

SEND Information Report



St Mary's CofE Primary School

2026 - 2027

These pages set out information about our provision for children with special educational needs and disabilities (SEND).

The aim of this Information Report is to explain how we implement our SEND policy and to demonstrate how SEND support works at St Mary's CofE Primary School.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the best outcomes for the children within our care.

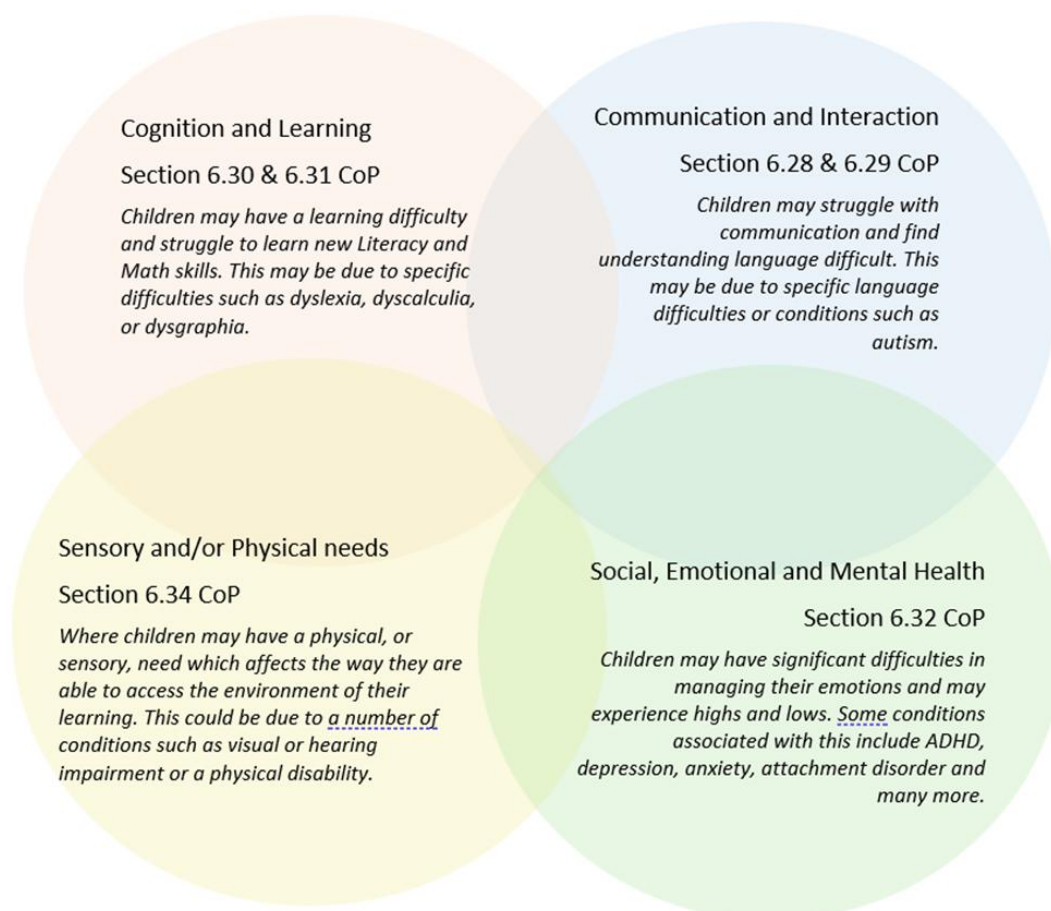
If you would like to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website

https://smjs.sharepoint.com/:w:/s/StMarysCurriculum/EU7wH97k9WBFmgH0dl_OZzYBPP3MKFXGOBMeoINb97WUeg?e=zqXIVo

About our school

St Mary's CofE Primary School is a mainstream school which provides for children with a wide range of special educational needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf

About our SENDCos

Our Special Educational Needs and Disabilities Co-ordinator's (SENDCos) work closely with senior leaders to oversee the provision and monitoring of children's learning and progress throughout the school, as well as supporting the families of those children with special educational needs.



Ms A Ramon

- a qualified teacher and SENDCo
- undertaking the SENCO national professional qualification (NPQ)



Mrs E Kerr

- a qualified teacher and SENDCo
- holds the National Award for SEN Coordination

Our SENDCos can be contacted by calling the school office:

Phone: 01883 712817

E-mail: senco@stmarysprimary.org

How do we identify children and young people with SEND and assess their needs?

