St Mary's CE Primary School

Special Educational Needs and Disabilities Information Report 2026-2027

Information within this report is reflective of academic year 2025-2026.

The school publishes a SEND information report, which sets out how the SEND policy is implemented in the school.

Policy: Special Educational Needs/Disabilities Information Report	
Date of Issue: October 2026	**Date of Last Review:** September 26
Next review Date: September 2027 (Reviewed annually alongside the SEND Policy)	

Headteacher	SENDCo	IEB
Approved D Holding	Approved K. Jones	Approved

Name of SENDCo	Name of SEND Link Governor
Mrs K Jones	Mr R Dean

*This report should be read in conjunction with the school's **SEND Policy**, which sets out the statutory framework, principles and procedures that underpin the school's approach to identifying and supporting pupils with Special Educational Needs and Disabilities. Whilst each document has a distinct statutory purpose, they are intended to complement one another. The SEND Policy outlines the school's principles, procedures and statutory duties for supporting pupils with Special Educational Needs and Disabilities, whilst the SEND Information Report provides practical information for parents and carers about how these arrangements are implemented in practice at St Mary's CE Primary School. Reading both documents together provides a comprehensive overview of the school's approach to SEND.*

Our SENDCo

SENDCo: Mrs K. Jones

Mrs Jones is also the Inclusion Lead and a DSL Officer

Mrs Holding is the Designated Teacher for Looked After and Previously Looked After Children.

Our Aims

At St Mary's CE Primary School, we are committed to ensuring that every child is valued, included and supported to achieve their full potential.

We believe that every teacher is a teacher of pupils with SEND and that high-quality, adaptive teaching is the first step in responding to individual needs. Where additional support is required, we work closely with pupils, parents, external professionals and the Local Authority to ensure the right provision is in place.

This report explains how we identify, support and review pupils with Special Educational Needs and Disabilities and how we work in partnership with families.

What kinds of SEND do we provide for?

At St Mary's CE Primary School we support pupils across the four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

Including speech, language and communication needs and autism.

Cognition and Learning

Including dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, severe learning difficulties and profound and multiple learning difficulties.

Social, Emotional and Mental Health

Including anxiety, attachment needs, ADHD, ADD and emotional wellbeing needs.

Sensory and/or Physical Needs

Including hearing impairment, vision impairment, physical disabilities and medical conditions.

SEND Statistics

SEN Status	No. of Students	% of SEN Students with this Status
SEN Support	27	64.3%
Education, Health and Care Plan	12	28.6%
Monitoring	3	7.1%

SEN Need	No. of Students	% of SEN Students with this Need
Speech, Language and Communication Needs	6	15.4%
Autistic Spectrum Disorder	14	35.9%
SEN Support, No Specialist Assessment		
Sensory processing disorder		
Severe Learning Difficulty	1	2.6%
Moderate Learning Difficulty	6	15.4%
Slow Processing		
Social, Emotional & Mental Health	2	5.1%
Vision Impairment		
Developmental delay	1	2.6%
Global developmental delay		
Other Difficulty/Disability		
Attention Deficit (Hyperactivity) Disorder	9	23.1%
Fine and gross motor skill difficulty		
Epilepsy		
Eating Disorder		
Colour blind		
Profound complex disabilities		
Profound & Multiple Learning Difficulty		
Physical Disability		
Disability Affecting Mobility		
Hearing Impairment		
Cerebral palsy		
Specific Learning Difficulty		

How do we identify children with SEND?

Children's needs are identified through:

- discussions with parents and carers
- teacher observations
- regular assessment
- progress monitoring
- information from previous schools
- external professionals
- diagnostic assessments
- pupil voice

Not all children who require additional help have SEND. We carefully consider whether difficulties may be due to attendance, English as an Additional Language, medical needs or other factors before identifying SEND.

What happens if I am worried about my child?

Parents should initially speak to the class teacher.

The class teacher may:

- monitor progress
- make adaptations in class
- discuss concerns with the SENDCo
- gather further assessment information

Parents are involved throughout this process.

How do we support pupils with SEND?

High-quality adaptive teaching is available in every classroom.

Where appropriate pupils may receive:

- adapted resources
- visual supports
- scaffolded learning
- pre-teaching
- overlearning
- intervention programmes
- targeted adult support
- specialist advice
- reasonable adjustments

Provision is matched to individual need rather than diagnosis.

