



SAINT MARY'S CATHOLIC

VOLUNTARY ACADEMY

Mission Statement: To joyfully, live, love and learn in the footsteps of Jesus.

SEND REPORT 2026

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 2026. 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: May 2026

Review Date: May 2027

Special Educational Needs and Disabilities Coordinator (SENDCo): Mrs A McIntyre

SEND Governor: Jemima Kelly

Our Son has had a very happy time at St Mary's 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.
Parent Year 5 child

My son has always been happy at school and enjoys attending. He has liked every member of staff he has had over all the years and has never come home and said anything to cause me concern. He tells me he feels safe at school and he would be happy to speak to anyone if he has any issues.
Parent Y6 leaver – July 2025

Our daughter has transitioned into this school within the last six months and our only regret is that we did not move her sooner. The school community/opportunities are fantastic. She comes home every day and like many parents our first question is "how was your day?" Everyday we are met with a smile and "good". As a child who experienced bullying and had grown to dislike school the transformation is astounding. We cannot thank the school enough for the exceptional lengths they have gone too, to encourage and include her.
Thankyou.

Year 6 parent – child joined Year 6 October 2024.

OFSTED 2023 - Leaders are ambitious for what all pupils can achieve, including those with special educational needs and/or disabilities (SEND). As a result, pupils achieve well at this school.

Bridget Phillipson – Secretary of State for Education January 2026 – Congratulations to you and your team on the excellent outcomes the disadvantaged children at St Mary's achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

Pupils with special educational needs are supported effectively with appropriate adaptations, enabling pupils to be successful. CSI report November 2025

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.

SEN Needs

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

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, plan, 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 visual timetables in all classrooms.

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.

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 two TAs (Miss Liens & Mrs Roach) 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 may 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 WMIM 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.

May 2026:

Number of Pupils on Roll: 194

Number of children with SEND support: 34

Percentage of children with SEND support: 17.6%

Number of children with EHCP: 3 (& one pending and one in mediation)

Areas of Need:

Broad Area of Need	School figures	Specific Areas of Need
Communication and Interaction	8 (4%)	Autism Spectrum Disorder (ASD)
	4 (2%)	Speech and language difficulties
Cognition and Learning	5 (2.5%)	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia
		Moderate learning difficulties
		Severe learning difficulties
Social, Emotional and Mental Health	15 (8%)	Attention deficit hyperactivity disorder (ADHD)
Sensory and/or Physical		Hearing impairments
		Visual impairments
		Multi-sensory impairment
	1 (0.51)	Physical impairment

Attendance (Updated May 2026)

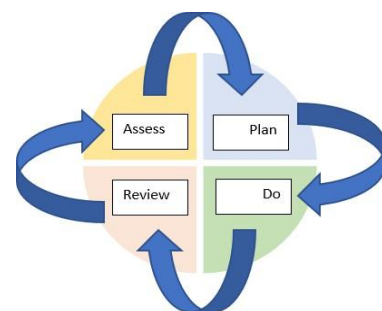
Whole School: 96.5%

SEN: 96.3%

National: 94.7%

How have pupils with additional needs been identified?

Our SEND Policy (Special Educational Needs and Disabilities) specifies our aims and objectives in relation to the identification of children who may need additional support. The Graduated Approach Plan (GAP) underpins all of our provision. This enables teacher assessment information (both formal and informal/incidental) to support the identification of individuals. All teachers are responsible for every child in their care. We also work closely with families and appropriate agencies to explore any child's difficulty accessing the curriculum or meeting its demands.



How are pupils with special educational needs assessed?

Before children begin in the Reception Class, our staff arrange a nursery or

home visit to plan so that each child has the best provision available to meet their needs. Children within school are assessed initially as part of their cohort; where additional support within class is required, this is implemented quickly. If a member of staff has any concerns about any aspect of the child's development, they speak to the SENDCo who decides on the best support. This may involve other agencies.

We use assessments to explore reading and spelling ages, as well as mathematical outcomes. This information is

shared with parents/carers at Parent Consultation Meetings.

For those children with physical needs or disabilities, we involve the School Nursing Team, Physical Disabilities Team or other agencies who may signpost specialist assessment and support.

Graduated Approach Plans, which include Behaviour Plans, are reviewed termly; Class Teachers and the SENDCo review progress towards meeting targets and plan new objectives for the term ahead.

Formal assessments are completed and SEN reviews take place three times a year, whilst phonics are assessed half-termly. This enables information to be embedded in the relevant support plans and other agencies to provide input where necessary.