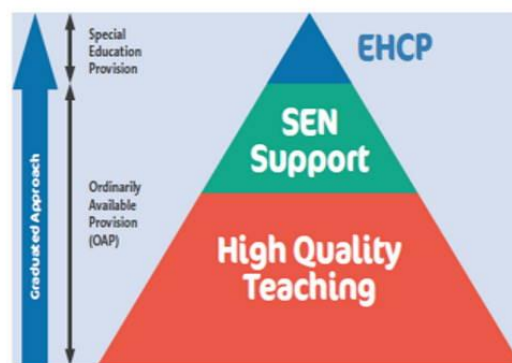
At St Mary's CofE Primary School, we will identify the needs of each pupil by assessing each pupil's levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. We will make regular assessments of progress for all pupils and identify those whose progress:

- 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 and Emotional needs or Speech and Language difficulties. 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 universal offer (high quality teaching), or whether something different or additional is needed (SEN support). At this stage, we will decide along with parents/carers whether to provide SEN support and place the child on the SEN register.

Our local offer is outlined on our website under Learning, SEND and includes links to our Provision Map and Surrey's Ordinarily Available Provision document which both highlight the structure of provision through the graduated approach.

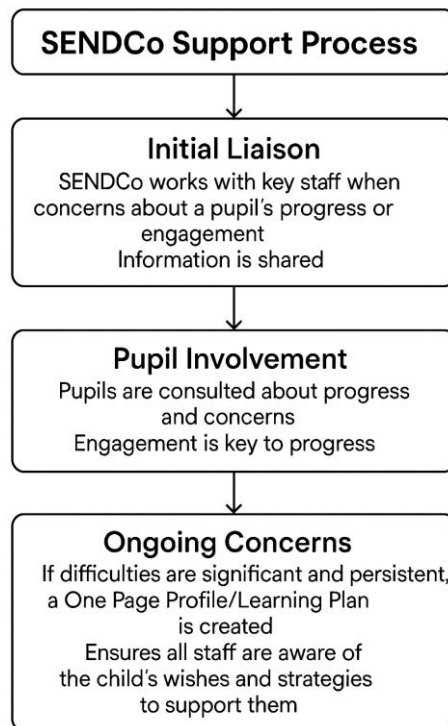


We make reasonable adjustments to our practices, which comply with the Equality Act (2010).

How do we work with parents of children and young people with SEND?

We have an open door policy where parents are invited to get in touch with the Class Teacher and/or SENDCo should they have concerns about the overall progress of their child. The Class Teacher should always be the first point of contact in these situations. Equally, we will invite parents in if we have concerns regarding their child's progress in any of the areas of need. If support is to be ongoing, we will communicate with parents via email, telephone and face-to-face meetings to keep parents well informed. Where a child has an EHCP, a formal annual review of the plan will be held and information shared with the local authority.

How do we work with children and young people with SEND?

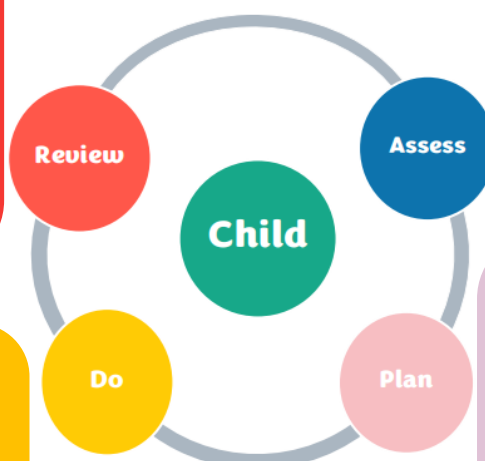


How we assess and review children and young people's progress towards outcomes?

We use Surrey County Council's Ordinarily Available Provision guidance and the four-part cycle of Assess, Plan, Do, Review to meet need.

- What adjustments are needed based on observations and feedback?
- What worked well, what didn't work well?
- Did the child make sustainable progress?
- Identify next steps. Is further support needed?
- Is further training needed for the staff team?

- Deliver agreed support strategies and note differences made.
- Refine strategies to maximise the effect they have.
- Ensure that additional provision is delivered as it is meant to be.
- Observe and gather feedback.



- What is happening for the child?
- How does the child describe their needs/difficulties?
- What are the parents/carers seeing at home?
- Is there a pattern i.e. a particular lesson/environment?

