



ST MARY'S CE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY
SCHOOL OFFER 2025-26

The local offer of services for children with Special Educational Needs or Disability in Bolton can be found by clicking on this link [BOLTON SEND LOCAL OFFER](#) and is in line with the school's SEND Policy and Report which can be accessed via the website or by contacting the Main Office for a paper version.

What should I do if I think my child has a Special Educational Need or Disability?

If you think your child may have a special educational need or a disability you should speak to your child's class teacher and/or SENCO about your concerns.

What is St Mary's ethos/approach to SEN and Disability?

St Mary's CE Primary School values the abilities and achievements of all its pupils and is committed to providing the best possible environment for learning for every pupil. This policy builds on our School Inclusion Policy, which recognizes the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive.

The SENCO Team and Governing Body aim to ensure that:

- ✓ The aspirations of and expectations for all pupils with SEND are high.
- ✓ All children are safe, happy and making progress, in a caring, supportive environment where learning is enjoyable.
- ✓ Each child is supported to develop a positive self-image, promoting self-discipline, self-awareness and self-confidence.
- ✓ The curriculum is adapted to meet a diversity of interests and needs associated with differing abilities, gender and backgrounds, both cultural and socioeconomic.
- ✓ All pupils experience a curriculum entitlement that is broad, balanced and relevant.
- ✓ A relationship with parents and/or carers is built on mutual trust and respect that forms the cornerstone of the partnership between home and school.
- ✓ The vital and unique knowledge that parents and/or carers have about their child is reflected throughout the decision making process.

How will I know how my child is doing in school?

Parents and/or carers will be invited into school regularly to meet with their child's class teacher to discuss progress and any concerns. A written report will also be sent home twice a year. Areas of concern are monitored by the class teacher and SENCO. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail. During this meeting the school will listen to any concerns you may have, plan and explain additional support your child may receive and discuss with you any planned referrals to outside agencies. Children who require an Early Help assessments will be contacted by the SENCO every six to eight weeks in order to review the support in place. Children with Education and Health Care Plans (EHCP) will also have an annual review to which parents and/or carers and all professionals involved with the child's plan will meet to discuss progress.

Parents and/or carers can contact school to arrange to meet with the class teacher or SENCO at any time to discuss any concerns.

How is St Mary's CE Primary School accessible to children with SEND?

- ✓ Disabled toilet facilities.
- ✓ Disabled access.

- ✓ Classroom equipment is accessible to all children regardless of their needs and where additional needs are identified e.g. visual impairment, further advice is sought.
- ✓ Extra-curricular activities are available and accessible to children with SEND.
- ✓ Children with specific needs can have additional members of staff to help them access the school and curriculum.
- ✓ More information can be found in the Accessibility plan which can be found on the school website.

What are the different types of support available for children with SEND at St Mary's CE Primary School?

Provision for each child is met on an individual basis. Some children will have support in class; others will be withdrawn for short periods to cover individual work, while some will work on an alternative curriculum in groups. A number of intervention programmes are used.

- ✓ Class teacher input: teachers endeavour to provide excellent classroom practice.
- ✓ Specific Group Work with a smaller group of children.
- ✓ Specified Individual Support.
- ✓ Outside Agency Support for specific needs.

How is extra support allocated?

The class teacher will allocate daily support in lessons as s/he feels is necessary. This support will be provided by both the class teacher and the teaching assistant. Additional support can also be timetabled in to provide extra help outside of lessons either in small groups or individually. This will be arranged by the class teacher, the Assessment Leads and the SENCO. More specialist support can be accessed from the school's Pastoral Team, Ladywood Outreach and Behaviour Support Services. This would be allocated by the SENCO in liaison with parents and/or carers and the class teacher. The SENCO will make referrals to other outside agencies using each agency's referral form. This process will be completed with the full involvement of parents and/or carers.

What training do teachers and support staff receive in order to work with children with SEND?

The school is committed to providing high quality training to every member of staff, no matter what their role or responsibility. Examples of current training for staff working with children with SEND includes:

- ✓ One member of the SENCO Team is currently studying towards a National Professional Qualification in SEND (NPQSEND) and another holds the achievement of the National Award for Special Educational Needs Coordination (NASENCo).
- ✓ Bespoke package of annual training purchased from Ladywood Outreach. This package can be adapted by the SENCOs to meet the training requirements of staff and in response to the changing needs of children in school.
- ✓ Training accessed annually from Educational Psychology Service.
- ✓ Training accessed annually from Behaviour Support Services.
- ✓ Specialist Teacher provides 1:1 training for SNAs specific to the child with whom they are working.
- ✓ SENCOs receive regular training and disseminate this to staff at a termly meeting for teachers and for SNAs.
- ✓ All support staff receive training in delivering a range of small group interventions.

