



Learn. Grow. Achieve. Flourish.

St Mary's CE Primary School SEND Information Report 2025-26

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

Update on the school's implementation of the SEND system

The kinds of SEND that are provided for at St Mary's:

St Mary's is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's **SEND policy** document is available on our website, detailing our philosophy in relation to SEND.

Currently, the school provides for a range of additional needs. These include:

- **Communication and Interaction:** Autistic Spectrum Condition (ASC), selective mutism, speech and language difficulties, social communication difficulties, social interaction difficulties.
- **Cognition and Learning:** Moderate learning difficulties (MLD); Specific learning difficulties (SpLD).
- **Sensory, Medical and Physical:** Visual Impairment (VI), physical disabilities affecting mobility.
- **Social, Emotional and Mental Health:** Attention Deficit Hyperactivity Disorder (ADHD), attachment.

The approach to teaching children and young people with SEND:

The aim of our school's SEND policy is to ensure that all children have access to the best educational opportunities in order for them to achieve their personal and academic best. We have high aspirations and expectations of all pupils and act to remove barriers that would prevent children from reaching their full potential.

In line with the SEN Code of Practice 2015, we adopt a graduated approach to support in order to meet pupils' needs. The graduated approach is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing knowledge and understanding of the pupil's needs.



How children with SEN are enabled to engage in activities with children in school who do not have SEN:

At St Mary's, we believe wholeheartedly in inclusion and endeavour to integrate all SEND pupils into the full life of the school. Quality-first teaching takes place in all classrooms and provision is adapted to meet the needs of pupils with a special educational need. Children with SEND receive support that is additional to or different from the provision made for other pupils. All teachers take account of a child's additional needs when planning or assessing, including:

- Providing appropriate support for pupils with communication, language or literacy needs;
- Planning to develop children's understanding through the use of all available senses and experience;
- Planning to enable children to take full part in learning, including physical and practical activities;
- Managing children's behaviour in order to take part in learning effectively and safely;
- Helping children to manage their emotions in order to take part in the learning effectively.

Children with disabilities:

We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action, however, to ensure that children with disabilities are able to participate as fully as possible in the curriculum and statutory assessments. Potential areas of difficulty are identified and assessed from the outset so as to avoid the need to disapply any pupil from a statutory assessment.

Teachers plan enough time for the completion of tasks, opportunities required for development of skills in practical aspects of the curriculum and identify aspects of programmes of study and attainment targets that may present difficulties for children with disabilities. We work closely with parents and other professionals to ensure our environment is safe and accessible for the child's needs.

Support for improving social and emotional development and mental health:

Staff are mindful of children's circumstances and put in place individual support as needed. This may include the use of access to an adult or a quiet space. We use a range of programmes and services to support pupils in their social and emotional development, for example ELSA, Lego™ therapy, therapeutic play. Where we feel additional support is needed, we may refer to CAMHS, Mental Health support Team, or the Youth Offending Service. We also signpost parents to local support groups that may be offer support.

In line with the school's behaviour policy, the school ensures that measures are taken to prevent bullying for all pupils including those with SEND. The school takes particular care to provide extra pastoral support to ensure that the views of children with SEN are listened to.



Adaptations to the curriculum and the learning environment for children with SEND:

The curriculum is scaffolded and differentiated to meet the needs of all our pupils. Differentiation may take the form of grouping, content of the lesson, teaching style, lesson format, pace of the lesson, provision for alternative recording methods, materials used, support level provided or provision for the alternative location for completion of work. The aim of differentiation and adaptations is to enable as many pupils as possible to achieve age-related expectations.

St Mary's always acts upon advice received from external agencies and we endeavour to ensure that all classrooms are inclusive. For example, by providing:

- labelled resources, word walls, prompt mats, highlighting pens and reading rulers;
- visual timetables, quiet workstations, areas of retreat etc.;
- visual feedback, 'chunking' of instructions, use of the 10 second rule, pre-teaching.

All extra-curricular activities are available to all of our children. Trips and external visits are planned to allow access to all and teachers liaise closely with the SENDCo to ensure all wherever possible SEN needs are met. Activities at lunchtime are provided to engage all pupils.

