



St Mary's C of E Primary SEND Information Report

2025-2026



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Our school

Courage - Love - Community

St Mary's is a mainstream, inclusive and nurturing school. We are committed to all children achieving their potential and believe this is gained through high quality teaching, high expectations of behaviour and an environment where they feel happy, safe and valued.

Children and young people are not defined by their SEND. They are unique and whole individuals, who have the right and potential to be the best they can be.

As it says in the SEND Code of Practice, every teacher is a teacher of SEND through Quality First Teaching our staff make reasonable adjustments to help include all children.

We aim to ensure our pupils are ready for the next stage of their education, and with this in mind, any intervention put in place at St Mary's must have the core aim of promoting and developing independence of the learner.





This report is written in line with the requirements of



Part 3 of the Children and Families Act 2014



SEND Code of Practice 2014



The Special Needs and Disability
Regulations 2014



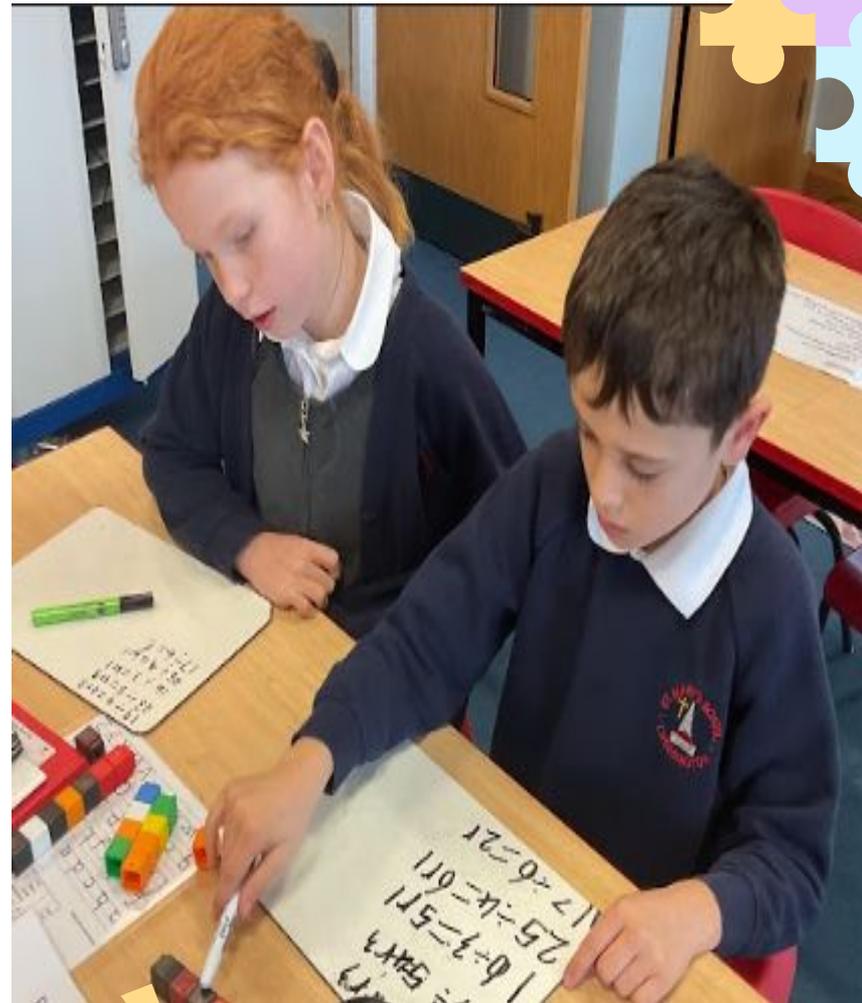
The Special Educational Needs (Personal
Budgets and Direct Payments) Regulations,
Section 49

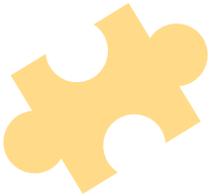


The Order setting out transitional
arrangements, Section 137



The Equality Act 2010





The Policy should be read in conjunction with these other



- Inclusion and SEND Policy
- Behaviour Policy
- Assessment Policy
- Equality Policy
- Keeping Children safe Policy
- Complaints Policy
- Accessibility Plan



The top corners of the page are decorated with colorful puzzle pieces in shades of light blue, yellow, pink, and purple. The main title is centered at the top in a large, bold, black font.

