St. Mary's C of E Primary School

SEND Information Report

September 2026







How St. Mary's CE Primary supports learners with Special Educational Needs and Disabilities (SEND)



A school's provision for SEND is defined as support which is additional to or different from that which is available to all students. This document is intended to give you information regarding the ways in which we ensure that children with SEND are educated, wherever possible, in an inclusive environment to enable each pupil to reach his or her full potential. It may not list every skill, resource and strategy we deploy in order to achieve this as these are continually developed and refined to meet the changing requirements for individual pupils.

How does St. Mary's School recognise a child with Special Educational needs?	What types of Special Educational needs does the school provide for?	What are the different types of support available for children with SEND?	What opportunities are there for children to be involved in their own learning?	Who are the best people to talk to about children with Special Educational needs and Disabilities?
How are pupils supported to improve their emotional and social development?	What additional support do you have for improving the social and emotional development of a child with SEND?	How will you keep me involved in my Childs learning?	How will I know how my child is progressing and what actions will you take?	About the undesignated Specialist Provision (Sunshine Room)
How is teaching adapted for children with learning needs?	How will you support my child to be ready for transition including to the next school?	What funding is available for SEND and how is it allocated?	How will you ensure that my child is fully included in the school community at St. Mary's?	The Criteria for Accessing the undesignated Specialist Provision
What other support is available for me?	How can I let the school know if I have concern's about my child's progress or possible SEND?	What do I do if I think my child has a neurodevelopmental condition?	What do I do if I am not happy with my child's support?	

How does St. Mary's school recognise a child with Special Educational Needs?

The SEND Code of practice (2015) states that a child has SEND if:

- They have a learning difficulty or disability which calls for special educational provision to be made.
- If they have significantly greater difficulty in learning than the majority of others the same age.
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

At St. Mary's School we know when pupils need help if:

- ❖ Concerns are raised by parents/carers, teachers, or the pupil's previous school.
- ❖ There is lack of progress identified either through assessment of learning within class, or at Pupil Progress meetings held termly.
- ❖ Lower than age expected test scores.
- ❖ There is a change in the pupil's behaviour.
- ❖ A pupil asks for help.

When children have an identified SEND before they start, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff consider that your child has a SEND need we will observe them; we will assess their understanding of what we are doing in school, use assessments, or access additional expertise with your permission, to pinpoint what is causing difficulty. We will meet with you to discuss further strategies and support, as we value your involvement and contribution.





What types of Special Educational Needs does the school provide for?

At St. Mary's, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. This encompasses the four main areas of SEND:

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
e.g. dyslexia, dyscalculia, dyspraxia, moderate or severe learning difficulties	e.g. Autistic Spectrum Disorder, Speech Language and Communication difficulties	e.g. attachment, anxiety, ADHD, mental heath issues,, social disorders	e.g. Visual or hearing impairment, physical difficulties, multi sensory impairment.





How can I let the school know if I have concern's about my child's progress or possible SEND?

First, talk to your child's teacher about your concerns. This can be done at the end of the day, by making an appointment through the school office or at parent's evening.

A meeting can then be arranged with the class teacher who will liaise with the Special Educational Needs and Disabilities Coordinator (SENDCO) to discuss your child's needs and what the school can do to support. Initial observations and internal monitoring will begin before a decision is made about adding your child to the school SEN register. If added to the SEN register your child will receive a personalized Learning Plan with targets to work towards each term. This will be shared with you by the class teacher and a meeting will be held with the class teacher and parents/carers once per term to review targets with you.

What do I do if I think my child has a neurodevelopmental condition?

Parents raise concerns with the school via class teacher / email to SENDCO.

Teacher meets with parents to explore in more detail the parental concerns and Shares with SENDCO.

Observations in school and monitoring over time (a term or more in some cases).

SENDCO may suggest beginning the "pathway" for diagnosis. SENDCO may add pupil to SEN register, teacher may then begin SEN support in school

Parents complete referral information and additional form for the NHS team and return it to the school SENDCO.

Referral sent to Community Paediatrics team by the school SENDCO.

Triage is completed by the NHS and if the referral is accepted by NHS, the pupil is added to NHS waiting list for assessment.



Current time from start to completion is up to 2 years

Who are the best people to talk to in school about my child's Special Educational Needs or Disabilities?

Class Teachers
Every class teacher is a teacher of Special Educational Needs. Teachers are responsible for planning the curriculum and assessing your child's progress. They work closely with the children, teaching assistant and the SENDCo to support children to reach their full potential.

