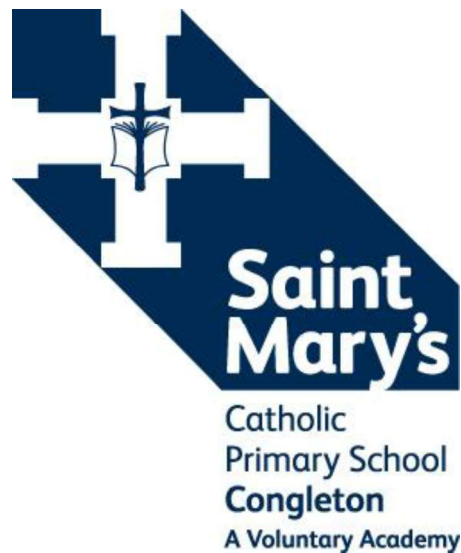


SAINT MARY'S CATHOLIC PRIMARY SCHOOL, CONGLETON

SEND INFORMATION REPORT 2025 to 2026



“Saint Mary’s Catholic Primary School is a Christ centred learning community, where all are safe, valued and loved.”

Saint Mary's Catholic Primary School, Congleton

SEND INFORMATION REPORT 2025 to 2026

Part of the Cheshire East and Cheshire Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the Cheshire East Local Offer for learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At Saint Mary's Catholic Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Headteacher: Miss Amy Butterfield
SENCOs: Mrs Emma Waters (National Professional Qualification (NPQ) for Special Educational Needs Co-ordinator)
SEND governor: Mrs Joyce Richards

If you have specific questions about the Cheshire East Local Offer please look at the [CE website](#). Alternatively, if you think your child may have SEND, please speak to their class teacher in the first instance or contact our SENCO on 01260 274690.

Our Approach to Teaching Learners with SEND

At Saint Mary's Catholic Primary School, we are committed to providing an inclusive curriculum and environment to ensure that all the children can develop to their potential and make progress, whatever their needs or abilities. We aim to provide an environment where all children have equal opportunity to develop their talents and make progress, and their contributions to school life are valued. We believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning in the school. Our school development plan is about developing learning for all and details our planned continued professional development (CPD) opportunities for all staff. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess pupil progress, ensuring that learning is taking place. Our whole-school system for monitoring progress includes regular pupil progress meetings.

What is SEND?

At different times in their school career, a child or young person may have a special educational need or disability.

The 2015 Code of Practice says that:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for 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 schools or mainstream post-16 institutions. (Taken from 2015 SEN Code of Practice: 0 to 25 Years- Introduction xiii and xiv)’

If a learner is identified as having SEND, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may be looked-after (a child who has been in the care of their local authority for more than 24 hours) or previously looked-after. They may not speak English very well or at all or may have emotional or social difficulties which distract them from learning. At Saint Mary’s Catholic Primary School, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Our current SEND profile for 2025 shows that we currently have 30 children identified as having SEND, and 9 of those have an Education Health and Care Plan (EHC plan).

7 children have Cognition and Learning as their primary need.

11 children have Communication and Interaction as their primary need.

11 children have Social, Emotional and Mental Health as their primary need.

1 child has Physical and/ Sensory as their primary need.

Assessing SEND at Saint Mary’s Catholic Primary School

Class teachers, support staff, parents/carers or the learner themselves will be the first to notice a difficulty with learning. At Saint Mary’s Catholic Primary School, we ensure that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. The Special Educational Needs Coordinators (SENCO) will also support with the identification of barriers to learning. We use the Cheshire East Toolkit for Inclusion (the Graduated Approach) as a tool to identify the appropriate level of need for individual children. It provides advice on identifying different types and levels of need within the Continuum of Need for SEN through the use of ‘impact on learning’ indicators that would be observed by staff within the educational setting. The graduated approach describes the actions that professionals within educational settings are expected to take to meet the needs of children and young people with SEN. This includes information relating to communicating with families and next steps, strategies to be implemented (such as seeking external advice) and the evidence that should be recorded.

For some learners, we may want to seek advice from specialist teams. In our school and cluster, we have access to various specialist services such as the Cheshire East Autism Team (CEAT), Educational Psychologist and Emotionally Healthy Schools Service. We have access to services universally provided by Cheshire East Council, which are described on the Local Offer website. We also have a teaching assistant who is ELSA trained (Emotional Literacy Support Assistant) a range of interventions that aim to support

emotional well-being and resilience when required for those children with mental health and emotional needs.

What we do to support learners with SEND at Saint Mary's Catholic Primary School

Every teacher is a teacher of SEND and they are required to adapt the curriculum to ensure access to learning for all children in their class. The Teachers' Standards 2012 detail the expectations on all teachers. The Teachers' Standards are available on the DFE website.

Our teachers will use various strategies to adapt access to the curriculum, which might include using:

- Whole class or individual visual timetables
- Task lists
- Writing frames
- iPads, laptops or other alternative recording devices
- Individual rewards systems

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is planned by the class teachers, SENCO and Senior Leaders and is incorporated into the school's timetables which describes the interventions and actions that we undertake at Saint Mary's Catholic Primary School to support learners with SEND across the year groups. We review the timetables regularly, and make changes where necessary, as our learners and their needs change. Our SEND provision is shared with the Governing Body, which ensures that the school monitors the impact of these interventions on learning across the school.

Funding for SEND

Saint Mary's Catholic Primary School receives funding directly to the school from the Government to support the needs of learners with SEND. The school also receives funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

How do we find out if this support is effective?

Teachers assess regularly whether the support is effective, through observations and looking at the children's work. This helps us identify whether the intervention programmes are having an impact on children's levels of progress.

Monitoring progress is an integral part of teaching and leadership within Saint Mary's Catholic Primary school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of the provision. Children, parents/carers and teaching and support staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting where we all discuss progress and next steps. If a learner has an EHC plan, the same review conversations take place, but the EHC plan will also be formally reviewed annually. The SENCO collates the impact data of interventions, to ensure that

we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, Senior Leaders and the Governing Body.

Other opportunities for learning

All learners should have the same opportunity to access extra-curricular activities. At Saint Mary's Catholic Primary school in 2025–2026, we are offering a range of additional clubs and activities (details on [school website](#)).

We are committed to making reasonable adjustments to ensure participation for all, so please contact our SENCO to discuss specific requirements. All staff at Saint Mary's Catholic Primary School have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Saint Mary's Catholic Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND. At the end of each academic year, there will be a transfer of information between the current teacher and the 'receiving' teacher and in the final half-term, each class at Saint Mary's Catholic Primary School will have a 'transition sessions where the children will be taught by their new class teacher. For those learners with SEND, additional transition activities may be planned to ensure the receiving class teacher understands their needs. Transition to secondary schools will be discussed in the Spring term of Year 5 or Autumn term of Year 6, to ensure time for planning and preparation.

Have your say

Saint Mary's Catholic Primary School is a school which serves its community. We can shape and develop provision for all of our learners ensuring achievement for all. This SEND report declares our annual offer to learners with SEND, but to be effective it needs the views of all parents/carers, learners, governors and staff. Please engage with our annual process to 'assess, plan, do and review' provision for SEND. Complaints about SEN provision in our school should be made to the class teacher in the first instance. If you are not satisfied with the initial response, you can escalate the complaint to the SENCO or Headteacher. To see a full explanation of suitable avenues for complaint, please refer to the [Complaints policy](#).

Useful links

[Cheshire East Toolkit for Inclusion](#)

[Cheshire East Information, Advice and Support Team](#)

[Saint Mary's Admission Policy](#)

[SEND Policy](#)

[Glossary](#)