ST. MARY'S
MENSTON

Special Educational Needs Informational Report

Published: July 2026

To be reviewed: July 2027

ST MARY'S MENSTON
A CATHOLIC VOLUNTARY ACADEMY

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Our Purpose

We are a pilgrim school and we journey with Mary to become the person God intends us to be.

This Policy was adopted by the Academy Council

Signature: C Billington

Mr C Billington, Chair of Academy Council

Date: 7 July 2026

St Mary's Menston, Special Educational Needs and Disability Information Report 2026-2027

This information report should be read alongside the SEND, Safeguarding and Child Protection and Accessibility Policies. Information in accessible format is available through our website. If a paper copy is required, please do not hesitate to get in touch. Our SEND information report will be updated annually, or as soon as possible, following any changes throughout the year.

LEA Local Offer
The Leeds LEA local offer can be found at https://leedslocaloffer.org.uk
The Bradford Local Offer can be found at Bradford Local Offer

What are special educational needs (SEN) or a disability (D)?

At our school we use the definition for Special Educational Needs and disabilities from the SEND Code of Practice (2014)

This states:
Special Educational Needs: *A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her*

- *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others at the same age***
- *Special educational provision means educational or training provision that is **additional to, or different from**, that made generally for others at the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010- that is **'…. a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'** This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

What kinds of Special Educational Needs and Disabilities (SEND) are provided for in our school?

The four broad areas of need outlined in 2014 SEND Code of Practice are –

- **Communication and Interaction**
- **Cognition and Learning**
- **Sensory and/ or Physical need**s
- **Social, Emotional and Mental Health**

Specific examples of some of the special educational need and disability at St Mary's are: Autism, Hearing and Visual impairments, ADHD, Cerebral Palsy, Developmental Language Disorder, Moderate Learning Difficulties, Specific Learning Difficulties e.g. Dyslexia, Developmental Co-ordination Disorder, Downs Syndrome, Attachment Disorder, Mental Health Difficulties e.g Anxiety, Depression

How does school identify students with SEND and assess their needs?

Most students with SEND are identified through liaison with feeder primary schools or previous secondary schools. To ensure we meet the needs of students, transition information is collected, and the SENCO may arrange to meet with the feeder school. Our Leaders for transition are involved in the SEND transition process. For students with more complex needs, a more personalised programme of transition may be arranged.

School regularly monitors student progress through observations, assessment for learning and tracking. Pastoral Inclusion Leaders monitor the progress of all students in the year group and raise awareness of any progress difficulties. The Inclusion Team monitors the progress of vulnerable groups carefully to ensure access to learning and narrow any attainment gap. Any concerns raised by staff, parents, outside agencies or the by students themselves, can be referred to the Pastoral Inclusion Team for support and advice. The SEND Team can be contacted through the SEND Team email address send@stmarysmenston.org

All students will be provided with high quality inclusive teaching that is differentiated to meet the needs of all learners. The Provision Matrix is a working document which contains details of every student in school who needs some form of support or adjustments in order to accommodate their needs. Teachers can easily filter their class lists and transfer the relevant information about medical and SEND information in order to be fully aware of the needs of their class.

The SEND register lists all students who have Special Educational Needs and Disabilities. Staff are also notified through our school database, to inform strategies for supporting students. Each student on the SEND register has a Pupil Passport which contains detailed personal information and relevant advice from any professional reports relating to need. Parents/Carers are involved in the formulation of the passport and are always informed when a child is added to or

removed from the register.

What should a parent do if they think their child may have Special Educational Needs?

If parents or carers have a concern relating to their child's learning then please initially discuss this in the first instance with your child's subject teacher, their form tutor or Pastoral Inclusion Leader.

Following any discussion or intervention, a referral to the SEND Team for support is the next step. The Executive SENCO is Miss Andrea Prichard send@stmarysmenston.org who works closely with the SEND Learning Support Manager Mrs Elizabeth Allenby (send@stmarysmenston.org) and the Assistant Headteacher, Mrs Catherine Collard, who is the SEND Provision Lead for the school. The school may agree to monitor progress or may arrange a review meeting if this is appropriate. Sometimes parents may be advised to seek advice from the General Practitioner e.g. to support sensory needs, ASD or ADHD /emotional and mental health concerns. In discussion with the SEND Provision Lead for the school and/or Executive SENCO, parents may be directed towards appropriate assessors when required.

The Provision Matrix is a working document which contains up to date information about the inclusion needs throughout school. Students who are not progressing, despite intervention, may be added to the SEND register.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by school.

What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

Please look at the school website (www.stmarysmenston.org) for more details about regular opportunities to support your child's learning and for reporting of progress arrangements via progress reports and parents' evenings. Contact between the parents of students with the most complex needs and keyworkers can be very regular via email and telephone. We also hold additional SEND Parents' Evenings which have a particular focus e.g. SEND Transition

We hold Annual reviews of Education, Health and Care Plans (EHCPs) and in accordance with the LEA arrangements in the area where the child resides.

We regularly signpost parents to local workshops and supportive organisations such as LEA services, cluster services, both directly and through the general letter to parents.

