



Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	The school
Next Review Date:	August 2026

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St Mary's Primary School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

A special educational need or disability (SEND) is when a child needs additional support in learning to help them achieve their full potential both in and out of the classroom. SEND has 4 broad areas of need as defined by the Code of Practice (2014):

Communication and Interaction

- Children who experience speech, language or communication difficulties
- Children with an autistic spectrum disorder (ASD)

Cognition and Learning

- Children who learn at a slower pace than their peers

Social, emotional and mental health difficulties

- Children who are withdrawn or isolated
- Children who display challenging behaviour
- Children with mental health difficulties

Sensory and/or physical needs

- Visual or hearing impairment
- Multi-sensory impairment
- Physical difficulty

1.2 The school's Accessibility Plan can be found here:
www.stmarystetbury.com/articles/docs/policies/Accessibility_Plan_and_Audit_June_2025_Final.pdf

2 The school's policies

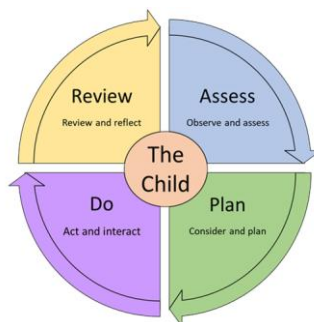
2.1. The school's policy for identifying and assessing people with SEN is to identify children with SEND as soon as possible after they arrive at the school, whether starting in reception or arriving from another school. At St Mary's Primary School, we assess each pupil's current skills and levels of attainment upon entry. Children within the Early Years

Foundation Stage are identified using the outcomes of developmental assessments as outline in the Early Years Foundation Stage (EYFS) to target early help to children experiencing developmental delay. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers, supported by the senior leadership team, make regular summative and formative assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress from their starting point, additional support will be given. Where pupils continue to make inadequate progress, despite high-quality teaching targeted to their areas of need, the class teacher, working alongside the SENCO, will assess whether the child has a significant learning difficulty. Where this is the case, there will be a discussions with the family about the additional support that is required within an assess, plan, do, review cycle.

The SENCO at St Mary's Primary School is Mrs Helen Calabria. She is contactable on 01666 502275 or senco@st-marys.dgat.org.uk

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN. All of our teachers are teachers of pupils with special educational needs, teaching such pupils is a whole school responsibility. All children identified as having special educational needs have a short term plan (called a My Plan or a My Plan +) which forms the first stage of the graduated pathway. These specific short term targets that have been set for the child and details of the provision that will be put in place to meet them. The SENCO monitors all My Plans and My Plan + and the provision that is provided within them. These plans are reviewed termly and provisions are assessed.

2.3 The arrangements for assessing and reviewing the progress of children and young people with SEN.



3 School's approach to teaching

The school's approach to teaching pupils with SEN (including pupils who do and do not have an EHCP plan)

3.1 by adapting the curriculum, equipment and learning environment is

Quality first teaching is our school's first step to ensuring all children have access to a broad and balanced curriculum. Our teaching and learning follows the five part lesson model which

ensures new learning builds confidently upon prior knowledge, has opportunities for guided and independent practice, and time dedicated to evaluating learning and progress.

All children have access to a broad and balanced curriculum.

Learning is adapted and/or scaffolded by class teachers, with support from teaching assistants, to ensure all children are able to make progress and enjoy their learning experiences.

Adaptions include:

- o Flexible grouping and seating plans e.g. quiet workstations
- o Brain/movement/sensory breaks
- o Calm corners and time/space to refocus
- o Different presentation of work/activities
- o Work chunked into more manageable parts
- o Provision of multi-sensory manipulatives
- o Pre-teaching vocabulary and contexts
- o Pre-reading of texts
- o Alternative methods of recording e.g. laptop, speak to text dictation, scribing from an adult

3.2 with additional support for learning is:

Provided through flexible staffing arrangements which may mean additional staffing for groups/individual children

Extra learning activities with adults in groups or 1:1 as decided by class teachers through regular progress meetings with the senior leadership team and through Pixl assessments.

Support from our Pastoral Support Team through intervention such as nurture groups, ELSA input, Drawing and Talking and Lego Therapy sessions.

3.3 through activities available to pupils with SEND in addition to those available through the curriculum is:

All pupils are encouraged to attend extra-curricular activities. SENCO actively monitors engagement of SEND children in after school activities.

SEND pupils are also encouraged to participate in school leaderships posts such as school prefects, sports leaders, pupil council and eco council.

School will make adaptations to whole school activities (such as collective worship, school visits) to ensure all pupils can participate fully.

- 3.4 through improving the emotional, mental and social development of pupils with SEN is:

Our Pastoral Lead works collaboratively with class teachers and parents to regularly review pupil's emotional, mental and social development.

