



## **St Mary's Catholic Academy, Brigg**

### **SEND Information Report**

*'We joyfully live, love and learn in the footsteps of Jesus'*

This report operates in accordance with the teachings of the Catholic Church and our Academy Mission Statement. This policy was updated in the Pentecost Term 2025. The teachings of the Catholic Church are detailed in the Catechism of the Catholic Church published by the Catholic Truth Society, London, an Official Publisher to The Holy See.

Reviewed: April 2025

Review Date: April 2026

SENCO: Mrs A McIntyre

SEND Governor: Mrs Bayne

Dedicated SEN time: 5.5 hours per week

Local Offer Contribution: <http://www.northlincslocaloffer.com/>

### **Vision and Purpose: Statement of Purpose**

At St Mary's Primary Catholic Voluntary Academy our educational aim is simple- by working together we can achieve more. We strive to give everyone in our school a love of learning and the life-long skills to empower them to choose the life they want. We are committed to the highest possible standards of teaching and learning, providing the best possible outcomes and opportunities for all of our pupils, irrespective of their abilities and individual needs.

The contribution of parents/carers and the wider community to our children's education and progress is vital and we are actively seeking to strengthen our partnerships.



At St Mary's Primary Catholic Voluntary Academy, we are committed to the equal inclusion of all pupils in all areas of Early Years and Primary School life, irrespective of their needs.

We acknowledge and address the diverse and individual needs of all of our pupils and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We recognise that those needs may change and evolve over the time at which your child is with us at St Mary's Primary Catholic Voluntary Academy.

At St Mary's Primary Catholic Voluntary Academy, we endeavour to ensure that all pupils, regardless of their specific needs make the best possible progress. We also ensure the safety of our children is paramount and follow all guidelines for referral and assessment of children's needs.

## **Statement of Intent for Supporting Equality**

At St Mary's Primary Catholic Voluntary Academy, we are rightly committed to equality. Every child should fulfil their potential (academically and socially) no matter what his/her background or personal circumstances.

## **Whole School Approach**

At St Mary's we follow a graduated approach to SEN:

1. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
  - Is significantly slower than that of their peers starting from the same baseline.
  - Fails to match or better the child's previous rate of progress.
  - Fails to close the attainment gap between the child and their peers.
  - Widens the attainment gap.



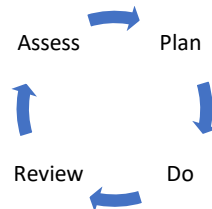
This may include progress in areas other than attainment, for example, social needs. It will also take in to account the views of the pupils and their parents and behaviours at home which may have a significant impact on school.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

2. Initial concerns made by you or by the Class Teacher are discussed with the SENCO (Special Needs Co-ordinator), Mrs McIntyre and guidance given. If parents have concerns about their child, they should, in the first instance, contact the Class Teacher, who will liaise with the SENCo or any other appropriate member of staff. In most cases, Quality First Teaching will be adapted to support your child and your child will be monitored.
  
3. Following a set amount of monitoring time, some children will then move onto SEN support. They will be placed on the SEN register and will be set SMART targets (Specific, Measurable, Attainable, Relevant, Time-based). They will be given a Pupil Passport (Individual Education Plan IEP). Your child will then access intervention groups or 1:1 support as relevant. Interventions include phonics support (RWI), Reading support (Lexia, Toe by Toe), Occupational Therapy (e.g. Write from the Start or Madeline Portwood), Speech and Language Therapy and Precision Teaching.



We follow a Graduated Response policy:



**Assess** – We will use assessments or toolkits to identify specific areas of learning.

**Plan** – We will produce an Individual Plan (Pupil Passport)

**Do** – Interventions will take place to support your child's learning.

**Review** – After a set amount of time (usually a half term or term depending on the intervention), your child's progress will be reviewed. If necessary, the cycle will begin again.