Our school is committed to and in line with the AfC Inclusion Charter

Inclusion Charter

Our school welcomes all children and young people

- ✓ **We value that everyone is unique**
- ✓ **We value everyone's different strengths and different needs**
- ✓ **We will get to know you and respect you as an individual**
- ✓ **We will listen to you and make sure your voice is heard**
- ✓ **We will support you to take responsibility for your learning and your wellbeing**
- ✓ **We will include you**

Our school understands that children and young people learn in different ways

- ✓ **We will teach you and support you in a way that suits you and helps you make good progress**
- ✓ **We will explain things clearly and give you information you understand**
- ✓ **We will provide activities and experiences that make learning interesting and exciting**
- ✓ **We will be ambitious with you**
- ✓ **We will help you to be as independent as possible**

We will keep learning and listening so that we can teach and support you better

If something is not going well for you, please talk to us so we can help to make things better

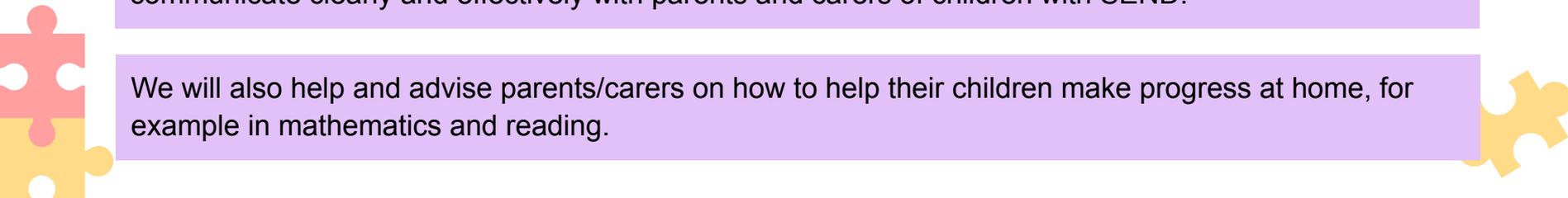


Who can I talk to about my child's special needs?

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and effectively with parents and carers of children with SEND.



We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.



Who can I talk to about my child's special needs?



After this meeting, if you feel you need to discuss the matter future, please ask for an appointment with one of our Sencos:

Mrs Griffin - Reception, Year 1 & Year 2

sgriffin@stmarys.rbksch.org

Mrs Baker - Year 3,4,5,& 6

mbaker@stmarys.rbksch.org





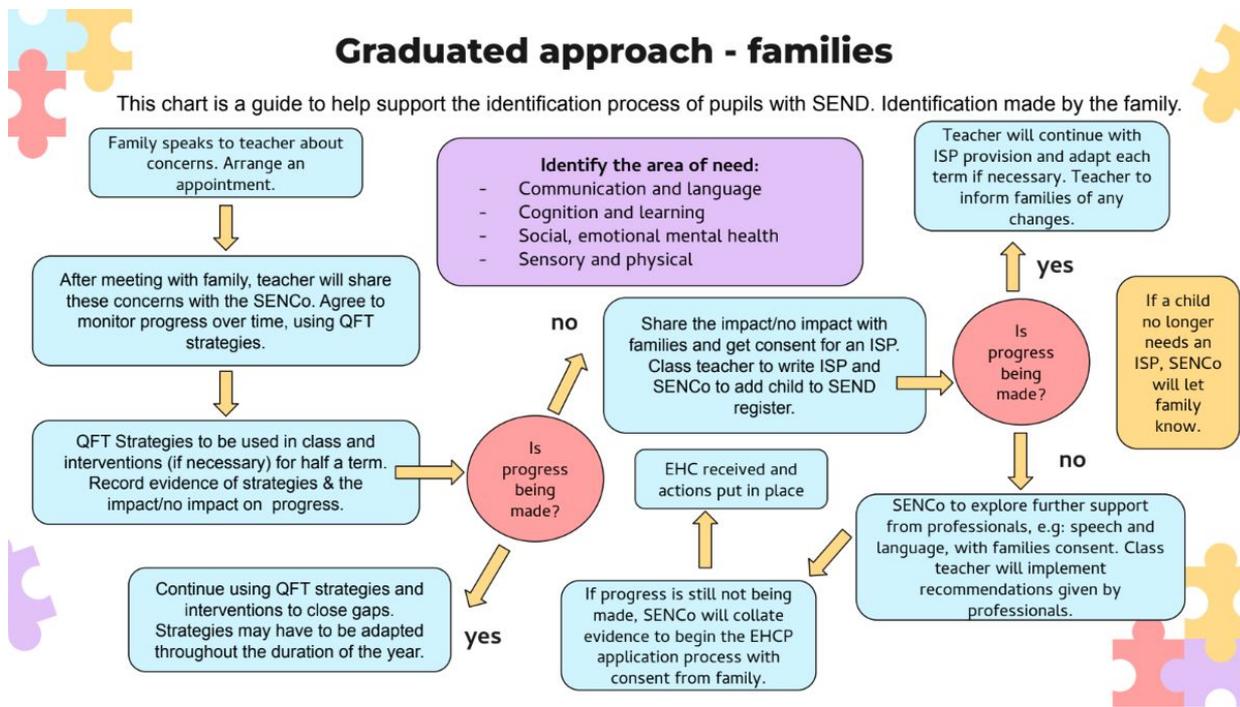
What kind of special needs might the children at St Mary's have?

