



# ST MARY'S CE (A) FIRST SCHOOL SEND INFORMATION REPORT MARCH 2026

*"Our Vision is to provide the best opportunities to become life-long learners.  
Our Christian values rooted in the Good Samaritan recognise everyone is loved by God.  
Our ethos is to show love and respect - to ourselves, each other and God's creation"*

At St Mary's CE(A) First School, we are committed to offering an inclusive education which provides all children with the opportunities to succeed.

*"If a child cannot learn the way we teach, then we should teach the way they learn.*

*When a flower doesn't bloom, we fix the environment in which it grows, not the flower"*

The information contained in this report will be regularly reviewed and updated. It takes into account the 0-25 SEND Code of Practice 2015, The Equality Act 2010 and the Children and Families Act 2014.

## What are special educational needs and disabilities?

The Special Educational Needs and Disability Code of Practice (2014, updated in Sept 2024) defines **special educational needs** as follows:

*"A child or young person has SEND if they have a learning difficulty which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

## Aims of our SEND policy

The aims of our special educational needs and disabilities policy and practice in this school are:

- To provide access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress and learning.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the adapted curriculum to better respond to the four areas of need:
  1. *Communication and interaction*
  2. *Cognition and learning*
  3. *Social, mental and emotional health*
  4. *Sensory/physical*
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of satisfaction and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## How does St Mary's School know if children need extra help?

We know when children need help when:

- *concerns are raised by parents/carers, teachers, the child's previous school or other nursery settings.*
- *Tracking of attainment indicates a lack of progress, slow progress or low achievement.*
- *There is a change in the child's behaviour.*
- *A child asks for more help frequently.*
- *There is an external referral from a Specialist or Health Professional.*

It is our aim to identify any child with SEND as early as possible. The SENCo will spend time in classrooms, observing children and talking with staff and parents.

## What should I do if I think my child may have special educational needs?

A child may be identified as having a long-term difficulty which requires continuing support or a short term difficulty requiring a specific intervention. Our school has an 'open door' policy and if you are concerned about your child, please:

- talk to your child's teacher
- talk to the SENCo - Mrs Malkin or Mrs Moulton - ring via the office or email directly to [headteacher@st-marys-utttoxeter.staffs.sch.uk](mailto:headteacher@st-marys-utttoxeter.staffs.sch.uk) and make an appointment.

All parents/carers will be listened to. Your views and aspirations for your child are central to the assessment and provision which is offered by our school.

## How will St Mary's CE (A) First School support my child?

We believe that every child is unique, and we carefully tailor all support and interventions to each child's needs. We are committed to providing first quality teaching for all children. As concerns are raised and discussed with parents, children will be monitored for a short period of time and supported in the classroom through effective differentiation and use of appropriate resources. Reasonable adjustments will be put in place to support the child.

Support will follow the **Graduated Response** and the "**Assess, Plan, Do, Review**" model:

- **Wave 2 intervention** provides 'catch-up' and 'pre-teach' programmes for small groups of children who may be struggling with a concept or in a particular area of learning. They are time-limited and aim to boost skills to access the curriculum confidently after the intervention.

(eg *Dialogic Reading, Social Skills programmes, Phonics and/or Maths same day intervention, Code Breakers,*)

- **Wave 3 intervention** provides 1:1 intensive, precision teaching to enable the child to make accelerated progress.

(*Precision Teaching, Accelerated Reading, Accelerated Spelling, targeted Speech & Language Programmes, Wellcomm*)

- **Learning Passports** are individualised to each child. **Specific intervention** is planned and impact is recorded through monitoring and tracking by the teacher. A child who has additional needs, has their own Learning Passport providing key information about them, how they learn, what resources suit them best and how adults can best support them. It also ensures they have the provision to work on their own targets to support progress and attainment.
- **Parents/Carers** have opportunities to meet with the SENCo to discuss concerns, worries, interventions and provision maps. Parents can ring the SENCo, Mrs Moulton, whenever they need to and talk on the phone or arrange a meeting.