How have parents and children been consulted?

Children with SEND have a Graduated Approach Plan (GAP). This process is to 'assess, review, plan and do' in consultation with parents and children. Parental contributions are important in the review meetings; the SENDCo and Class Teacher ensure that parents know how to support their child's education and needs at home.

The GAP process also allows for a contribution from the child involved. We ask children how we can help them, request their feedback and always check that they understand what is happening and why. GAPs are specific and measurable; they are quality assured by senior leadership including governors.

How have we prepared pupils for the next phase of their education?

Each academic year includes several informal opportunities for pupils to meet teachers before moving on to their next class. Formal transition days also allow additional opportunities for children to experience their new surroundings and get to know their new class and staff.

We work closely with local secondary schools to enable children in Year 6 to visit their new environment before moving on in September. Children with SEND and a corresponding GAP usually benefit from additional visits to their new school. Secondary colleagues are invited to the final GAP review meetings before transition, so that they are aware of each child's outcomes and targets.

How have we taught children with SEND? How do we adapt our curriculum to meet a wide variety of needs?

Our approach to children with SEND has always been to promote quality 'first teaching' in each class. We make learning intentions clear and scaffold for children who may otherwise have difficulty accessing the activity. Where necessary, work is differentiated to meet individual needs.

The curriculum at St Mary's is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy.

Good teaching for pupils with SEND is good teaching for all. Good teaching strategies:

- Less can be more and little and often. The way we deliver will be key. What do you want pupils to take away? What is your focus?
- Use structured, pre-planned, prepared sequence of lesson- cumulative way of teaching
- Use explicit modelling, high expectation and demonstration throughout lesson
- My turn, your turn, our turn reduces load of working memory
- Model tasks using visualiser
- Highlighting of key words
- Opportunities to engage with thinking before more concrete writing.
- Using the 5-a-day principles: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. These high-quality teaching strategies benefit pupils with SEND
- Oracy: begin by articulating ideas, developing understanding and engaging with others through spoken language. Orally and physically rehearse and practice (attempt)
- Use word paths to structure concepts. Chunk the knowledge into digestible sections. Be flexible with the amount of content; some pupils will be able to process and think hard about more things. Present worked examples

- Deliberate practice to increase attention and retention
- Pupils with SEND are entitled to think hard.

Some pupils will need further support. This includes:

- Advice from outside agencies such as Educational Psychologist or Physical Disability Team
- Support for whole class teaching e.g. scaffolding, key words, practical manipulatives
- Staff training to support specific training e.g. Speech and Language training, Education Health Care Plan Hub Support training, SMART Target training, ELSA
- Additional small group or individual support
- Additional time with an adult for specific interventions e.g. Precision Training
- Specific programmes e.g. Write from the Start, Toe by Toe, Language for Behaviour & Emotions
- Outreach support from St Luke's
- Early Help Support which supports the child and family

In what ways are our staff qualified to teach children with SEND?

St Mary's has experienced class teachers and teaching assistants to support children with a range of needs, including dyslexia, speech and language difficulties (communication and interaction), emotional difficulties, visual impairment, hearing impairments, autism and physical disabilities. Other agencies are contacted where specialist guidance is required. We routinely procure training to update staff on the use of epi-pens and any other relevant medical apparatus such as inhalers.

Education and Health Care Plans are completed where there is a particular need and other agencies will always become involved to provide specialist support.

The SENCO has 5hrs 30 minutes protected SENCO time per week.

The SENCO has a Post Graduate Certificate in SEND. She attends regular Local Authority and Trust SEN Network meetings. Applied Psychologies provides annual training to staff on specific needs. Ongoing support is provided by the SENCO to teaching staff as required.

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 2025-26 is £96,460.

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

Previous Priorities in SEND 2024-2025

- Increase dedicated SENCO time.
- Continue to improve progress in Reading for SEND Pupils
- Staff development and training including
SENCO & SLT Strategic Leadership of SEND Training
2 X TA's Level 3 SEND TA Apprentices
ELSA Supervision SMART Targets
Understanding Referral processes

Current Priorities in SEND 2025-2026

- To continue to strengthen provision for SEND pupils by ensuring that targeted support is strategic and inclusive.
- To narrow gaps so that children with SEND attain standards in line with or close to their peers.