At St Mary's C of E Primary School, we have experience of supporting children and young people with a wide range of need. Staff have been trained so they can cater for all learners, through a graduated response, who may have difficulties with:

- o Cognition and Learning
 - o Communication and Interaction
 - o Social, Emotional and Mental Health
 - o Sensory and/or Physical
- 

A Graduated Approach

At St Mary's CofE Primary School, we continually monitor all children in order to decide on the most appropriate level of support for all pupils, including those with SEND. This flowchart will give you an overview of our approach.



Quality First Teaching

Quality first inclusive teaching considers the learning needs of all the children in the classroom. This includes providing differentiated learning and creating an effective, inclusive learning environment. This is the first step in responding to children who have or may have SEND. Teachers will prepare a One Page Profile in partnership with the child and their parents to identify any reasonable adjustments that may support the learner.



Quality First Teaching

The image below gives an example of some reasonable adjustments that we can make to ensure children are appropriately supported.



The infographic consists of eight panels arranged in a 2x4 grid. Each panel features a line-art icon of a child above a teal-bordered box containing text. The adjustments are as follows:

- Top Row:**
 - Kian:** An icon of a child with a small black card icon next to them. Text: "Kian has used his time out card to go to the quiet room".
 - Rashmi:** An icon of a girl with pigtails. Text: "Rashmi's needs are being met through universal support".
 - Molly:** An icon of a girl with glasses. Text: "Molly's needs are being met through universal support".
 - Mike:** An icon of a boy with a tablet icon next to him. Text: "Mike has a tablet to help him write".
- Bottom Row:**
 - Ethan:** An icon of a boy with glasses and a document icon next to him. Text: "Ethan is sat at the front and given his own modified copy of the text".
 - Sasha:** An icon of a girl with a small ear icon next to her. Text: "Sasha is sat at the front and background noise in the class is kept to a minimum".
 - Ava:** An icon of a girl with pigtails and a pair of headphones next to her. Text: "Ava has noise cancelling headphones to use if it is too noisy".
 - Malik:** An icon of a boy with a lightning bolt icon next to him. Text: "Malik's needs are being met through universal support".