Each intervention is reviewed regularly for impact on children's learning. Learning Passports are reviewed and agreed each term with children, parents and teachers. If a child continues to make limited progress, school will consult appropriate **outside agencies**. For a very small percentage of children, whose needs are significant and complex, and the provision required to meet their needs cannot reasonably be provided within our school resources, a request may be made to the SEND Hub to complete an Enhanced Assess, Plan, Do, Review Pathway (EAPDR), which will provide interim support/advice before consulting with the Local Authority to request an assessment of Education, Health and Care needs. If the request is accepted, a decision will be made whether to assess for an Education, Health Care plan for the child. (EHCP)

## Who will support my child?

- class teacher and teaching assistants
- SENCo and relevant outside agencies

The SEND Governor and the Governing Body are consulted, with regards to any changes in procedures, attainment and progress data and changes in legislation.

## What additional specialist services and expertise may be available to my child?

It may be necessary to consult with outside agencies. We have opportunity to use:

Autism Inclusion Team	Mental Health in Schools Team	School Nurse
Educational Psychologist	Speech & Language Therapy	Health Visitor
Behaviour Support Team	Hearing Impaired Support Team	Social Services
Family Practitioners	Teacher of the Deaf	Community Paediatrician
Malachi - Family Support	Visually Impaired Support Team	Education Safeguarding Team
Education Welfare - VipEducation	Fountains Outreach Team	Occupational Therapy

If a referral is made, with parental consent, an initial meeting will be arranged. This will offer a multi-agency approach to support your child. Sometimes an Early Help Assessment (EHA) approach may be used. Mrs Moulton or Mrs Malkin will talk to you about this if it is appropriate for your child and/or your family.

## How will the curriculum be matched to my child's needs?

Teachers plan lessons and activities according to the current levels of attainment and needs within their class. An adaptive curriculum is very important, as it means that children can access the learning at their own level. When a child has been identified as having additional needs, their provision will be further adapted by the class teacher to reduce/remove barriers to learning and enable them to access the curriculum more easily.

All interventions are matched closely to each child's level of need. Teaching Assistants will teach interventions and, with the class teacher, will closely monitor progress and outcomes, which will support the next steps in learning.

Appropriate specialist equipment may be provided if recommended by a specialist.

## How will I find out how my child is doing?

You will be able to discuss your child's progress and attainment:

- At Parents Evenings up to three times a year - with the teacher and/or the SENCo
- During informal chats at any time throughout the year
- At specific meetings (if you cannot make Parents evening)
- In your child's reading diary
- During annual review meetings (EHCP pupils)
- During Early Help Assessment (EHA) meetings (if appropriate)
- In your child's school report (July)

## How are children involved in decisions about their learning?

- We believe it is important that children are involved in decisions about their learning wherever possible. Pupils contribute to their Learning Passports and are encouraged to share their views about what helps them learn best. Staff support children to reflect on their progress and discuss their targets during reviews.

## How will St Mary's CE (A) First School help me support my child's learning?

- Family Learning opportunities in your child's class
- Parent workshops to support learning at home.
- 'Open Door' means you can have the opportunity to ask your child's teacher or the SENCo about ways to support your child at home at a convenient time to you.
- Outside agencies sometimes provide support with specific learning and school will let you know about these events.

## How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are in place to enable all children to participate. This is completed in consultation with parents/carers, school and outside agencies.
- If the health and safety risk assessment suggests that an intensive level of 1:1 support is required, then a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.