SENDCo/Inclusion Lead
Mrs Bolton is our Special Educational Needs and Disabilities Co-ordinator (SENDCo). Alongside the children and members of staff, she coordinates all the support and interventions in school; keeps parents informed about their children's progress towards their Individual Support Plans (ISPs); holds annual reviews for children with Education Health and Care Plans (EHCPs) and liaises with all multi-agency professionals.



Principal
Mrs Reynolds is our Principal and is responsible for the day-to-day aspects of the school and all the arrangements for children with SEND. She reports to the Academy Governance Committee and Peterborough Diocese Education Trust on all aspects of SEND in the school.



Mrs Reynolds



Mrs Bolton

SEND Local Forum/Governors
Michael Lovett is the Chair of our Local Forum. He is responsible for making sure the necessary support is in place for every child with SEND at St. Mary's alongside the Trust Governors.

What additional support do you have for improving the social and emotional development of children with SEND?

We offer a wide range of pastoral support in school. Whole School Training and staff development has focussed on pastoral support, drawing on expertise from Maplefields Outreach and Mosaic Psychology.

Some of our pastoral support includes Drawing and Talking, Meet and Greets, Protective Behaviours and Emotional Resilience and the Zones of Regulation.

We have a Family Support Worker, Mrs Molsher, who works very closely with the SENDCo to ensure pupil welfare is supported effectively. We also have a Learning Mentor who delivers individual or small group targeted work. Our Learning Mentor is a trained ELSA (Emotional Literacy Support Assistant). This is Mrs Campbell.



Mrs Campbell

Mrs Molsher



The Rainbow Room



We have a dedicated space in our school to support children with their social and emotional needs. This is the Rainbow Room. This is a safe, calming space where children can come to regulate their emotions at lunch club or to benefit from some pastoral support from Mrs Campbell.

What opportunities are there for children to be involved in their own learning?

The thoughts and views of every child are listened to and valued at St. Mary's. For children with Special Educational Needs, they have the opportunity to voice their ideas and opinions about their own provision regularly with class teachers, teaching assistants and SLT. These views are taken into account and used alongside the other information gathered about their learning to inform the support that they receive.

If your child has a question or concern, they can speak to any adult in school, such as their Class Teacher, Teaching Assistant, and SENDCo.





What are the different types of support available for children with SEND?

All children at St. Mary's CE Primary School have access to Quality First Teaching within the class which means their teachers take time to identify their strengths, areas for development and any gaps in their prior learning. They may access additional interventions to help plug these gaps and secure understanding.

Some children require a little more help more of the time. This may come from additional interventions with the teacher or a teaching assistant, or it may mean that there are specific resources that need to be prepared to support the children further. There may even need to be support from an external professional. The school's budget includes some money to help children with learning needs. These children are added on the school SEND register and are categorized as 'SEN Support'. A plan is then drawn up to identify how best to support your child and some targets to work towards. This is reviewed regularly.

If a child is considered to have very complex needs which requires a significant amount of additional support within school, they may be considered for a statutory assessment from the Local Authority. If this is successful an Education, Health and Care Plan (EHCP) would be awarded which will support the child through their next phases of education.

Some of the interventions we currently use in school:

- Colourful Semantics
- Drawing and Talking
- Speech and Language
- Precision Teaching
- Sensory Integration
- Zone of Regulation
- Read Write Inc SEN program
- SNIP
- Chaterway
- Attention Autism
- Switch on Reading
- Sensory Circuits

About our undesignated Specialist Provision

A school-based provision not formally designated by the local authority but operating with a specialist focus.

St. Mary's is committed to fostering an inclusive environment where every pupil can thrive. We have an undesignated specialist provision within our mainstream primary school to support 4 to 7 year old, pupils with autism and social communication needs who may need specialist provision.

The provision known as the Sunshine Room provides targeted interventions, structured learning opportunities, and integration support to develop communication, emotional regulation, and social interaction skills. Some pupils attend on a part day basis.



About our undesignated Specialist Provision

Entry Criteria; pupils are either in EYFS, Year 1 or Year 2 and with Autism Spectrum Condition (ASC) or Social Communication Needs.

The provision is only for EYFS/KS1 children. Children would move into main stream at the end of KS1.

Core Eligibility Criteria:

Pupils must meet all of the following:

- Diagnosed with Autism Spectrum Condition or presentation of significant social communication difficulties (may be awaiting diagnosis but with evidence of need).
- Currently on the SEND register and going through EHCP process or application which will be complete in the next academic year or with an EHCP.
- Demonstrates barriers to learning in the mainstream classroom that cannot be met through Quality First Teaching alone, even with reasonable adjustments.
- EHCP states 1:1, and/or small group work of 4/6 children.
- Working significantly below age-related expectations due to their SEND, particularly in social understanding, attention/focus, emotional regulation, or communication.
- Has difficulty with peer interaction, managing transitions, or sensory regulation that significantly impacts daily functioning.