How do you encourage the consultation process with young people with SEND and involve them in their education?

Student feedback is gained via whole school questionnaire periodically through our student voice opportunities. All students at St Mary's regularly attend parent consultations to gain understanding of progress. We encourage all children to attend reviews, whenever possible, or to give written feedback if they prefer, and those with an EHCP are involved in their annual review meeting.

All children with a SEND Pupil Passport are consulted when reviewing and updating the plan periodically to allow individualisation and ownership.

Children with an EHCP are fully involved in the preparation for any review meeting and their views are shared with attendees.

Dedicated Inclusion Support Workers are assigned to work specifically with students classed as 'SEND support' and monitor achievement. Students are encouraged to attend school clubs and societies. The SEND Team is available from 8:00am each morning for students who may require support with organising their resources and preparing for the school day.

What is the school's approach to teaching and learning for students with SEND needs?

Students are taught in mainstream lessons as part of our inclusive approach. There is an emphasis on high quality inclusive teaching (good quality classroom practice). Every effort is made to integrate students into lessons and extra-curricular activities. Subject teachers will plan and organise learning activities that meet the needs of your child.

Teachers have access to information to the needs of all of the students in their classes enabling them to make the necessary adjustments to their teaching in order to meet the needs of the students in their groups.

Students with more complex needs may access more bespoke intervention within the learning support area called The Hub. They may follow our Bespoke Pathway, a curriculum more tailored to their individual needs and which addresses individual targets.

All subject teachers deliver quality first teaching which is regularly observed. We use the graduated approach to support our children. If your child is not making the expected progress an intervention may be required, this will be through the graduated approach. Any concerns are picked up by Pastoral Inclusion Leaders and the SEND Team and intervention is adjusted to meet need.

At St Mary's, progress for students with SEND needs is reviewed termly. Formal assessments are used to monitor the effectiveness of 'additional to and different from' provision to ensure that school is using its SEND delegated budget effectively.

What arrangements are in place to support students moving between different phases of education and preparing for adulthood?

On entry from primary to secondary school, liaison takes place at an early stage. Discussions take place with the primary school SENCO to identify need and allow for supportive transition. Students with SEND are invited to our Masterclass sessions as part of transition.

Additional visits, and a more personalised transition programme, is arranged for students with more complex needs. St Mary's staff welcome opportunities to be involved in early planning and are happy to attend EHC reviews in primary schools from Year 5 to liaise with parents who may be considering an application.

Students are given extra guidance with GCSE option pathways and parents have opportunities to discuss the curriculum. There are different pathways to meet need.

When students are preparing for post 16 or post 18 placements then they will have early careers interviews, supported visits to college and university and support with UCAS applications can be provided.

Information is also available through the Leeds or Bradford Local Offer.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Though we encourage students with SEND to participate in a full range of subjects, and to access a board and balanced curriculum, some students with SEND have minor curriculum adaptions based upon need.

The GCSE pathways, which students begin in Year 10, allow a small number of students access to a Bespoke Pathway which includes Life Skills Curriculum. Students in these smaller groups consolidate key skills to support progress throughout the curriculum.

Students with more complex needs may access a bespoke curriculum with changes dependent upon individual circumstances.

Within the Hub area students can access laptops for use in school, overlays to support visual stress, sensory needs resources and specialist stationery matched to specific needs.

The Pastoral Inclusion Team and the SEND Team may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, STARS team (autism), Speech and Language Therapist, School Nursing Team, LEA Inclusion support and medical services. The advice provided by the specialists is used to inform planning and support any intervention provision needed.

Some students need specific pieces of equipment to help them work and learn more independently. We have a range of different types of specialist equipment and Assistive Technology to support students. We have several different software packages available to help support students with a range of needs. In addition, we will always consider new and/or different software to better support students.

The school building is on different levels and there are disabled toilet facilities. Currently, the school is not fully accessible for wheelchairs.

What is the current level of expertise and experience of staff supporting children and young people with SEND?

How do you access and secure further specialist expertise?

All teaching staff at St Mary's have the opportunity to partake in training on aspects of teaching and learning including strategies for adaptive teaching. The school database provides information and strategies for the teaching of all students with SEND.

Staff have ongoing opportunities to access professional development and training includes: Attachment and trauma, Developmental Language Disorder, Autism, Visual impairment and CVI, Dyslexia, Teaching Assistants have a planned programme of professional development and training.

Staff are trained in a variety of needs. This is a mixture of in-school and external training.

Staff have an annual Performance Development Review where training and other needs are identified.

If we feel that the involvement of another agency would be beneficial to help with your child's needs, you will be informed and asked to give your consent. We may refer to outside agencies for advice from specialists. The Assistant Headteacher SEND Provision Lead is an experienced senior leader and qualified teacher. They have extensive experience in inclusive mainstream practice.

The Executive SENCO is a Qualified Teacher and has the National SENCO Qualification and a Masters Degree in Education and Special Educational Needs. The Executive SENCO also holds AMBDA, NPQSL and MRSC.

