



SEND Report

St Mary's CofE Primary School SEND Report 2025-2026

Definition of Special Education Needs and Disability (SEND)

The SEND Code of Practice (DfES, 2014) says pupils have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

or b) have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

• The Code of Practice (2014) provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Identification

For a pupil to be entered onto St Mary's Primary School's SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a pupil is not making adequate progress they will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance. As such, pupils on St Mary's Primary School's SEND Register either have a diagnosed need (such as dyslexia) or receive support that is additional to and different from that which is ordinarily provided for most of the other children of the same age. It's important that school identifies pupils who experience difficulties accessing learning early in order to remove their barriers to learning.

Pupils are identified as having a SEND through a variety and combination of ways including:

- Communication with previous settings,
- Children performing below 'age related expectations',
- Concerns raised by parents/carers,
- Concerns raised by a teacher,
- Collaborative working with external agencies,
- Diagnosis of need,
- Children or a young person that already have an Educational Health Care Plan (EHCP),

There is a graduated approach that enables the right level of intervention and support when needed.

There is a process of constant review and therefore possible movement within the graduated approach. It is important the pupils are given specific and relevant input, and this may be in the form of a short-term intervention. It does not mean that a pupil will necessarily be placed on the SEND register or if on it, remain there indefinitely. These targeted children will be closely monitored, and their progress tracked through our Initial Concern process. If a specific educational need is highlighted, the child will be added to our school SEND provision map. This is continually reviewed and allows all staff to have an overview and up to date understanding of SEND needs in school. This lends itself to the forward planning approach adopted by school to better meet the needs of all its SEND pupils.

All children on the SEND register will have a child centred Pupil Support Plan. These will be written with the parents, child or young person and class teacher, although the SENCO may be involved. These will be regularly reviewed at parents evening initially with the class teacher as part of the ongoing Assess, Plan, Do, Review cycle and reviewed termly. When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person.

Other agencies are involved, when necessary, e.g., Speech and Language Therapists, School Nursing Team, CAMHs, Sandgate Outreach, Occupational Therapy etc. Any children who then require an 'EHCP' will have annual and interim reviews. Parents, SENCO, a LA representative - usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision are invited to the annual reviews.

The following school policies that are linked to the identification and assessment of SEND can be accessed on the school website:

- SEND Policy

- Accessibility Plan
- Safeguarding Statement
- Supporting Pupils with Medical Conditions
- Behaviour Policy
- Equality Information and Objective Statement

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENCO, Kerri Wadsworth. (Contact details: senco@stmarys-kl.cumbria.sch.uk) It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2014. With the SENCO, it is the role of the headteacher to implement the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the headteacher in carrying out this policy. The school governor for SEND is Hannah Burnett. The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs. The Head Teacher, Brian Jones, will monitor the effectiveness of the policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

Partnership with Parents/Carers

St Mary's Primary School will have regard to the SEN Code of Practice (2014) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEN provision is necessary for their child's personal progression. Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Home-school communication around SEND are detailed below:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Pupil Support Plans will be reviewed with your involvement each term, as appropriate.
- There are a number of parent/carer support groups such as SENDIASS available (Special Educational Needs and Disabilities Information, Advice and Support Service).

Pupil Voice

Teachers/SENCO and Support Staff will work with pupils to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Support Plans is key to the pupil's success.

Transition Arrangements and Preparing for Adulthood

We recognise that transitions can be difficult for pupils with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group. The pupil will spend a day during the summer term with their new teacher/s. Teachers may also spend time with pupils in their current class prior to September. The period of transition depends on the individual needs of your child or young person. Staff are aspirational and want all pupils to achieve their full potential. We provide all pupils with an education that will enable them to be resilient into adulthood and become lifelong learners.

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Termly reviewed Student Support Plans for all children on our SEND Register,
- Adaptive Learning,
- Multi-sensory activities ,
- Data analysis through Arbor tracking system,
- Pupil progress meetings with class teacher, SENCO and senior leadership team,
- Whole school SEND Provision map shared between teachers to ensure smooth transitions,

- Regular meetings between child, teacher, and parents/carers to discuss progress and next steps,
- Targeted interventions delivered and reviewed regularly,
- Teachers and support staff working closely together.

How we adapt the curriculum and learning environment for children & young people with SEND

St Mary's Primary School has a range of approaches to support pupils with SEND needs. All pupils benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children to make good progress. Work is adapted for different groups and individuals. Sometimes this is enough to ensure a pupil is on track to reach their full potential, however sometimes additional work with a pupil on a small group or 1:1 basis is required to carry out specific interventions to meet their needs. The SENCO works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child requiring additional support. Where appropriate other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Ensure all children with SEND are fully included in all aspects of school life.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils.

Your child will receive:

- Quality First Teaching

Your child/ young person may also receive:

- Specific small group work including targeted interventions,
- Specific targeted work on an individual basis as part of a small group,
- Specialist individual support or sessions from specialist teachers or other professionals/ bespoke curriculum,
- Specified 1:1 support during lessons and or/ playtimes,
- Specialist adaptive equipment - chromebooks, ipads, specialist furniture are sometimes used to support pupils,
- Pre-teaching of new concepts to enhance learning,
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards,
- Access arrangements for SAT tests are in line with DofE guidelines issued each year ie. when pupils meet the prescribed criteria for extra time, rest breaks, a reader, a scribe or enlarged print etc.
- Access to our School Counsellor.

Staff expertise and Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the pupils within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia, Autism, ELSA or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND or the SENCO/SLT will train staff. Our SENCO is currently completing the NPQ SENCO award.

External Agency Support

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. Any one of the support services can raise concerns about a pupil. This will be brought to the attention of the SENCO and the pupil's parents/carers. A request for support from external services is likely to follow a decision taken by the SENCO, colleagues, in consultation with parents/carers. External

support services will usually see the child, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. Below is a list of the services that the school most regularly work with:

- Early Help
- Educational Psychology Team
- Speech and Language Therapists
- Specialist Advisory Teachers
- Sandgate Outreach Team
- Occupational Therapy

To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link:

Westmorland and Furness SEND Local Offer:

<https://www.westmorlandandfurness.gov.uk/family-help/send-local-offer>

Lancashire County Council SEND Local Offer

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

North Yorkshire County Council SEND Local Offer:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Targeted Mainstream Provision

Targeted Mainstream Provision (TMP) provides specialist support, so that children and young people with SEND can make progress within a mainstream setting.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education. When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money. Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's needs are addressed. All staff have due regard to general duties to promote disability equality, including having a clear understanding of mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 counselling, feelings books, friendship groups, ELSA trained staff, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis.

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Head Teacher, and all the concerned parties. (Please refer to our 'Complaints Policy' which can be found on our website for further details).