About our undesignated Specialist Provision

Additional Considerations.

At least two or more of the following should apply:

- Requires small group or individualised teaching for core skills (e.g., communication, emotional regulation, or behaviour).
- Shows high levels of anxiety or dysregulation in the mainstream classroom despite support.
- Demonstrates a need for structured, low-arousal environments to access learning safely and effectively.
- Has reduced engagement with the curriculum due to sensory or communication needs.
- Demonstrates a need for social communication development/ support.

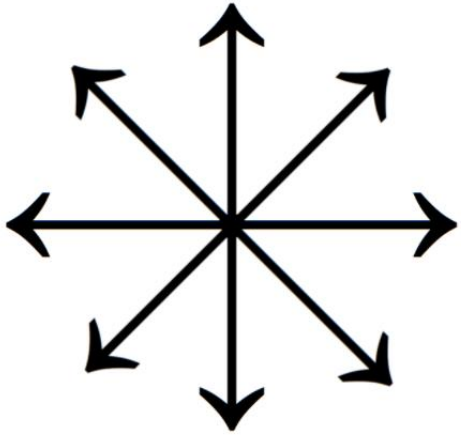


How will you keep me involved in my child's learning?

Individual Education Plan reviewed and shared with parents three times a year

Parents consultation evenings twice a year

End of year school report



Open door policy

Meetings with SENDCo and the Principal

Informal conversations

Parental consent for outside agency referral

Outside agency meetings





How is teaching adapted for children with learning needs?

Every lesson that is planned and delivered to the class will have been reviewed by the class teacher first. They will ensure that the children in their class are capable of reaching the intended learning for that lesson in a way that is suited to their learning styles and needs. Some of the additional adaptations that we make are:

- Tasks broken down into smaller steps
- Use of visual timetables and Now/Next boards
- Greater use of practical resources to model and practice new concepts or to refer back to
- Increased use of visual prompts or cues
- Clearly Modelled Structure to Lessons. My Turn, Our Turn, Your Turn
- Pre teaching of vocabulary
- Use of laptop, ipad or chromebook to word process when there is a barrier





How are pupils supported to improve their emotional and social development?

Our Christian values and vision form the basis of everything we do at St. Mary's CE Primary school. Understanding that some learners have additional emotional and social needs which need nurturing is a whole school priority and we are able to offer a wide range of support in addition our Personal, Social, Health and Relationship Education (PSHRE) curriculum. Some of these strategies are:

- A clear behaviour policy which is based upon relational approach theory and encourages a restorative approach built on trust, respect and emotional coaching but does also have sanctions for behaviours too.
- All staff receive training on Emotional Coaching to be able to respond appropriately in a given situation.
- Staff are trained in using Zones of Regulation to assist pupils reflect on thoughts and behaviours.
- Worry boxes are in each classroom.
- Learning Mentors offer pastoral interventions to support with developing emotional intelligence
- Lunch time and playtime support.
- Sensory breaks during the day.
- A positive culture to develop understanding and acceptance of neurodiversity, emotional needs, physical disabilities and learning preferences where bullying is not tolerated.





What funding is available for SEND and how is it allocated?

All schools are provided with an overall budget based on the number of children that they have. This funding includes a notional SEND budget. Some of this budget is spent on ensuring all children have what they need to succeed in school.

At St. Mary's we spend this money on teaching assistants and buying resources, equipment or staff training in order to support identified needs. These additional resources enable children to access the curriculum and make progress in their learning and development.

Arrangements can be made for additional funding where it is needed; the school can apply for Early Help Locality Funding through the Local Authority. This may be used to pay for support such as focussed group work, individualised resources or to fund external agencies to give advice and support to your child.

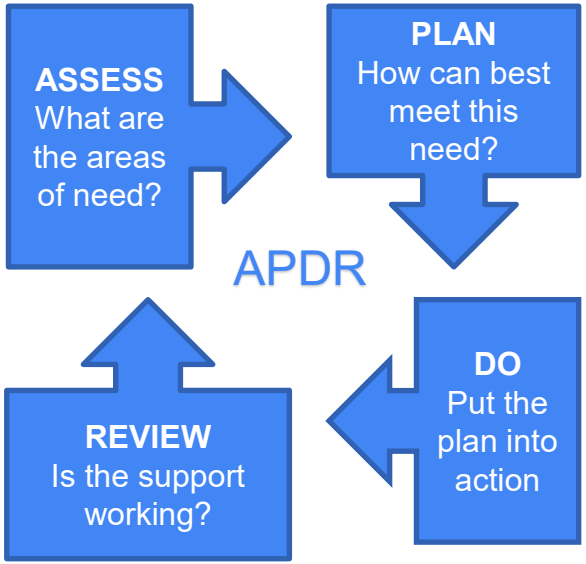
If, following the implementation of an Access Plan, a series of assess–plan–do–review cycles, and the involvement of relevant outside agencies, your child continues to require significant and sustained levels of support, we may, in consultation and partnership with you and your child, apply to the local authority for an Education, Health and Care (EHCP) Plan.