How will the school measure the progress of my child in school?

- ✓ Every child's progress will be monitored on a lesson by lesson basis by the class teacher.
- ✓ Every child's progress will be reviewed formally with the class teacher, Deputy Head teachers and SENCO every term.
- ✓ If your child is in the Early Years their progress is assessed against the Early Years Foundation Stage Framework. Children in Reception complete the Baseline Assessment at the start of the year and are assessed against the the Early Learning Goals at the end of the year.
- ✓ In Years One to Six children follow the National Curriculum and are assessed against age related expectations.
- ✓ At the end of key stage 2 (Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the

government requires all schools to do and the results are published nationally. Some children with SEND may meet the criteria for modified papers or additional time. The school will make the necessary applications for this support.

- ✓ In Year Four children are required to complete the Multiplication Tables Check.
- ✓ In Year One the children are required to take the Phonics Screening Check.
- ✓ The school may discuss with you as to whether your child should be entered for the formal tests (as they may be working at a standard below that of the testing range).
- ✓ All children identified by the school with SEND will have a Provision Map which details all additional support and intervention that they are receiving. They are reviewed and updated on a termly basis.
- ✓ The progress of children with an Early Help assessment will be reviewed every six to eight weeks with parents and/or carers and the SENCO.
- ✓ The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- ✓ Governors are informed about the progress of children with SEN on a termly basis.

What support will there be for my child's overall well-being?

We provide support for pupils with their emotional and social development in the following ways:

- ✓ Participation in all aspects of school life with additional support, if required
- ✓ Mental Health and Wellbeing support from our trained Wellbeing Lead
- ✓ Pastoral Team support to promote friendships, improve self-esteem, support with anxiety and to support children dealing with bereavement
- ✓ Behaviour Lead to support with anger management and peer mediation and to monitor behaviour to ensure there are no incidents of bullying
- ✓ Interventions to support social and emotional wellbeing from Ladywood Outreach and Behaviour Support Services

The school is proud to have achieved the 'Wellbeing Award'. The school has a zero tolerance approach to bullying.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

As part of the 'Graduated Approach' to SEND, the school follows a cycle of 'assess, plan, do, review' which consults with parents and/or carers throughout. Parents and/or carers with children who have Early Help assessments will be contacted by the SENCO at each review to discuss progress and next steps.

How will the school support my child as they move between classes and to another school?

The school has robust systems in place to ensure that the transition between classes is done in a carefully considered way and to reflect the individual needs and concerns of children. Children with SEND will receive as much time and support to prepare for the changes as needed and parents and/or carers will be informed of the arrangements. New teachers and support staff will be given all relevant information about the child in preparation for them moving into their class. Familiar resources and equipment will 'move up' with the child to ensure that there is a smooth transition.

When children with SEND move to a new school, the SENCO will liaise with staff at the new setting to ensure that they have all the information they need to support the child as soon as they arrive. This will include the transfer of all documentation and information. St Mary's staff will support the child with any visits to their new school by accompanying them if parents and/or carers wish us to do so.

How can we support you as a parent of a child with SEND?

We encourage an open dialogue between parents and/or carers and staff so that we can work together to best meet the needs of your child in school and at home. The class teacher and/or SENCO is available to discuss your child's progress or any concerns you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The SENCO will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs. This information can also be found on the Local Authority's 'local offer' website.

Who outside of school can I turn to for advice and support?

The SENCO can recommend outside agencies and support groups for parents to contact for advice and support. The Local Offer also gives details of services, opportunities and access for children and young people with special educational needs and disabilities in the area (see link at beginning of this document).

Where can I find information about Local Authority provision for children and young people with Special Educational Needs?

The Local Offer can be accessed by clicking on the link at the beginning of this document. The Local Offer gives details of service, opportunities and access for children and young people with special educational needs and disabilities in the area.

How should complaints regarding SEN Provision be made and how will they be dealt with?

The school follows the Bolton Local Authority procedure for dealing with complaints. If the parents and/or carers of a child with SEN have a complaint they should arrange a meeting with the SENCO who will aim to resolve the issue, if necessary with involvement from the Head teacher. If the issues are not resolved satisfactorily, parents will be directed to the school's Complaints Policy which sets out next steps (this is available on the school website or by contacting the school office). Parents can seek further support in addressing their complaint from the Parent Partnership Service.

How do I get a copy of the school's Special Educational Needs and Disability Policy?

The school SEND policy is published on the school's website. Paper or electronic copies can be requested from the school office.

Who do I contact for further information?

The SENCOs at St Mary's are:

- ✓ Emma Orrell – Early Years and Year One
- ✓ Jen Hayes – Years Two, Three and Four
- ✓ Molly Jeffs – Years Five and Six

Contact them on 01204 333494 or office@st-marys-deane.bolton.sch.uk