School SENCo training:

- Investigate an Assistant SENCO role (another teacher doing NASEN)
- Trust and Local Authority Networks

Staff training

- Team Teach
- Early Years Foundation Stage SEND Networking training
- Phonics Training
- ELSA supervision
- Restorative Practice

How successful have we been?

KS2 SATS data – July 2025

SUBJECT	Whole cohort	Children with SEND	Children without SEND
Maths	95.5%	80%	100%
Reading	100%	100%	100%
Writing	86.4%	80%	88.2%
RWM combined	86.4%	80%	88.2%
Science	86.4%	100%	82.4%

PHONICS CHECK	Whole School Average	Average for children with SEND	Average for children without SEND
	68.2%	71.4%	66.7%

GOOD LEVEL OF DEVELOPMENT (GLD) EYFS July 2025

Whole School Average GLD	Average for children with SEND	Average for children without SEND
71.4%	50%	73.7%

We have a proven track record in meeting the needs of children with SEND. The Headteacher ensures that needs are identified quickly and additional support is targeted, so that pupils are given every opportunity to make good progress from their first days at St Mary's.

Parental feedback and pupil voice are very positive. Children tell us that they enjoy school and benefit from the range of activities we make available to them; they feel supported.

We have a number of mechanisms in place which allow us to support children's emotional needs and development. Our ELSA practitioner's work closely with many children to resolve issues and improve readiness to learn.

Pupils with SEND are able to engage in a range of activities together with pupils who do not have SEND e.g. art club, gardening club, Performing Arts Club, Choir, whole school performances, Chaplaincy, Year 6 SATs Booster, besides our Wrap-Around Care.

How have we involved other agencies?

Other Agencies involved are:

School Nursing Team, Behaviour Support Service, Child and Adolescent Mental Health Services (CAMHS) plus Neurodiversity Pathway Assessment Service, WMIM (With Me In Mind) St Luke's Outreach, Autism Team, Children's Services, Speech and Language Therapy, Occupational Therapy, Hearing Impairment Support Service, Visual Impairment Service, Educational Psychology Service and the Complex Behaviour Team.

The North Lincolnshire Local Offer is a website which provides links to many additional areas of support for both parents, children and their teachers. Please see www.northlincslocaloffer.com

What support is available for improving the social, emotional and mental health and development of pupils with additional needs?

Our curriculum supports the mental well-being of all pupils. Additional support is also provided by our ELSA Practitioners, who are available throughout the day to discuss any children's concerns and who follow planned work with individual children on Managing Emotions and other needs. When further expertise and additional appropriate agencies are required e.g. WMIM, parents are invited to support a referral.

What if the family, as a whole, needs help?

Our school is able to offer the Early Help process to parents who are concerned about their child, or who feel they need support as a family. Please speak to the SENDCo for further information.

How can you raise a concern or make a complaint?

If parents have a complaint, they should follow the complaints procedure, which is explained on our school website.

[School Contact and Complaints website page link](#)

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: May 2026

CURRICULUM ADAPTATIONS AT St Mary's

Reception (EYFS)

Opportunities and experiences in foundational knowledge, based on Rosenshine Principles, can be learnt through play and through guided activities that will allow pupils to explore, experiment and think hard about new and important concepts. The Early Years Team continuously assess children's knowledge. If there are gaps in children's learning, then adaptations will be made in the provision in forthcoming weeks. Provision is open-ended and allows children to access it regardless of ability.

Rosenshine Principles:

- Daily review of learning
- New materials in small steps
- Ask questions
- Provide models
- Guide pupil practice
- Check pupils understand
- Obtain a high success rate
- Scaffold for difficult tasks
- Independent practice
- Weekly and monthly review.

Maths

Pupils with SEND are not always low attainers, so for some the usual curriculum with additional resources suitable for meeting their particular needs will be sufficient. If some other pupils are operating one or two years behind the expectations for their year group, then we consider what is realistic for these pupils, given their needs, in terms of catching up and keeping up. We consider how pupils, with appropriate support, might catch up over the next term, year or key stage. We know our individual pupils and their needs well enough to define and demonstrate what is ambitious for each individual, and what measures need putting in place to help pupils meet these goals. This 'small steps' structure, progression documents and assessments that underpin the White Rose Maths curriculum help us to identify gaps. We then take steps to support all pupils to make progress, by using material or structures from earlier year groups as necessary.

English

We aim to inspire and foster a love of reading amongst our pupils, seeing this as fundamental to children's development and the foundation for their learning throughout their time at school.