How will I know how my child is progressing and what actions will you take?

First we find out where a child is in their learning before they start an intervention. Next, we identify what they need in order to make progress. After that we carry out an agreed intervention. Then we reassess the child to see what difference the intervention has made on their progress.
This process continues throughout the need for additional support.
The SENDCo monitors the progress the children make in interventions to make sure we only continue using interventions that work and that the child still needs an intervention.
The child's attendance, behaviour and viewpoints are also taken into consideration. Where a child is not making progress, investigation into the causes for this will be carried out and further support will be delivered as needed.

The school uses the assess, plan, do, review model to ensure support is suitable and tailored to the needs of the child.





Meetings are held at key points throughout the year when parents/carers are invited to discuss their child's progress and next steps.
If your child has an Education Health and Care Plan (EHCP), the same review conversations take place and the EHC plan is also formally reviewed annually.
The effectiveness of the provision made for children is reviewed annually by the SENDCo.
The SLT take part in learning walks and book looks to monitor the quality of learning and support provided to pupils with SEND. The SEND provision is also evaluated by external bodies including PDET and Ofsted.

How will you ensure that my child is fully included in the school community at St. Mary's?

At St. Mary's we offer a range of additional clubs and activities as well as having regular class trips. We believe that everyone should be able to take part and are committed to making reasonable adjustments to facilitate this. Please contact the school to discuss specific requirements should your child need them.

Please refer to St. Mary's CE Primary School website for details of all policies including the inclusion policy, accessibility plan and admission policy for further details.





How will you support my child to be ready for transition, including to the next school?

On Entry

Pre-schools, nurseries and previous schools notify us of any child who may have SEND before they come to our school.
Teachers and the SENDCo will often attend meetings prior to the child's admission to us in order to ensure the children's needs are known and that there is a smooth transition.
Home visits are offered.

Transition annually

- Visit to new class.
- Information sharing sessions between previous and next teachers etc.
- The class teacher is always willing to meet parents/ carers prior to the child moving to their class.

Mid-year transition

- Where a child leaves our setting, the SENDCO ensures that up-to-date SEND records of SEND children are sent to the receiving school
- Agree the start date and attend a transition meeting with the next school

Secondary Transition

- SENDCo made aware of placements once allocated
- Meetings take place to discuss the SEND needs.
- SEND records passed to secondary school upon first week on roll.
- Secondary SENDCo of receiving school is invited to statutory meetings if they occur in the summer term.
- Additional transition visits can be arranged if deemed appropriate.
- Support groups from the Learning Mentors or SENDCo are identified in the Spring term for those who may require additional support.





What other support is available for me?

At St Mary's CE Primary School we want you to feel as involved as possible in your child's education. The school SENDCo is always happy to meet with parents. Other support can also be found at the North Northants Local Offer and SEND IASS (Click on the links below).

Northamptonshire Local Offer

Northamptonshire county council offers a range of services for children and young people (aged 0-25) with special educational needs and disabilities. For further information about these, please visit: Local Offer, SEND and EHC plans | North Northamptonshire Council



IASS

Information, Advice and Support Service aims to promote good working relationships between children, young people, parents, education settings and the Local Authority, whilst seeking to empower them to play an active and informed role in their child's education. SEND Information Advice Support Service | North Northamptonshire Council (northnorthants.gov.uk)

SEND Support Service (SSS)

The SEND Support Service (SSS) offer support for a range of special educational needs and disabilities (SEND) including autism (ASD). It operates in four Northamptonshire localities, and each locality has a team specialising in support at different ages (Early Years, Primary, and Secondary).

You can access support from the SSS via SEND Support Service | North Northamptonshire Council You can also attend courses to support SEND Support Service - Courses for parents and carers | North Northamptonshire Council.

What do I do if I am not happy with my child's support?

Please talk to us if you have a concern about the support your child is receiving.

Speak to your child's class teacher or the SENDCO, (Mrs Bolton), or Mrs Reynolds the School Principal.

Complaints:

We aim to meet the needs of all pupils with SEND in a supportive and transparent way.

If you need to address your concerns further, please refer to the School Complaints Policy (found in the policy section of our school website).