Where necessary additional assessments such as Boxall assessments and ELSA assessments can take place to closely identified areas of needs.

Where necessary, additional supports such as nurture provision, ELSA support, Drawing and Talking therapies, Lego Therapy or friendship group circles. St Mary's Primary school is also a Trailblazer school which means we can refer into the Young Minds Matter programme for external mental health support for individual children by a trained mental health practitioner. Young Minds Matter also offer support to parents and carers with their parenting support programme.

4 The School's facilities

- 4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

The school is wheelchair accessible with stair lifts where required. There are accessible toilets in both KS1 and KS2.

We also have our Nest, which is space fitted with sensory toys and equipment.

5 The School's training

- 5.1 The school's arrangements for training staff in relation to pupils with SEN is:

Training needs are identified as part of the school development plan and through the performance management system of teachers and support staff.

Whole school training is given to staff as and when appropriate through INSET days, weekly staff training sessions for teachers; monthly meetings for teaching assistants training and midday supervisors.

Training is provided to support quality first teaching approached e.g. five part lesson model, ELS phonics approach

- 5.2 Specialist expertise is obtained by the school by:

Educational Psychologists (EP) and the Advisory Teaching Service (ATS) are involved in training and advice for class teachers and teaching assistants.

Health care training such as epilepsy or diabetes is provided by NHS health specialists

Speech and language specialist training is provided through NHS or privately commissioned therapists in school for individual children or at training courses.

Teaching assistants who provide pastoral support have had training on Lego play and Drawing & Talking

6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

Class teachers are available at the start and end of the day to talk to parents/carers

My Plan meetings for parents/carers of pupils with SEND take place three times a year.

Annual reviews for all children with an Education Health Care Plan

Where necessary, some pupils have a home/school communication book.

Annual written school report.

Twice annual parents' evening with class teacher.

Additional meetings with SENCO and Pastoral Lead where required.

6.2. pupils about their education is:

In the moment verbal feedback throughout learning tasks.

Written feedback in learning books accompanied by verbal feedback from class teacher or teaching assistant.

My Journey completed annually for all children on a My Plan +.

Pupil voice sought and recorded on My Plan for ever review cycle.

7 The School's Partnerships

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

When a safeguarding concern has been identified the school's Designated Safeguarding Lead (DSL) or Deputy (DDSL) contact Social Care using the processes described in the Safeguarding and Child Protection Policy.

Children and families may be referred for 'Early Help' support from the local authority

If school are concerned that a child is not making sufficient progress, then it may be possible to refer that child to an outside agency for additional support or advice.

Outside agencies include:

- o Educational Psychology Service
- o Advisory Teaching Service
- o Speech and Language Therapy

- o Children's Occupational Therapy
- o Education Inclusion Team
- o Early Help coordinator
- o Young Minds Matter (NHS)

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

The school has a designated teacher for looked after children (Helen Calabria) who works collaboratively with the virtual school, social care, the pupil and their family to complete termly PEP (Personal Education Plans) for pupils who are looked after.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

Early Years lead and class teachers liaise with Early Years Providers to smooth transition

SENCO attends My Plan/+ or multi agency meeting in the summer term of pre-schoolchildren

For children who leave St Mary's in year, children's records and My Plan information is sent to the receiving school. For children who come to St Mary's from a previous primary school staff ensure they have received information and if appropriate speak to staff from their old school. Information is also sent or received through CPOMS.

For children who are leaving St Mary's for secondary school Y6 teachers meet with the receiving schools to discuss all children.

Class teachers and the SENCO attend transition to secondary school conferences for children if arranged by the Advisory Teaching Service.

Individualised transition plans are made for children with an EHCP or who are particularly vulnerable to transition. The plans may include additional visits – both in and out of school time or staff from receiving schools visiting children in our setting.

For children with an EHCP the receiving secondary school is invited to the Y6 and when appropriate the Y5 annual review.

8 The School's key contacts

SEN co-ordinator:

Helen Calabria

SENCO@st-marys.dgat.org.uk

01666 502275

The contact for complaints from parents with pupils with SEN:

If a parent/carer has a comment or complaint they should in the first instance speak to their child's class teacher. The class teacher will often be able to solve or alleviate any concerns by discussing issues and identifying actions to address them. However, if there are ongoing concerns a meeting could be requested with the schools SENCO and/or the Headteacher.

The school's complaints policy can be found here:

www.stmarystetbury.com/articles/docs/policies/Complaints_Policy_August_2025_FINAL.pdf

9 **The School's Link to the Gloucestershire Local Offer**

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at

www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1_2

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: August 2026

Signed

Senco _____

Headteacher _____