- What additional High Quality Teaching strategies could support the child?
- What additional provision and resources are needed to meet needs?
- Best time for the support to take place?
- Who is best placed to act as point of contact, deliver and review additional support?
- What is the best way to measure impact for a child?

We will look at the actions needed to support a learner towards their outcomes and highlight what each stakeholder (parent/carer/outside agency/class teacher, teaching assistant/SENDCo) can do in order to make a positive contribution. The plan will be shared with all involved and parents and children will be encouraged to set their own targets to support progress. The cycle is reviewed regularly and more formally every term. This is not necessarily a written plan (Learning Plan, One Page Profile); the type of plan will reflect the need.

How we approach teaching children and young people with SEND

1. High Quality Teaching (First Step)

- Build positive relationships to foster learning.
- Make classroom adjustments so all children can access learning:
 - Differentiated tasks
 - Adapted resources
 - Clear language
 - Visual supports

2. Additional SEN Support

- If progress remains slow, provide targeted interventions based on the type and level of need.
- This is recorded as SEN Support.

3. Statutory Assessment (EHCP)

- For pupils requiring support beyond SEN Support, request an Education, Health and Care Plan (EHCP).
- This involves a formal statutory assessment.

4. Provision Map

- Levels of support and interventions are detailed in the school provision map, available on the school website.

How do we support children and young people in moving between phases of education and in preparing for adulthood?

We hold meetings with staff at our local Infant and Secondary schools. During these meetings we share an overview of our learners who have SEND. Good practice is shared so that transition to the next phase is made easier.

We are happy to arrange additional transition visits for incoming pupils and where possible additional transition visits to the receiving Secondary school are organised. We fully encourage all our learners to attend induction days. Accessibility walks are also held where necessary in the new setting with the child/parents/Occupational Therapy/Physiotherapy and, on occasion, the Sensory Support Service and the receiving SENDCo.

For children transferring within school we may hold meetings with the child, parents and staff to ensure a reduction in any anxiety they may be experiencing about the change. Informal opportunities to meet the new teacher, to visit the new classroom/corridor may take place in the lead up to Transition Day. Transition Booklets may be used to support the pupil and are given to the family to talk about over the summer holidays where necessary. Parents/carers are invited in to discuss the next stage of the young

person's development. Guidance and signposting for advice is given during the meeting so that each stakeholder can take an active part in preparing for the next stage of education.

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

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, method of recording, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, AAC etc.
- Adapting our environment to allow better access for pupils with physical needs such as installing ramps, platform risers and hoists, classroom set up to ensure space for wheelchair to move freely, adapting PE/Games sessions, ensuring accessibility on school trips/residential
- Access arrangements for exams

The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their disability or learning difficulty, unless it is clearly of benefit to that individual). Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning. The school will ensure that the extra-curricular activities are barrier free and do not exclude any pupils. Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

What additional support for learning is available for pupils with SEND?

High Quality Teaching must be in place and additional support e.g. intervention is there to enhance this offer.

Interventions may be in place to support progress and meet need. These cover a wide range of needs including all four areas of need identified in the SEN Code of Practice (2015). The list below is not exhaustive:

- Speech and Language support (ELKLAN trained TAs)
- Talk Boost/Language Link
- Precision Teaching
- Literacy for All
- Emotional Literacy Support Assistant (ELSA)
- Learning Mentor
- RWI Phonics (Fast Track Tutoring, Fresh Start)
- Echo Reading
- Occupational Therapy resource pack
- Zones of Regulation

Interventions are monitored and evaluated to maintain high quality provision. We use a provision map to monitor impact and cost effectiveness of this support and this helps us in ensuring that the provision in place addresses the needs of the pupils as required. We use Surrey's Local Offer to support our decision making.

Expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

We have staff within the school who have been trained in;

- ELSA (Emotional Literacy Support Assistant)
- Learning Mentor
- ELKLAN (speech and language support)
- Read Write Inc Phonics
- Precision Teaching approach
- Dyslexia
- ADHD
- ASD including PDA
- EBSNA
- Positive Touch

We aim to ensure that all staff working with learners who have SEND, possess a working knowledge of the difficulty to help them in supporting access to the curriculum. Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.



Links with other agencies are sought as appropriate.

What equipment and facilities are available at St Mary's CofE Primary School?

