

Our Lady's RC Primary School



SEND Information Report

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Person Responsible	G.Cunningham
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Signed: *G. Cunningham* (Person Responsible)

Date: 15.9.2025

Signed: (Headteacher)

Date: 15.9.2025

Signed: *C. M. Massingham* (Chair/Governor)

Date: 15.9.2025

“Learning Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady’s



Our Mission Statement is:

“Learning and loving together; we grow with Jesus”

Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross**

The Core Values that provide the foundation for that Mission are:

‘Whoever is kind to the poor lends to the Lord’ Proverbs’ 19:17 **Kind**

‘Love God and love people’ Matthew 22:36-40 **Loving**

‘You can always turn to the Lord when times are tough’ Psalms 9:9-10 **Safe**

‘Forgive and you will be forgiven’ Luke 6:37 **Forgiving**

‘I am the way, the truth, the life’ John 14:6 **Honest**

‘Rejoice always’ Thessalonians 5-16 **Positive**

‘Lord, your God shall you worship and him alone shall you serve’ Matthew 4:1-11 **Respect**

‘Grow in the grace and knowledge of Saviour Jesus Christ’ 2 Peter 3-18 **Nurturing**

Nurture

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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1. Aims

At Our Lady's, we aim to:

- Provide high-quality, inclusive education that enables every pupil with Special Educational Needs and/or Disabilities (SEND) to achieve their highest potential.
- Identify and remove barriers to learning swiftly and systematically.
- Ensure that all stakeholders (pupils, parents/carers, staff and external partners) collaborate to meet the needs of children with SEND.
- Cultivate a culture of high expectations, where progress is tracked, outcomes are ambitious, and every child feels valued and supported.

This policy and information report is based on the statutory SEND Code of Practice (2014) and the following legislation:

- Part 3 of the *Children and Families Act 2014*
- The *Special Educational Needs and Disability Regulations 2014*
- The *Equality Act 2010*

2. What is SEND?

SEND refers to pupils who have learning or other needs requiring provision that is **additional to or different from** the differentiated approaches and personalised teaching available to all.

3. Areas of Special Educational Need

Area	Description
Communication & Interaction	including speech, language and autism spectrum needs
Cognition & Learning	including moderate/severe learning difficulties, dyslexia, processing difficulties
Social, Emotional & Mental Health (SEMH)	including anxiety, attachment, emotional regulation needs
Sensory & Physical	including visual/hearing impairments, physical disability, sensory processing

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND need and will not automatically lead to a pupil being registered as having SEND.

However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEND, and where there are concerns about behaviour, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

4. SENDCo Contact Details

The SENDCo at Our Ladyis is **Miss Cunningham** and you can contact her through:
 enquiries@admin.aspullourladys.wigan.sch.uk

Our SEND link governors are **Mrs C Massingham** and **Mrs H Sullivan**.

5. Identification of SEND

Our Lady's is committed to early identification of Special Educational Needs (SEND). Our school adopts a graduated response to meeting SEN and Disability (SEND) in line with the SEN Code of Practice 0-25, 2014.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Coordinator (SENDCO) and the class teachers. Strategies, evidence based interventions and additional support is put in place to support these children. The assess, plan, do review model is used to implement and carry out interventions.

Once the support is put into place and pupils are not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCO. Following this, the class teacher and parents/carers, work with the SENCO in order to decide if, or how, additional provision is implemented. This could be introducing outside agencies such as Speech and Language or Occupational Therapy. Ongoing discussions with parents and school will continue to evaluate the impact of provision put into place.

The process of addressing the unique requirements of these children encompasses several critical aspects, ensuring that their individual needs are met effectively. The

following procedures are integral to the successful management of SEND pupils within our educational system.

Graduated Response: *Assess → Plan → Do → Review*

<https://youtu.be/GQs6fFs8NB0>

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Early Identification: All pupils are monitored through assessment and observation.

Collaboration: Parents/carers are informed at the earliest stage and invited to meetings.

Specialist Input: External agencies (e.g. SALT, OT, Educational Psychology) are involved when needed.

Review: Support plans reviewed termly, with parents and pupils actively engaged.

Greater Manchester Ordinarily Available Provision

The Greater Manchester Ordinarily Available Inclusive Provision (GMOAIP) sets out expectations for educational settings to provide for all children and young people through adaptive teaching and an inclusive ethos. It summarises a range of activities, opportunities and strategies that will meet the needs of most children and young people through reasonable adjustments and resources that are ordinarily available in mainstream settings. The GM OAIP has been written in collaboration with Schools/ settings, parent/ carers, children and young people (CYP), Neurodiversity in Education, Local Authority professionals, Greater Manchester Combined Authority (GMCA), Health professionals and other specialists. The GMOAIP has been launched in Wigan and is starting to be piloted in Wigan schools and settings, with practice in each school to reflect their community.

The Wigan Additional Practice Toolkit (APT) for teaching staff and the early years Ordinarily Available Inclusive Provision documents are practical guides for teaching staff and nursery practitioners in settings and classrooms. They describe a range of support, strategies and activities for all learners including those with additional needs. They should be used flexibly and practice will vary between settings, according to the needs of their children and young people, and the systems that are already in place. The APT complements section 2 of the GMOAIP, outlining support beyond ordinarily available inclusive provisions for children with SEND.