The Learning Support Manager is a Qualified Teacher and has significant experience and expertise in working with SEND learners.

Our team of Teaching Assistants are skilled and have a variety of experience and backgrounds including specific subject specialisms and a range of SEND training. The team of Teaching Assistants receive regular training on a variety of areas of need. Teaching Assistants also share good practice during briefings to facilitate sharing of good techniques and support strategies.

How do you support children and young people with SEND to improve their emotional and social development?

St Mary's offer a wide range of emotional support to students. This includes;

- Dedicated Personal Development Programme (PDT) sessions throughout the year to support self-esteem in order to achieve positive well-being.
- Inclusion Support Workers provide mentoring support to students with social and emotional well-being needs.
- The school also employs a Catholic Care Social Worker who offers counselling sessions to referred students.
- Before school (from 8.00am) and during break and lunch, the SEND Team provide support for students who find unstructured time difficult to manage. Attendance is voluntary and the focus is to encourage social skills and improve emotional well-being.
- School can access external support following referrals.

St Mary's promotes the inclusion of all students. There is zero tolerance of bullying. Statistics show that students with SEND are more likely to be bullied than a student who does not have SEND. Pastoral Inclusion Leaders and staff are fully aware of the SEND students within their care and monitor events closely.

Does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Within school we can make referrals and seek support from external agencies e.g. STARS team, Medical Needs Teaching Service. Parents can also use SENDIASS (Special Educational Needs and/or Disabilities Independent Advice Service). SENDIASS will offer information and support to families of students with SEND up to the age of 25 years whether or not they have an EHC Plan. For further information, see Local offer for your area via link. They may also be able to put you in touch with other organisations or parent support groups.

What if I want to arrange a private SEND assessment for my child?

We want to work closely with parents and would ask that you contact the SEND Team. We may be able to offer information and guidance. We work closely with a number of external agencies and may be able to signpost parents to support an external application. We invite parents to share any professional reports with school so that we can continue to work closely in the best interests of the child. Please contact school first if you are considering this as for some referrals, there may be

additional documentation required. Please forward this to the SEND e-mail (send@stmarysmenston.org).

Arrangements for handling complaints from parents of children with SEND about the provision made at the school?

We welcome feedback from parents, both positive and negative, to ensure that we make the best provision for our students with SEND. Many concerns can be addressed through a telephone conversation or email. If you have a concern, please speak to your child's form tutor or a member of the Pastoral Inclusion Team in the first instance. If this cannot be resolved to your satisfaction then please speak to the Assistant Headteacher SEND Provision Lead, Mrs Collard, who will be happy to liaise between teachers and parents when appropriate.

If it still cannot be resolved, please follow the school's complaints procedure (available on the school website).

Key contacts:

St Mary's Admin	send@stmarysmenston.org
Executive SENCO	Andrea Prichard
Headteacher	Margaret Hattersley
Assistant Headteacher	Catherine Collard
Deputy Headteacher	Matthew Flanagan
CEO Bishop Wheeler Academy Trust	Darren Beardsley
SEND Governor	Selina Ingram

How does the school evaluate the effectiveness of the provision made for children with SEN?

St Mary's formally gathers data twice per year. This is communicated to parents by report. This report shows their child's progress in individual subject areas. Students with an EHCP will have an Annual Review where key people involved with the student will meet to review the student's progress and Special Educational Needs and Disabilities.

St Mary's has a rigorous Quality Assurance process which evaluates the effectiveness of Teaching and Learning within the classroom for all students including those with SEND. Students' progress is reviewed in each Data Collection Cycle and interventions are regularly monitored for impact. Teaching Assistants track day to day progress of students and feedback to the SENCO and to parents through regular home school communication.

As part of the school leadership role, our Executive SENCO works closely with Senior Staff and Faculty/Subject Leaders to support the development of developing high quality teaching and ensuring effective strategies are in place to improve outcomes for SEND students. Teachers have full access to students' EHCPs and professional reports through the SEND Register. The SEND Information Report and SEND Policy are reviewed regularly and published on the school website. St Mary's has recently undergone an Ofsted Inspection in February 2025 which evaluated all aspects of provision and judged the school to be outstanding in all areas.

How are children with SEN enabled to engage in activities with children on the school who do not have SEN?

SEND students are encouraged to participate in all extra-curricular activities including school trips, sports clubs and events. All activities will always be accessible for SEND students. If a student is interested in attending a trip, parents will be contacted to discuss individual needs. Some students may require advanced preparation for trips. If this is required it will be arranged with the Assistant Headteacher SEND Provision Lead, Executive SENCO, Learning Support Manager and parents. Support will be available for these activities if it is required. Risk Assessments are completed for trips offsite. The needs of SEND students are always considered. No student is ever excluded from these activities because of their Special Educational Need or Disability.

What are the school's arrangements for supporting children and young people who are looked after by the local authority and have SEN?

The school has a dedicated senior leader, Miss Anderson, Assistant Headteacher, who is responsible for supporting Children Looked After (CLA) and works closely with the SEND Team to ensure appropriate provision and support is in place for these students.