4. If we feel that external agencies may be able to provide us with specialist advice, we may, with your consent, refer your child to one of these services. Services include Educational Psychology, SALT (Speech and Language Therapy), Occupational Therapy and ASET.
5. EHCP's (Education and Health Care Plans), formerly known as 'Statements' may be allocated to pupils who have a special educational need or disability that cannot be met by support that is usually available through school. This is a process that is managed between the school and Local Authority. Having an EHCP means that different agencies can work more effectively together to meet a child's needs.

## SEN Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:



1. **Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

We have a good working relationship with the speech and language team who work with us to assess, do and review each child referred to them by ourselves or parents. Parents attend meetings with the Speech Therapist and are encouraged to attend all appointments for their child. We ensure that the therapist has a quiet area to work with the child and their families. The class teacher will assist in implementing support strategies for the child and work on targets given.

We have a clear approach to identifying children who present with autistic tendencies and staff have been trained in identification approaches. We use the ASET check list and recommended strategies for support. If we are unable to support the child fully ASET will be requested to support us further to ensure we are providing the right provision for each child.

We use individual and class visual timetables.

2. **Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

This will be identified initially by the class teacher, who will complete an internal referral form. The SENCO will request any internal screening which she feels appropriate such as dyslexia screening. External screening may also be requested by agencies such as that carried out by an Educational Psychologist. Screening will help us to create the most focused individual support strategies for each child.



Children will be supported by their class teacher and TA's. They will work for the most part in the classroom alongside their peers. Intervention sessions will be done in a small group setting or on a 1:1 in additional learning areas.

I'm extremely happy with all the effort the teachers and the Headteacher gave in such a short time my child was at St Mary's. I knew this was the best school for him to be in. Thank you so much.

Our Son has had a very happy time at St Marys and we have seen him grow socially and emotionally and overcome many of the difficulties he had when he first went to the school. The school also has been exceptional in terms of the number of other activities they have made available to our son, in terms of external visits and opportunities to experience other than a classroom environment.

3. **Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

St. Mary's has a dedicated Mental Health Champion (Mrs McIntyre) who oversees provision for children identified with this need. We also have a number of TAs trained in mental health strategies e.g. ELSA (Emotional Literacy Support) and Mental Health First Aid.

Identification may come through the class teacher or families.

Support through Early Help will be recommended. The class teacher will work closely with the Mental Health Champion to compile and implement a behaviour plan for individual children which will then feed into that child's Running Record. We have close links with the mental health nurse and the behaviour support team who will be consulted if appropriate. Children will be supported by their class teacher, TA's and ELSA. They will work for the most part in the classroom alongside their peers. Intervention sessions will be done in a small group setting or on a 1:1 in additional learning areas.



Children in Years 4, 5 & 6, can access support through WMIM (With Me in Mind), a mental health support service funded through the NHS.

4. **Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

At St Mary's we use the North Lincolnshire Sensory Toolkit to support children with Sensory Needs. We have accessed support from the Hearing Impairment and Visual Impairment Teams to support individual pupils.

I feel that my child is very settled at St Mary's. He is welcomed each day and enjoys coming to school.  
Any concerns I may have then I know that I can comfortably contact the school.  
Thank you.

I absolutely love this school and would not send my child anywhere else. The staff are kind and caring and I feel my child is a part of the school not just a number. He has already told me some amazing things that he has been doing at school and is learning so much already. Extremely happy with how well he has settled into school already and that's down to the staff support, encouragement, praise and caring nature.



## **Nature of Need (Updated April 2025)**

Number of Pupils on Roll: 181

Number of children with SEND support: 29

Percentage of children with SEND support: 16%

Number of children with EHCP: 1 (one pending)

Percentage of children with EHCP level support: 1%

	Communication & Interaction (includes ASD)	Cognition & Learning	Social, Emotional & Mental Health (includes ADHD)	Sensory and/or Physical needs
Reception	1		1	
Year 1	5		2	
Year 2	3		1	
Year 3	2		1	
Year 4	2	2	3	
Year 5	3	2	4	1
Year 6	3	3	1	

\* Children may have needs that fall into more than one category.