- [GM Ordinarily Available Inclusive Provision](#)
- [Early years OAIP.](#)

6. Partnership

- **With Parents/Carers:** We see parents/carers as partners. We keep them fully informed about their child's SEND status, invite them into review meetings, take their observations and aspirations into account and provide guidance for supporting learning at home.
- **With External Bodies:** We maintain strong links with specialist agencies (e.g., Educational Psychology, Health and Therapy Services, Local Authority services). These partnerships ensure timely access to advice, assessment and additional resources.
- **Local Offer and Community Support:** We contribute to and draw upon the Local Offer, ensuring families can access what is available locally. We also collaborate with community organisations to support families.

7. Pupil Participation

- We involve pupils in setting their own goals and reviewing progress.
- Pupils' views are sought and recorded (through interview, pupil voice, meetings) to shape their support plans.
- We make information about their targets accessible and pupil-friendly so they understand what is expected and can self-advocate.

8. Monitoring & Evaluation

- Leadership (including SENDCo, SLT, Governors) regularly reviews SEND provision via data, lesson observations, work scrutiny and feedback from pupils and parents.
- Key performance indicators include progress outcomes of SEND pupils compared to non-SEND, closing any gaps, rates of attainment, attendance, SEMH wellbeing indicators.

- Review calendar: termly evaluation of support plans/interventions, annual review of EHC Plans, regular audits of SEND provision and staff practice.

9. Transition

- From feeder settings to Our Lady's (e.g. Nursery → Reception), between Key Stages, and on to secondary school: we plan carefully, including visits, sharing of SEND information, joint meetings with SENDCo staff from future settings.
- Transition reviews (especially in Y6) include inviting secondary SENDCo to review meetings to ensure continuity of provision and goals.

10. School Support / Differentiation

- Teachers differentiate to match tasks to pupils' abilities, learning styles and interest. This includes varying resources, scaffolding, alternative formats (mind maps, diagrams, visuals), flexible grouping, and adapted teaching pace.
- Classroom Assistants / Learning Support staff are allocated strategically to support individuals or small groups.

11. Staff Training

- Continuous professional development (CPD) programme ensures staff are trained in up-to-date, evidence-informed methods for SEND (e.g. Autism, Dyslexia, ADHD, attachment theory).
- External training providers are used as well as in-house sharing of best practice.
- Staff are supported via coaching, peer mentoring and collaborative planning with SENDCo to ensure consistent implementation.

12. Provision for Pupils with SEND

- **Personalised Support Plans** with specific, measurable, ambitious, realistic and time-bound (SMART) targets.
- Access to specialised resources: e.g. multi-sensory learning materials, assistive technologies, therapy tools, etc.
- Specialist intervention groups or one-to-one support where appropriate.
- Access to extra-curricular support tailored to SEND pupils (e.g. social skills clubs, specialist mentoring).

13. Accessibility of the School Environment

- We comply fully with the Equality Act 2010. Reasonable adjustments are made to ensure that physical, sensory or mental barriers are removed or mitigated.
- The school has accessible entrances, lifts / ramps, disabled toilets, and adapted facilities where needed.

- We regularly review the site to ensure physical access, signage and safety are suitable for all pupils (including those with mobility, hearing or visual impairments).

14. Accessing the Curriculum

- All pupils with SEND have full access to the curriculum; we adapt teaching, resources, assessment and environment to enable this.
- Modifications may include differentiated lesson plans, scaffolded tasks, additional adult support, assistive technology, peer support.
- Assessment arrangements are adapted where needed (e.g. extra time, alternative formats) in line with national and examination board requirements.

15. Support for Social, Emotional & Mental Health (SEMH)

- Each class has tools / displays / strategies to support emotional literacy, regulation and resilience (for example, emotion displays, class check-ins).
- We assess SEMH needs formally (e.g. Boxall Profiles) to inform appropriate interventions.
- We have a dedicated nurture provision ("Positive Pod"), where pupils can access one-to-one or small group support with our Nurture Lead to address anxiety, self-esteem, self-confidence, anger, etc.
- Staff are trained in trauma, attachment, mindfulness or other relevant approaches to support wellbeing.

16. Arrangements for Considering Complaints & Compliments

- If parents/carers are unhappy with any aspect of SEND provision, they should first speak with the class teacher. If the issue is not resolved, they may then meet the SENDCo, and/or Headteacher.
- The school's formal Complaints & Compliments Policy applies.
- Parents/ carers are signposted to Local Authority or independent mediation services when necessary.

17. Abbreviations & Glossary

Abbreviation	Meaning
EHCP	Education Health and Care Plan
EP	Educational Psychologist
OT	Occupational Therapy
SALT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENDCo	Special Educational Needs & Disabilities Coordinator
TESS	Targeted Education Support Service

18. Leadership Accountability

Governors

- Monitor statutory duties and review SEND impact termly and annually.

SLT

- Monitor quality of teaching, CPD, staff confidence, and outcomes for SEND pupils.

SENDCo

- Tracks individual progress, oversees interventions, liaises with agencies, reports to SLT and Governors.

Teachers & Support Staff

- Deliver adaptive teaching, implement support plans, and report impact.

Legal & Statutory Context

- This report adheres to the requirements set out in the *Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2014)*.
- It reflects obligations under the *Children and Families Act 2014* and the *SEND Regulations 2014*.
- It aligns with the *Equality Act 2010*, ensuring reasonable adjustments and ensuring non-discrimination.
- We review this report annually and update as required.