Additional support for children with SEND:

- Our Inclusion Team is made up of:
 - Lead SENDCo & DDSL
 - 1 SEND assistant to deliver programmes of SaLT as devised by a qualified SaLT.
 - A number of LSAs to support pupils with EHCPs (currently 16)
 - PPG Lead
 - Safeguarding and Senior Mental Health Lead
 - 3 ELSAs
 - Reading Intervention Teacher
- For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place.
- Specific resources or strategies are in place for many children as recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, use of 'brain breaks', access to area of quiet retreat, personalised schedules or sequence strips, bag time, sensory circuits, stile trays, colourful semantics.
- A number of intervention programmes are in place for children who require additional support, this includes support for learning as well as pastoral support and support for those with physical and/or sensory needs.
- Where we feel additional support is needed we may refer to the Educational Psychologist, ASD advisor, or SEBDOS (social, emotional and behavioural difficulties outreach service) or to CAMHS, we will always seek parental consent before making any referrals.

SaLT:



The school uses a Speech and Language Therapist who visits the school for one day per fortnight and can assess and review pupils who may be experiencing difficulties with speech, language and/or communication. An additional therapist from the Slough Speech and Language Team is used to complete statutory assessments as part of the EHCP process.

In addition, the school also has a SEND assistant who is trained to deliver speech and language therapy as devised by the SaLT.

Pupil Wellbeing Support

Specialist support is provided for pupils to support their emotional and social development. This includes a variety of activities overseen by the Safeguarding and Wellbeing Lead. The ELSA Team use appropriate assessment tools and a range of intervention programmes, such as:

- Lego™ therapy
- ELSA
- Circle of Friends / Friends for Life
- In class support
- Social Stories

How we evaluate the effectiveness of the provision for SEND:

We evaluate the effectiveness of our provision through a variety of means. We use an online monitoring system called Provision Map to record additional support and measure progress. This is also used to develop SEND Support Plans (formally IEPs) which are shared with parents. We use assessment information on pupils before and after an intervention to measure the impact, as well as tracking attainment and progress three times a year in line with the school's assessment procedures. The school uses pupil and parent feedback and questionnaires to inform our evaluation, as well as ongoing monitoring by the school's SENDCo.

Arrangements for supporting children in moving between phases of education and in preparing for adulthood:

Transition between year groups:

Children with special needs are prepared for the transition to a new year group through visits to the new class during the summer term, including the transition day. In addition, where relevant, pupils with an additional need may be given a transition booklet made specifically with the child in mind, for example, a social story that can be read over the summer break. This will include photos of the key staff and classroom environment.

Information is provided to the new teacher by the previous teacher and the SENDCo who will ensure that teachers and other adults have the knowledge necessary to support that child from



their first day in their new class. This includes information on pupils with an EHCP and SEND Support Plans for other pupils on the SEND register.

For secondary transitions:

Along with parents / carers, where possible, secondary school staff are invited to the final annual review of a child with an EHCP during which current support strategies and the needs of the child are discussed in detail. The SENDCo may arrange additional visits to the secondary school for children prior to transfer.

For other children receiving SEN support, but who are not in receipt of an EHCP, the SENDCo liaises with the appropriate secondary school staff during their visit to St Mary's during the summer term and will work alongside the secondary school transition team to ensure all relevant information is passed on.

The SENDCo usually meets with the SENDCo at the receiving school to pass over important information about individual children. Children with an EHCP are often invited to attend additional visits to their secondary school to further support their transition. We also run in-house transition support groups for vulnerable pupils and if needed additional support is sought from external agencies for pupils who require more intensive support during this transition period – SEBDOS.

SEND documentation and information is forwarded to the child's new school.

Identifying and assessing pupils with SEND

Identification:

At St Mary's we identify the needs of pupils by considering the holistic needs of a child. We measure the progress that children make against the National Curriculum and age-related expectations, having completed a baseline assessment at the beginning of each academic year. Ongoing teacher assessment is completed and regular Pupil Progress Meetings are used to discuss and analyse pupils' attainment and progress. In addition, different or specific assessment tools are used when it is identified that a child is making less than expected progress.