St Mary's has good facilities to meet the needs of pupils with SEND including wheelchair access and hoist facilities. Pupils have access to quiet areas for learning and safe spaces for emotional support. The grounds are extensive and lend themselves to those pupils who benefit from physical activity to support their concentration. We have intervention spaces available for small group work. Children requiring equipment due to impairments will be assessed in order to gain the support that they require and this may include OT equipment such as wobble cushions or visual aids such as slanted work-stations. We aim to reduce any environmental barriers to learning. Details of our plans and targets on improving environmental access are contained in our Accessibility Plan.

https://smjs.sharepoint.com/:w:/s/StMarysCurriculum/ET_0jpSUaPJApHkwanzkjawBpw_hd0FpOwuz4DpNP-J8UQ?e=XIUIMu

How do we evaluate the effectiveness of the provision made for children and young people with SEND?

We regularly review the needs of learners within school through:

- Pupil progress meetings
- Parent meetings
- Data analysis
- Observations
- Pupil voice

Provision

- We endeavour to put in place provisions in order to be able to cater for identified needs
- We review individual children's progress against specific targets set through outside agency assessments
- Some of the funding school receives may go towards funding training so that in-house provision is more targeted towards need
- The SENDCo's carry out learning walks and training which include reviews of how provision is delivered and helps in maintaining high standards through rigorous quality assurance.

Monitoring

- Our provision mapping looks at the impact each intervention has had on the progress of each learner
- Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention
- Each year we review the needs of the whole cohort to see if there is a change in the overall make-up of the school
- Decisions are then made as to whether any additional interventions need to be put in place

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

Our whole school approach to inclusion supports all learners to engage in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. See Accessibility Plan. Additional staff may accompany children on school trips and residential trips to support needs whether these be physical or emotional.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviour. Our Life Skills and Wellbeing curriculum also helps develop social and emotional development and we employ a Learning Mentor and Emotional Literacy Support Assistants. They teach specific skills to groups of children or on an individual basis for social and emotional development. Any concerns for a child's Mental Health are discussed with the SENDCo and parents. Every child learns that they can talk to a preferred adult in order to share any concern they may have. We also engage with the NSPCC guidance and run workshops to support children's understanding of how to keep themselves safe and consent.

We use EBSNA (Emotion Based School Non-Attendance) strategies to support pupils in their school attendance.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families

As a school, we are concerned with the overall development of the learner which may necessitate at times working with agencies outside of the school setting. We hold meetings where professionals from outside the school and parents are invited to attend. During these meetings we discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and young people are consulted and parental consent sought so that agencies are able to work in supporting the overall development of the young person. We have a particular duty in ensuring that Children in Care including Looked After Children are given the appropriate support and care to help support their progress and engagement in learning.

Our Designated Safeguarding Lead (DSL) is Ms Chaudhri and our Deputy Designated Safeguarding Leads (DDSLs) are Mr Samuel, Mrs Woodward, Mrs Nguyen, Mrs Kerr and Ms Ramon (01883 712 817).

The following specialist services and expertise available to the school are;

- PSS (Physical and Sensory Support Service)
- Specialist Teachers for Inclusive Practice
- Mindworks Surrey School Based Needs Team
- SALT (Speech and Language Therapy)

- School Nursing Team
- PT Physiotherapy
- OT Occupational Therapy
- EP Educational Psychology (currently statutory only)
- ASD Outreach
- Health (GP and Developmental Paediatrician)
- Early Help and Social Care

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

If you have a concern around SEN provision for your child, our policy is that it should be settled fairly, quickly and informally. Initial communication should be with the Class Teacher. The Class Teacher may liaise with the SENDCo, who will contact you if further support is needed. Email addresses can be found on the school website.

If following this you still have concerns, please follow our formal complaints procedure.

Named contacts within the school for when young people or parents have concerns

SENDCos	Mrs E Kerr and Ms A Ramon	senco@stmarysprimary.org
Assistant Heads	Ms S Chaudhri	s.chaudhri@stmarysprimary.org
	Mrs K Nguyen	k.nguyen@stmarysprimary.org
Deputy Head	Mrs A Woodward	deputyhead@stmarysprimary.org
Executive Headteacher	Mr T Samuel	head@stmarysprimary.org

All contactable via 01883 712817

Surrey's Local Offer includes contact details of support services for parents of pupils with SEND and can be accessed via the following link

<https://www.surreycc.gov.uk/children/support-and-advice/local-offer>