## What support will there be for my child's overall well-being?

Our school offers a wide range of pastoral support for children who are experiencing emotional, social and behavioural difficulties:

- Caring and supportive teachers and teaching assistants who are readily available for children who want to talk about concerns or worries.
- A Relationships & Health Education curriculum which provides children with the knowledge, skills and understanding they need to enhance their social and emotional well-being.
- Emotion Coaching to individual children who need support with emotions, relationships and behaviour.
- Teaching Assistants who listen, discuss, calm and provide support for any children who need it.
- Sensory Circuits and/or Sensory Breaks are available every day for children who need sensory support or a focus to help maintain their attention.
- Restorative Practice: daily practice and interventions which support positive behaviour and social development with peers.
- Outside agencies including Early Help, Malachi, Behaviour Support Team, Fountains Outreach, Mental Health Support Team, School Nurse, Speech & Language and Community Paediatrician.
- Our local church also provides support for families who need it.

Safeguarding is a priority within our school. Staff recognise that children with SEND can sometimes be more vulnerable and additional care is taken to ensure their safety and well-being. All staff follow the school's safeguarding policies and procedures.

## Pupils with medical needs

For all medical needs, we endeavour to follow the Local Authority policy, the DfE guidelines included within "Supporting Pupils at School with Medical conditions" (DfE 2017) and our own school policy.

- If a child has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers and if appropriate, the children themselves. The school nurse and/or specific medical staff can be consulted if necessary. These are discussed with all staff involved with the child and are reviewed annually or earlier if necessary. Teachers have copies of Care Plans, and these should be referred to when necessary.
- Where necessary, and in agreement with parents/carers, prescribed medicines may be administered in school where a signed parental agreement form has been completed and agreed in consultation with the Head Teacher.
- Regular training in the administration of certain medicine is given to all staff as necessary.

## What training has been available for staff supporting children with SEND?

In our school, staff receive a range of training opportunities to reflect the needs of the children in school at a specific time. Staff members have received training and support in the following areas in the last two years:

Restorative Practice	Phonics catch up interventions	Paediatric First Aid
De-escalation training	Maths Mastery for SEND	Sensory Processing
Physical Intervention	Type 1 Diabetes management	SENCo update training
Dialogic Reading	Deaf Awareness Training	Emotion Coaching
Accelerated Reading	Autism Level 1 Awareness	Speech & Language
Asthma Awareness	Anaphylaxis training	Trauma informed Practice

This list is subject to change and will be updated as appropriate.

## **How accessible is the school environment?**

The school makes reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage compared to their peers, in line with the Equality Act. Our Accessibility Plan is regularly reviewed and is available on request via the school office or website. Measures are in place to enable access for all children and parents/carers, which include:

- ramps to all school entrances which are marked with high visibility edges.
- disabled toilet in both buildings for children and visitors.
- clear signs around school and a regularly updated fire evacuation system in place.
- both buildings are on one level.

We are also:

- A Dyslexia Friendly School.
- Experienced with children who have a range of additional needs.

As a school, we are happy to discuss individual access requirements.

## **How will my child be prepared and supported through transition periods?**

Our school understands the challenges which can occur when children are moving schools. Therefore, many strategies are in place to enable the child's transition to be as smooth as possible. These include:

### On entry into the Foundation Stage:

- Parents/Carers/Children are invited into school for a preliminary visit to look around the school.
- Parents/Carers are invited to a meeting at the school so that they can meet the Foundation Stage team, know what to expect, ask questions and share any concerns.

A planned programme of visits during the summer term is devised. These include:

- play sessions for children who attend our 'Penguins' nursery class.
- 'stay and play' sessions for all parents/carers and children who are starting school in the September
- home visits from Foundation staff (optional)
- nursery visits from Foundation staff.
- assessment data and information is transferred from all nurseries to our Foundation Stage team.
- multi agency meetings to support the transition of children with additional needs.

### Mid-Year Transition from another setting

- All parents/carers and children are offered a tour of the school and a discussion with the Head teacher/SENCo.
- Wherever possible, a planned programme of transition and pre-visits are arranged between the past school, current school and parents/carers. However, if this is not an option, all information is collected from the previous school and telephone conversations held between relevant members of staff if necessary.

