangements for the treatment of complaints at Saint Mary's Catholic Primary Academy is used for complaints about provision made for SEND. If your complaint has not been resolved to your satisfaction by the class teacher, please contact the SENCO, another member of the Senior Leadership Team or the Governor with responsibility for SEN.

We want all children at Saint Mary's Catholic Primary Academy to make outstanding progress whatever their particular needs whether they are educational, social, emotional or medical. We are best able to support children when we work closely with parents and carers.