In identifying whether a pupil has a special educational need, the school uses a variety of methods, including but not exclusively:

- Information gained through meetings with the child's previous setting;
- Concerns raised by a parent / carer;
- Significantly lower than expected levels of achievement and / or rate of progress;
- Concerns raised by a member of staff, such as unusual behaviour;
- Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or paediatrician.



Additional assessments may be conducted to ascertain whether a pupil has additional needs. At St Mary's, these may include:

- Reading age tests
- Dyslexia screening tests
- Maths assessments – Catch Up Numeracy
- Completion of specific SEND checklists
- Observation by SENDCo
- Observation by external professionals such as EP, SaLT, SEBDOS

Specialised assessments may also be used in school to identify barriers to learning. These may include:

- Strengths and Difficulties Questionnaire
- Observation schedules, for example, behaviour, attention
- Social, emotional and mental health checklists

The school also evaluates children's progress in areas other than academic attainment, for example, where additional support may be required in order for a pupil to progress with social needs to ensure that they are fully included in school life. The school adopts the stance that, if behaviour is causing concern, all measures must be taken to consider whether there are any underlying difficulties. If there are none, then the school reverts to the Behaviour Policy.

Further information relating to identification and assessment of children with SEN can be found in our SEND Policy which is available on our website.

Arrangements for assessing and reviewing children's progress towards outcomes:

SEND Support Plans are written and reviewed in line with the graduated approach model. This could include short or long term targets. The school uses attainment and progress data for individual pupils with an additional need as well as analysing data for SEN across the school. The school uses discussions / surveys from parents and pupils in their reviewing process. This is all monitored by the school's SENDCo.

Staff meet with the SENDCo's termly to discuss progress towards targets and amendments needed to any provision. SEND Support Plans are reviewed and written three times per year and are used to inform next steps, targets and provision required.

The progress of pupils with speech and language needs are assessed and reviewed regularly by staff, and the SaLT therapist commissioned by the school.

An annual review is held for children with a statement or EHCP. Interim reviews are also arranged throughout the year when deemed appropriate. When pupils are assessed by the SENDCo, EP or



other external agencies, meetings will take place with the parents / carers and the class teacher to discuss findings and how best to address need and meet targets.

Arrangements for consulting parents of children with SEN and involving parents in their child's education

Throughout the school year, there are opportunities for parent consultations. These include: two parents' consultation evenings, an annual report to parents and regular meetings with the SENDCo as required to discuss progress and seek parent views.

Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon capability and age) are involved in planning to meet the identified need following an assessment. Most pupils identified, assessed and on the SEND register have a SEND Support Plan (SSP) and parents are invited to review their child's SSP as per graduated approach cycle. The school has an 'open door' policy whereby the school's SENDCo is contactable via the school office, 'phone or email. The school welcomes information from parents about how their child learns best to inform the approach adopted.

Progress and outcomes of assessments by other external agencies are shared with parents and discussion with parents takes place regarding the outcomes of any assessments completed.

The progress of children with a statement or EHCP is discussed at the child's annual review. This includes, for year 5, discussions regarding transition to secondary school. For pupils in year 6, the receiving secondary school is, where possible, invited to attend the annual review.

Arrangements for consulting children with SEN and involving children in their education

Targets set for pupils with an additional need are reviewed with the pupil. These targets are achievable but also challenging. Pupils' self-reflection is actively encouraged throughout the school and children are supported to think about their learning and how best to develop in school and at home.

Child surveys are used at annual reviews and throughout the year to gain children's views about their additional needs, the support in place to support them and any modifications to these needs that the child may feel would benefit them.

Graduated approach

Once a child has been identified as having a special educational need, the school follows the graduated approach as set out in the SEND Code of Practice, 2015 in order to remove the barriers to learning for that child.

Contact details of the SENDCo and SEND Governor



Mrs Gemma Wood is the Assistant Headteacher and Lead SENDCo and can be contacted via the school office on 01753 534791 or post@stmarys.slough.sch.uk

Our named SEND Governor is Katryna Welsh.