Within reading lessons and 1:1 reading, struggling readers are identified and bespoke interventions are put in place; these include: RWI phonics, 'Precision Teaching' of Y2 words, 'Write from the Start', Toe by Toe.

In Reception and Key Stage One, decoding, blending and comprehension skills are taught through ReadWriteInc. Phonics. Through this curriculum, children are provided with materials which are closely matched to their phonic knowledge.

In Key Stage Two, children who need extra Reading support access Reading Plus through twice-weekly sessions and practice at home.

In a Writing lesson, children 'connect' to previous learning; the task is then 'explained' with knowledge organisers and knowledge notes to support and scaffold. Next, children are given 'examples' of a quality text to use as a basis for their own writing. Through discussion and modelling, children can then 'attempt' similar work and 'apply' their own ideas, based on the good teaching strategies outlined earlier. Further 'challenge' is provided based on the children's ability.

Art and Design and Design Technology

Teachers consider how specific activities or the delivery may need to be adjusted to ensure that pupils with SEND are able to access the materials and participate fully in the lesson. Pupils with language and communication difficulties (including those with ASD) may receive additional visual prompts to help them understand what is expected of them. Some pupils may receive individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable 'chunks'. Some pupils may have sensory sensitivities; for those pupils, adjustments are made in order for them to access materials. Pupils who have significant motor skill difficulties may receive pencil grips or sloped surfaces upon which to work.

Science, Geography, History

Key skills and retrieval routines support coherent formation of long-term memory in the following ways:

- Avoid lesson fade: the use of cumulative tasks (I do, we do, you do) model. It is much more effective than a huge amount of information and instructions that overload the working memory.
- The We do – You do cumulative sequence draws on the six phases of a lesson, supporting coherent and effective creation of long-term memory.
- Oral Rehearsal allows pupils to formulate and practise responses before recording or writing these down.
- We 'chunk' knowledge into manageable sections, highlighting key vocabulary.
- We use dual coding and annotation.
- We use alternative ways of recording. Teachers know and adapt to meet their learners' needs by targeting additional input to lower attaining pupils and those with SEND.

French and Music

Pupils with language and communication difficulties (including those with ASD) may be given additional visual prompts to help them understand what is expected of them. Some pupils may use individual task boards to enable them to follow a series of steps where a task has been broken down into smaller, more manageable 'chunks'.

For some pupils who have specific challenges around processing, some of the tasks require adaptation to ensure that all can participate fully in the lesson. This may mean reducing the number of words or activities in a task, introducing the use of a scribe for lessons with a writing focus or another adaptation specific to the pupils in the class. It also may mean reducing the number of instructions, introducing the use of a reader for lessons with a reading element (including lyrics), or any other adaptations specific to the pupils in the class.

Some pupils may have a hearing impairment; Teachers therefore think carefully about how this impacts their ability to hear and produce each sound and consider how best to adapt the French or Music lessons to ensure these pupils can be successful.

Some pupils may have a visual impairment. This may impact their ability to read and follow musical notation. Teachers think carefully about how they can adapt these lessons, possibly including the use of technology, to ensure that these pupils can access the same high-quality curriculum experience.

PE

When considering pupils with SEND, we understand the type of support they require (e.g. communication, physical, social), define safety and how safety measures can be applied, determine their skill level in relation to the activity and balance the relationship of skill level to the complexity of the task. Finally, we evaluate the success of the activity based on the required modifications and adjust as necessary.

We understand SEND children's perspective so that they feel confident to discuss issues they might be having in PE; this will enable them to build their self-confidence over time.

Empowering SEND pupils to be comfortable with themselves and their abilities will assure them that they truly belong amongst their peers. Understanding the specific needs of our SEND pupils is crucial so that they become confident enough to engage with PE and realise how beneficial it can be for their mental health too.

We always consider:

- **Space** – we modify the physical space of the activity to match the skill level of participants and remove obstacles and distractions (e.g. distance travelled, size of playing area, use of different zones).
- **Task** – we break down the activity into small, easy-to-understand, steps which allow SEND pupils to take their time during their physical education. SEND pupils can then learn at their own pace and become composed with the activity they are trying to perform.
- **Equipment** – we ensure that equipment suits the needs of the pupils and all should be able to use it to complete a particular activity effectively. We modify the purpose, type, and use of equipment (e.g. size, shape, colour, texture, weight, etc.)
- **People** – We try to match the ability levels of pupils so that they do not feel unmotivated or discouraged by physical education. Rules are modified to allow for different levels of participation within the same task.