### Moving into a new class:

- Children will meet their new class teacher and friends during 'transition' days in the summer term.
- Photo books and social stories are used for children with additional needs who find transition difficult.
- There is also an informal opportunity in the summer term where parents can meet their child's new class teacher.
- Individual transition opportunities are available for children who may need more support/longer periods of transition/specialised transition etc. The SENCo will talk to you about this, if appropriate.
- (either educational or pastoral) then extra visits are often arranged.
- If your child has an EHCP, a transition review is held in the autumn term prior to the transition to the next school. At this meeting, transition arrangements are discussed, and any additional information is discussed.

### **Transition to middle school:**

The Year 4 class teacher and the SENCo work closely with the teachers/SENcos at the middle schools to ensure that transitions are as smooth as possible. The current transition arrangements are that:

- All information is transferred to the child's next school including current academic levels, personal information, procedures, Learning Passports & care plans.
- A representative from the middle school comes into St Mary's to discuss children, groupings, friendships and any other issues and to talk to children about the Middle school, including any worries.
- Parents of children with SEND, have an opportunity to meet with the SENCO at the middle schools to ask questions and discuss concern or worries.
- A transition photo book is made with children who have high level needs.
- All children have an opportunity to spend time at the Middle Schools and a teaching assistant from our school accompanies them. However, if your child has a specific need (either educational or pastoral) then extra visits are often arranged.
- If your child has an EHCP, a transition review is held in the autumn term prior to the transition to the next school. At this meeting, transition arrangements are discussed, and any additional information is discussed.

### **How are the school's resources allocated and matched to children's needs?**

The SEND budget is allocated each financial year.

- At present, the majority of the delegated SEND budget at our school is spent on supporting your child in class using trained Teaching Assistants who can deliver a range of interventions tailored to meet your child's individual needs.
- We try to make sure specific resources are available for any child who requires them.
- Individual Pupil Premium funding is used to support pupils learning.
- EHCP funding is allocated through the EHCP and is spent on the provision for the named child.

### **How do we evaluate the effectiveness of SEND provision?**

- The effectiveness of SEND provision is regularly monitored by the SENCo and school leaders. This includes reviewing pupil progress data, evaluating the impact of interventions, gathering pupil and parent voice, and monitoring teaching and learning. Governors also receive information about SEND provision and outcomes.

### **How is the decision made about how much support my child will receive?**

This decision is made on an individual need's basis, as all children's needs are different. We look at:

- the progress your child is making
- the type of difficulties your child is experiencing
- participation and accessibility to learning
- multi agency advice and recommendations

We gather evidence, discuss individual cases, monitor current support and discuss with parents to ensure the decision about the level of support is appropriate and agreed.

### **How will I be involved in discussions about planning for my child's education?**

We have an 'open door' policy, and all our parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher. (informal chats, parents' evenings, Class Dojo)
- Meeting the SENCo to discuss Learning Passports, individual needs, worries or concerns.
- Attendance (and contribution) at Annual/Transition Review meetings (EHCP pupils)
- Attending Family Learning opportunities with your child, if available.
- Support at home (reading, mental maths recall, times tables and spellings)

### **What should I do if I am unhappy with the support provided?**

If parents or carers have concerns about SEND provision, they should first speak with the class teacher or SENCo. If concerns remain unresolved, parents may follow the school's formal complaints procedure, which is available on the school website or from the school office.

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or have a comment, query or complaint then please feel free to contact your:

- child's class teacher
- Head Teacher/SENCo - Mrs Jo Moulton
- SENCo - Mrs Nicky Malkin
- Governors (via the school office) - SEND Governor - Lesley White
- Staffordshire Family Partnership Service (SENDIASS) - 01785 356921; sfps@staffordshire.gov.uk  
<https://www.staffs-iass.org/home.aspx>  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8->

The Local Authority's Local Offer can be found at:

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

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