Staff development and expertise

The expertise and training of staff to support children and young people with SEND, including how specialist expertise is secured

Our Lead SENDCo, Mrs Wood, holds the National Award for SENCOs (NASENCO) and has a Master's Degree in SEND (MEd SEND). She is non-class based, with a small teaching commitment, to manage SEND across the school.

The school currently employs 16 Learning Support Assistants who are trained to deliver a range of interventions on a small group and 1:1 basis and we also employ one SEND assistant who delivers specific interventions. 36 members of staff are trained First Aiders. The School Health and Community Teams also provide training to staff regarding specific low incidence medical conditions as needs arise.

Staff training and development:

The school has a comprehensive programme of Professional Development Sessions which is used to deliver the school's strategic development plan and provide for personalised training for staff. Specialist information gained through research / training is disseminated via staff meetings, briefings and updates.

As specific needs arise, the SENDCo will seek input / advice from specialists from a range of agencies, for example, Educational Psychologist, CAMHS, Autism outreach service and Occupational Therapy, to ensure that awareness of specific types of SEN is raised. To enhance knowledge about a specific type of SEN, additional training may be provided to teachers or Educational Support Staff. General support from the SENDCo is provided to all staff with a particular focus on ECTs and other new members of staff.

The SENDCo attends borough-led network meetings organised to support SENDCos in their roles, affording an opportunity to discuss special educational needs issues with colleagues in other schools and disseminate information regarding current practice to colleagues across the borough.

The SENDCo attends a weekly meeting with the school's Senior Leadership Team

SEND Funding

The school's SEND funding is overseen by the Lead SENDCo and is spent through the deployment of Support Staff and external support staff such Speech and Language, SEBDOS etc. as indicated below. Funding is also allocated in ensuring that effective staff training and differentiated resources are provided through department capitation.



Where pupils with SEND are also eligible for the Pupil Premium Grant (PPG), additional support is in place for students. We currently have 30 pupils that are on both the SEND and PPG register.

Pupil Premium provision is given in a number of ways (but not limited to) in the following ways:

Quality Assurance / Quality Improvement

- We will develop the use of quality assurance and quality improvement activities to improve the quality of teaching of individuals for SEN pupils across the school

Teaching and learning

- In-house professional development will provide all staff with high-quality professional development in formative assessment, metacognition and collaborative learning
- Personalised academic intervention in the form of one-to-one and small group intervention to disadvantaged pupils in all years in phonics, reading, writing, maths and GPS as required

Parent / carer engagement

- Stay and ... sessions for parents to learn alongside their child and support their SEN
- Parenting workshops and coffee mornings to support families of children identified as having SEND

Wider outcomes

- Use of external agencies to support pastoral needs of SEN pupils
- Inclusion Team staffing, resources and specific training to support SEN children
- Lego therapy
- Educational visits
- Off-site educational visits
- On-site educational experiences such as clubs and workshops

Work with external agencies

At St Mary's, for children with specific identified or diagnosed needs, we work with a range of external agencies to ensure that the best possible support is in place.

We use frequently use and refer to a range of external agencies for support including, but not limited to:

- Speech and Language
- Specialist teachers from Slough SEND Team
- CAMHS
- SEBDOS
- Educational Psychologist
- Sensory Consortium
- Occupational Therapy / Physiotherapy
- School nurse



- Liaison meetings with St. Mary's nursery are held in the summer term before children enter our Reception classes. Liaison with other nurseries in the area also occurs.
- The school also uses the Local Authority's Early Support system whereby help and support are offered to children and their families when low-level issues emerge and before problems escalate.

Arrangements for handling complaints from parents and children with SEN about the provision of the school

Complaints procedures

Parents who are not satisfied that their child's special educational needs are being adequately met by the school have the right to complain to the Head Teacher. Guidelines for the resolution of disagreements over provision for SEND are contained in the Code of Practice.

Who to contact

Name: Mrs S Khan

Position: Head Teacher

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Email: post@stmarys.slough.sch.uk

Website: www.stmarys.slough.sch.uk

The information that is required in this Report is set out in the Special Education Needs and Disability Regulations 2015 and is covered in Chapter 6 (para ref 6.79) of the Special Education Needs Code of Practice 2015.