## **Consulting with Children, Young People and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/ Event	Who's Involved	Frequency
Individual Review Meetings	Child, Parent/carers, class/subject teacher, TA	Termly
EHCP Annual Review	Child, Parent/carers, class/subject teacher, TA, outside agencies	Annually





Early Help Meetings	Child, Parent/carers, class/subject teacher, TA, outside agencies	As Required
Parents Evenings	Child, Parent/carers, class teacher	Bi-annually

## Staff Development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of Person	Area of Expertise	Level of Qualification
AM	SEND  Mental Health  Early Help Safeguarding	Post Graduate Certificate in SEND Senior Mental Health Champion Early Help Practitioner DSL
EL	SEMH	ELSA
DR	Mental Health SEMH	Mental Health First Aider ELSA
LS & RW	SEND Support	TA Level 3

### Recent training for staff includes:

Staff Inset on the SEN Areas of Need and referral Processes

ADHD Training

ELSA Supervision

Staff Initials	Training Course	Details of Course/ Qualification
LSC RWR	SEND TA	Level 3 TA with SEND All three staff have started this apprenticeship
EC	SEND Teacher	Trust Training on teaching children with SEND



## Staff Deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed on a need basis, which changes yearly but also on a day-to-day basis depending on the needs present at that time.

## Finance

Our notional SEN Budget for 2024 – 2025 is **£63735.81**.

The expenditure allocation of that income is as follows:

- Support staff (additional to quality first provision)
- Commissioned external services
- Additional teaching resources
- Training
- SENCO full day out of class

## Impact Statement

### Progress of Pupils with SEND Last Academic Year (2023-2024)

#### End of EYFS - GLD

School % of all pupils GLD: 68.2%  
National % of all pupils GLD: 67.7%

School % of SEND pupils GLD: 50%  
National % of SEND pupils GLD: 19%

#### End of KS1 - R/W/M

School % of all pupils ARE: R=60% W=30% M=65%

School % of SEND pupils ARE: R = 0% W = 0% M = 0%

#### End of KS2 - R/W/M

School % of all pupils ARE: R= 97% W=87% M=93%  
National % of all pupils ARE: R=74% W=72% M= 73%

School % of SEND pupils ARE: R=100% W= 67% M=67%  
National % of SEND pupils ARE: R= 41% W= 30% M= 38%



## **Attendance** (Updated April 21<sup>st</sup> 2025)

Whole School: 96.3%

SEN: 95.6%

National: 92%

## **School Partnerships and Transitions**

- Our approach normally involves:
- Liaising with Nursery & child minder providers
- Taster sessions for Nursery pupils
- Liaising with secondary school transition tutors and SENCOs
- Involving pupils in transition days
- Extra transition days / time for pupils with additional needs
- Discussions regarding the individual needs of pupils.
- All information held on our children is passed to their new schools

## **Complaints**

The academy complaints procedure can be found on the academy website:

<https://www.stmaryscatholicacademybrigg.org.uk/>

We have had no formal complaints with regard to SEND in the last academic year.



## Challenges This Year

The impact of the pandemic is still having an impact on children's social skills and wellbeing.

Additional support has been in place for mental health needs of pupils, parents and staff and has been a focus this year.

Reduced support from outside agencies is a continual challenge. We employ our own Educational Psychologist and allocated two TA's to support children through ELSA.

## Further Development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Increased dedicated SENDCO time.
- Continuing to improve progress and attainment in reading for SEN pupils.
- Staff development and training for the next academic year includes:

SENCO & SLT Strategic Leadership of SEND Training

2 X TA's Level 3 SEND TA Apprentices

ELSA Supervision

SMART Targets

Understanding Referral processes

**Relevant school policies underpinning this SEN Information Report include:**

- Admissions Policy
- Accessibility plan



- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Curriculum Intent Addendum Document

**Legislative Acts taken into account when compiling this report include:**

- *Children & Families Act 2014*
- *Equality Act 2010*
- *Mental Capacity Act 2005*

Date presented to/approved by Governing Body: April 2025