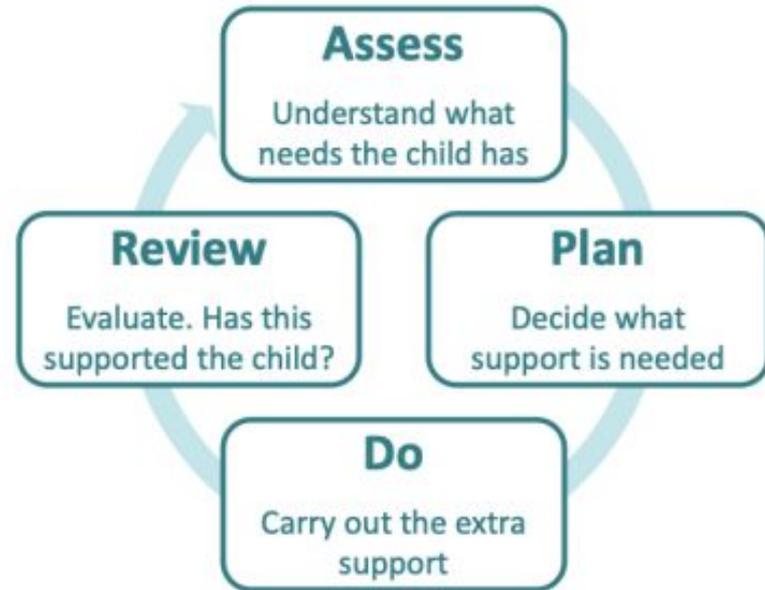
Reasonable Adjustments

Targeted SEN support

Targeted provision describes specific, additional and time-banded interventions provided for some children who need help to accelerate their progress. This support/intervention is targeted to children who are not making the expected progress through the universal provision and will follow the assess-plan-do-review cycle described below.

Examples of support at this level could include:

- Small group support
- Targeted booster classes
- Structured support during unstructured times
- A Learning Plan will be prepared and shared with parents at this level of support.



Personalised SEND support

Where children are not making expected progress towards their outcomes after a number of cycles of the assess-plan-do-review process, and the gap is widening between them and their peers, they may receive more targeted and personalised SEND support. This level of support is needed for a few children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and/or advice and support from external agencies.

Personalised support

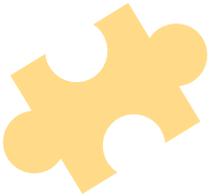
Targeted support

Universal support

Quality first inclusive teaching with reasonable adjustments made. This is the first step in responding to children who have, or may have, SEND.



A few pupils



Education Health Care Plans



Where it is identified that a child is not making progress and the gap between them and their peers is significant, the child or young person may be considered to have needs that are complex and long-term. At this stage, the child will typically have had several cycles of the 'Assess, Plan, Do, Review' process, and the SENCo may discuss with parents if an Education, Health and Care Needs Assessment may be supportive



How are children with SEND assessed?



At St Mary's Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing below age expected levels or not making expected progress in their learning?
- School based assessments carried out initially by the class teacher
- Further school-based assessments carried out by the SENco where concerns raised
- Concerns raised by parents
- Concern raised by school staff
- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis



How are children with SEND assessed?

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

The progress of all children is monitored closely through a range of assessment procedures and internal monitoring. Detailed assessments and target tracking ensure that all learners achieve and make progress at St Mary's C of E Primary School.

Formal pupil assessment are carried out each half term and those children needing extra support and/or are underachieving are identified through observations, pupil conferencing, formative and summative assessment.

How do we evaluate the effectiveness of our SEN provision?

Our inclusion leaders monitor the quality and effectiveness of provision made for SEND pupils. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of expectations, we will consider other forms of support that may need to be provided.

Curriculum leaders also monitor progress, attainment and provision within Quality First Teaching of their specialist area of the curriculum.



Which outside services are accessed? (Depending on

- Educational Psychologist
- EISS (Education Inclusion Support)
- Speech and Language Therapy
- Occupational Therapist
- Specialist Teacher
- School School Nursing Service
- Health Visitor (for children in Early Years)
- CAMHS (Child and Adolescent Mental Health service) and MHST (Mental Health Support Team) through the WAMHS (Well-being and Mental Health in Schools) project
- Social Services



What is the school approach to teaching children with SEND?

We believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.

All schools receive funding for SEND pupils within their delegated budget. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidence based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' high needs funding from the Local Authority in Kingston. The Headteacher has the final say in the use of the personal budget within the school.



What support is available for children with social and emotional needs?

We are an Attachment Aware School and place great importance on the use of positive reinforcement, emotion coaching and supporting pupils with self regulation.

Staff believe that high self-esteem is crucial and aim to support and promote the emotional wellbeing of all children. On a daily basis the class teacher is responsible for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact should further advice or support is required.