What is the graduated approach?

Support follows the Assess, Plan, Do, Review (APDR) cycle.

This means we:

Assess: *Identify strengths and needs.*

Plan: *Agree outcomes and support with parents.*

Do: *Deliver agreed provision.*

Review: *Evaluate impact and agree next steps.*

This process is repeated to ensure support continues to meet the child's needs.

What is Monitoring?

Some pupils may be placed on Monitoring.

Monitoring is an internal school process and **does not mean a child has SEND**.

It allows us to:

- gather information
- monitor progress
- trial strategies
- decide whether additional support is needed

What is SEN Support?

Where evidence shows that a pupil requires provision that is additional to or different from that normally available, they will receive SEN Support.

Pupils receiving SEN Support:

- are placed on the SEND Register
- have personalised outcomes
- receive reviewed provision
- have parents involved in planning and reviewing support

What is an Education, Health and Care Plan (EHCP)?

Where a child's needs cannot be met through ordinarily available inclusive provision (OAIP), the school may discuss requesting an Education, Health and Care Needs Assessment.

Parents also have the right to request an assessment directly from the Local Authority.

How do we involve parents?

We value parents as partners.

Parents are involved through:

- regular discussions
- review meetings
- target setting
- annual reviews (where applicable)
- informal communication with staff

How do we involve children?

Children are encouraged to:

- share their views
- contribute to targets
- discuss what helps them learn
- participate in reviews where appropriate

How do we assess progress?

Progress is reviewed using:

- classroom assessment
- teacher observations
- provision maps
- diagnostic assessments
- pupil voice
- parent feedback

Provision is adjusted where required.

How do we support emotional wellbeing?

We recognise that emotional wellbeing is fundamental to successful learning.
Support may include:

- nurturing relationships
- emotional regulation strategies
- pastoral support
- individual check-ins
- external agency involvement where appropriate

How do we support pupils with medical needs?

Where pupils have medical needs, we work closely with:

- parents
- health professionals
- school staff

Individual Healthcare Plans, Risk Assessments and Personal Evacuation Plans are implemented where appropriate.

How accessible is the school?

Our school is fully accessible.
This includes:

- wheelchair access via stair three different lifts
- disabled toilet
- wet room facility
- reasonable adjustments
- adapted resources where required

Further information can be found in our Accessibility Plan.

How do we support transition?

We recognise that transition can be challenging.
Support may include:

- additional visits
- transition books
- meetings with parents/home visits

- information sharing
- enhanced transition arrangements
- liaison with receiving schools/nursery

How do we prepare pupils for adulthood?

Preparation for adulthood begins in primary school.
We help pupils develop:

- independence
- communication
- resilience
- confidence
- self-advocacy
- decision-making skills

These skills prepare children for successful transition into secondary education and later adult life.

What specialist services work with the school?

Where appropriate we may involve professionals such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing
- CAMHS
- Advisory Teachers
- Inclusion Team
- Early Help
- Social Care

Support is only requested where it is appropriate to the child's needs.

Staff training

Staff receive regular professional development to ensure they have the knowledge and skills to support pupils with SEND effectively.

Training is led by the SENDCo, school leaders and external specialists where appropriate.

How do we evaluate SEND provision?

We regularly monitor the effectiveness of SEND provision through:

- pupil progress
- intervention outcomes
- provision mapping
- pupil voice
- parent feedback
- annual reviews
- learning walks

- staff discussions

This ensures provision remains effective and responsive to pupils' changing needs.

Where can parents find further information?

- SEND Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Medical Needs Policy
- Admissions Policy
- Attendance Policy
- Complaints Policy
- Bury Local Offer

Complaints

If you have concerns regarding SEND provision, please speak to:

1. Class Teacher
2. SENDCo: Mrs Jones
3. Headteacher: Mrs Holding

If concerns remain unresolved, parents may follow the school's Complaints Policy.
Parents may also contact:
Bury SENDIASS
Bury SEND Team

Contact Us

SENDCo: Mrs K Jones

Telephone: 0161 7733 794

Email: senco@stmarys-prestwich.co.uk

Website: St Mary's Primary School – Contact Us