SEND information Report – 2026-2027

1. What kind of special educational needs provision is available for children at St Mary's?

St Mary's is a fully inclusive Primary School, which ensures that all pupils achieve their potential; personally, socially, emotionally, physically and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational need. We have a range of strategies and interventions that we use for groups of children.

Children with areas of need in:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and physical

are all fully included and supported to access the whole curriculum, everyone is championed to flourish and achieve. Pupils receiving SEN Support will have provision plans developed through the Assess–Plan–Do–Review cycle. These will identify strengths, areas of need, outcomes, strategies and support arrangements. Parents and pupils will be involved in reviewing progress at least termly.

We are committed to creating an inclusive environment where all pupils feel valued, belong within our school community and can access a broad, balanced and ambitious curriculum alongside their peers.

St Mary's School complies with the Equality Act 2010 and makes reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. Further information can be found in the school's Accessibility Plan published on the school website

2. How do we identify children who may have SEND?

Good links with the pre-school setting means that information about special educational needs and disability arrangements will come with pupils upon entry to the school. This will be shared with the Special Educational Needs coordinator (SENCo) and class teacher to make sure appropriate provision is continued and a smooth transition is ensured. If external professionals are involved at the pre-school stage then reports will be gathered and discussed ahead of the child's entry to the school. Transition meetings are held with the pre-school setting and all parents before pupils start in September. If helpful, a transition plan will be drawn up for children with SEND to ensure a smooth transition to the school and that individual needs are met.

For a child currently attending our school, a member of staff identifies a pupil whose needs are not being met by quality first teaching and universal provision, then the class teacher will work with the SENCo to begin a graduated approach of support and assessment through the below cycle.



This will be shared with the pupil and parents/carers in the form of an Individual Education Plan (IEP) and a 'different from or additional to' provision will be put in place and review throughout the year. Parents/carers will be invited to discuss their child's provision at least three times a year and are always welcome to contact the school for updates or with queries.

On-going assessments are carried out throughout a child's time at school.

Statutory assessments include:

* Baseline assessment as children enter our Early Years Foundation Stage (EYFS)
* End of EYFS against Early Learning Goals
* Year 1 children have a phonics screening check
* Year 4 are assessed on their multiplication tables
* End of KS2 – Standard Assessment tests in Reading – Grammar - Maths

* In addition to this, other assessments include detailed Reading, Writing, Mathematics and Grammar, Spelling and Punctuation twice a year.

Pupil progress discussions are held after every detailed assessment, from which we track and identify children who are not making expected progress and plan intervention to support accelerated progress.

If required, support strategies, interventions and learning programmes are implemented and monitored, following the Graduated Approach detailed previously, to ensure that the child is fully supported with their learning and make progress.

Additional information may also be gained through the following:

- Referrals from outside agencies – Educational Psychologist, School Nurse, Specialist Support Services
- Pupil voice
- Specialist assessments – Speech and Language Therapy, Occupational Therapy
- Parents
- Observations
- Liaisons from outside agencies such as Educational Psychologists or Speech and Language Service

If you believe your child has special educational needs or disabilities then you should contact the Inclusion Team, Ms Starkey and Mrs Dix, who will be able to discuss this further with you.

3. What provision is made for children with SEND; with and without an Education Health Care Plan?

All pupils receive Quality First Teaching and are set clear targets. Strategies are put in place to support those who are not achieving expected progress. Those children identified as benefiting from intervention or support, are then monitored on the progress they are making. Working records are kept to track ongoing achievements.

We have clear systems for staff to identify children who made need 'additional to or different from' provision and a range of assessment tools and strategies for supporting children's earning available.

We are a fully inclusive school, which ensures that all pupils achieve their full potential, primarily through Quality First Teaching, and if required, additional strategies, considerations, assessments and interventions. As far as possible, the school takes clear steps to modify and adapt the learning environment to meet the individual needs of children. Resources will be sourced to support pupils with their learning. In addition, we have an Inclusion Team made up of a range of professionals who can provide help and support.

The school promotes positive mental health and wellbeing for all pupils. Where additional support is required, pupils may be supported through targeted SEMH interventions, pastoral support, referrals to external services and partnership working with families.

Staff are trained, and undertake ongoing professional development, to provide the best support for all SEND.

Pupils with EHC plans are supported according to the requirements of Section F within the plan. Assessment is made frequently to measure progression towards the short steps detailed in the plan and an annual review is conducted.

4. How do we evaluate the effectiveness of SEND provision?

We evaluate SEND provision through:

- Termly pupil progress reviews
- Assessment information and attainment data
- Attendance and behaviour monitoring
- Pupil voice
- Parent feedback
- Review of intervention outcomes
- Annual reviews for pupils with EHCPs
- Monitoring by the SENCO, Senior Leadership Team and Governors

5. What arrangements are there for consulting and involving parents of children with SEND?

Parents are encouraged to be partners in their child's education through; informal discussions, telephone contact, home/school diaries, progress reviews and yearly written reports. All children with identified SEND will have an Individual Education Plan (IEP), parents will be invited to school termly to review progress against the targets in the IEP.

6. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children are aware of their next steps and are integral in deciding the actions needed for their learning. Children, who have additional needs, have targets in an accessible file, which are then easily shared with any supporting adults to ensure all are fully involved and informed and

therefore best placed to provide bespoke support for the child.

7. What specific expertise is available to children with SEND? How does St Mary's school involve other agencies in meeting the needs of children with SEND and supporting their families?

- All staff delivering interventions are appropriately trained.
- Staff working with a child or children with specific additional needs are given support and training specific to their role.
- Access to a range of additional interventions from Learning Mentors.
- Expertise of experienced SENCo in role.

School have good professional relationships with a range of expertise, including, Educational Psychologists, Specialist Support Service, school nursing team, CAMHS, Community Paediatrician, Speech and Language Therapy and other relevant agencies.

8. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who are unhappy with their child's SEND provision are strongly encouraged to initially speak to the class teacher and then the SENCo regarding their concern. If the issue can't be resolved at this level, or the complaint is regarding the class teacher and SENCo, the parent should speak to a senior member of staff and follow our Complaints Policy.

9. What are St Mary's School arrangements for supporting children with SEND in transferring between phases of education?

- Consultation takes place with parents/carers in how we can best meet the needs of the child.
- Conversations with teaching staff, support staff and other lead professionals at the new setting are had regarding how we can best support the additional needs of the child as they move from one setting to the next.
- Opportunities for the child and parent to have supported visits to the new setting and supported by our staff.
- All paperwork and information is shared ahead of transfer to support a smooth transition

10. How does St Mary's spend their SEND budget?

Our SEND budget is used to provide resources for children on the SEND register, this will include, but is not limited to, physical learning resources, additional staffing levels, continuing professional development of staff, assessments by external agencies, interventions and subscriptions to online learning programs and assessment systems.

11. Where is the Local Authorities Local Offer published?

North Northamptonshire County Council, along with all other local authorities, are required to publish information about services available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services.

For further information about the North Northamptonshire Local Offer please visit:

https://localoffernorthnorthants.org.uk/

Welcome to the Digital Front Door

Welcome to SEND IASS Independent support and advice for parents and carers

SENCO – Diane Wright 01536 485500	SEND lead – Michelle Dix 01536 485500	Inclusion Lead – Hannah Starkey 01536 485500

This document will be reviewed annually and was last reviewed July 202