For some pupils we also provide the following...

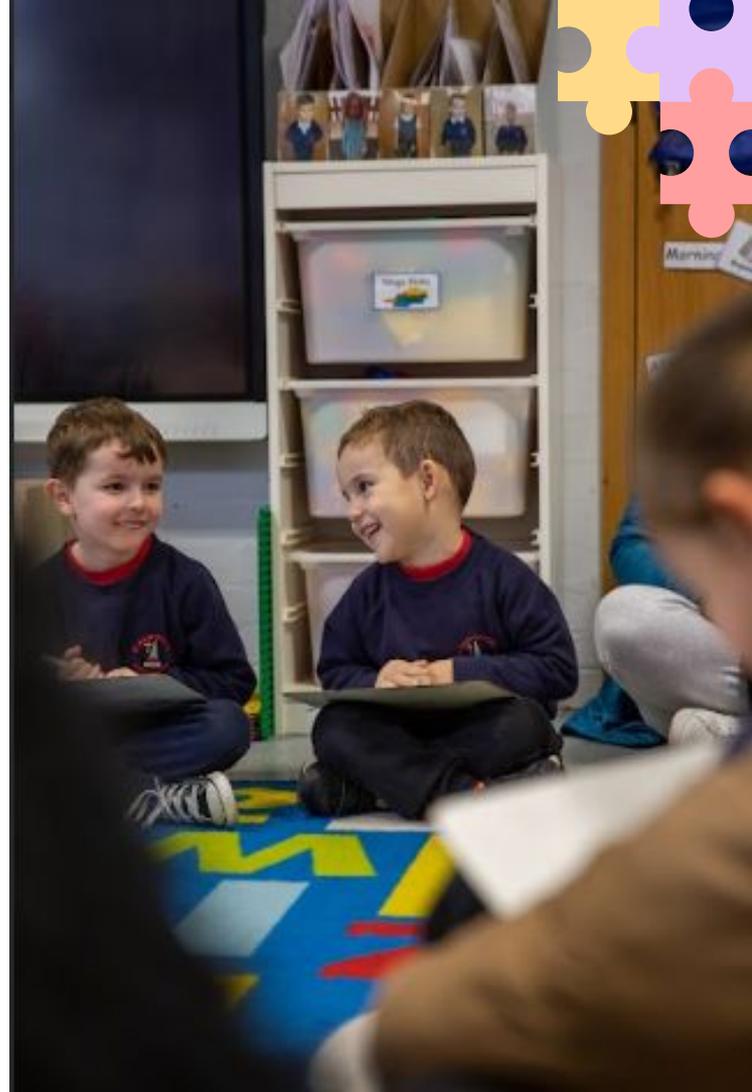
- Sessions with our school's SENDCo
 - Designated quiet spaces
 - Referrals to the CAMHS team
 - Consultations with the Family support team
 - Referrals to bereavement service
 - Referrals to Early Emotional Intervention Service (EEIS)
- 

How does the school adapt the curriculum and learning environment for those with SEND?

Teachers and teaching assistants recognise that children learn in different ways and therefore use different teaching styles, scaffolding, concrete resources and plan different levels of work in the classroom to cater for the various ways children learn.

Each child's teacher finds ways to support pupils individual needs by:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs (scaffolding)
- Offer small group and/or individual support to promote skills identified in the child's Individual Learning Plan.





What extra curricular activities are available to my SEND child?

All clubs, trips and activities offered to pupils at St Mary's Primary are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

All pupils at St Mary's Primary are invited to attend extra-curricular clubs. Wherever possible, these clubs include access for children with SEND. We will do our best to ensure that clubs cater to the needs of SEND pupils, and may support them in doing so by providing additional adult support.

We invite parents and carers to discuss access for SEND pupils on our school trips, both residential and day trips. We will make reasonable adjustments to ensure that all pupils can take part in trips and will plan them accordingly. If a parent has concerns or is anxious about their child going on any of our trips, we invite them to come and discuss these concerns further. We ensure that there are detailed risk assessments and plans in place for those whose needs require more attention and provision.





What SEND training do staff have?



We have staff that have training and experience in a wide range of areas:

- Emotional Literacy Support (ELSA)
- Foetal Alcohol Syndrome Disorder (FASD)
- Read, Write, Inc Phonics, Reading & Comprehension
- Supporting Literacy
- Supporting Mathematics
- Supporting children with autism and ADHD
- Lego Therapy
- Mental Health Training
- Occupational Therapy packages
- Positive handling
- Speech and Language packages

All staff have taken part in autism training with Ambitious About Autism and have been trained in emotion coaching and mentoring facilitated by our Educational Psychologist.

All staff have taken part in a two year award meaning that we have achieved bronze Attachment Aware School status. This means that we understand the impact that childhood attachment issues and trauma can have on a child and are equipped to support them.



How do we deal with complaints about SEND?

We take parental concerns very seriously. If you have a complaint, please come and talk to us about it first. We will endeavour to reach a solution with you.

We encourage parents to discuss their concerns with:

- Class teacher (in the first instance)
- SENDCo
- Headteacher

If you still feel that the concern remains unresolved please follow our formal complaints procedure which can be found [here](#).



How do we listen to **SEND** children?

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.





How do we listen to SEND children?

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
 - talking to children and/or groups of children after lesson observations to understand their experience of the lesson
 - inviting children to make personal contributions to their Annual Review meetings, for example, though a video montage or presentation.
 - doing an annual pupil questionnaire on pupil voice – giving children their say
 - encouraging children to respond to feedback given through developmental marking
 - agreeing with them individual targets
 - providing visual support to help children to communicate with us
 - making sure that our school council is inclusive and represents the whole of our community
 - ensuring that our safeguarding procedures are strong and that all staff are well trained.
- 
- 



What are the contact details for support services?



Address: Kingston Office: Moor Lane Centre Moor Lane, Chessington, KT9 2AA
Richmond Office: 20 Windham Road Richmond, London, TW9 2HP
Phone: 020 3793 9596
Email: RichmondKingston@kids.org.uk
Website: <https://www.kids.org.uk/sendiaass>

Kids, a local voluntary sector organisation delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.



How do we support pupils with transitions?



When a child joins St Mary's, a member of staff will collect information and records from the child's previous school and from the family. We always encourage parents to visit our school before the transition.

We plan carefully to help children to feel safe and to settle in. We can arrange transition events so children can meet their new teacher and support staff and also so the school becomes a familiar place.

When a child moves up to the next class, we organise class hand-over meetings where teachers and support staff make sure that the new teacher and any member of support staff they have not worked with. This enables all adults to have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.



Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. We create individualised transition booklets with familiar staff photos to help prepare children for transition.



How do we support pupils with transitions?

Other transitions may include:

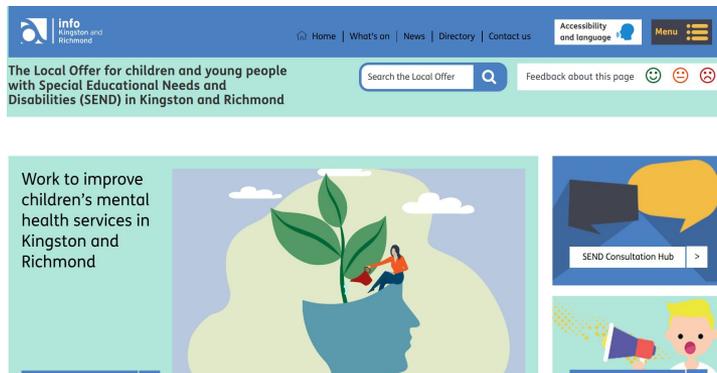
- Primary to Secondary
- Support for move to new building and curriculum
- Support for friendships and well-being
- Planning support for learning
- Attend induction days
- Hold transition meetings with parents
- Visits to our school
- Secondary SENCo meeting Primary SENCo and pupil
- Support for coming to a new school – e.g. learning, friendships and well-being
- Meet pupil and parents
- Assess needs
- Go through classroom routines and weekly timetable
- Tour the school
- Offer support from our ELSA
- Admission arrangements for disabled pupils



Where can I find information about the publicised SEND offer?

The local authority's local offer is published on their website and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

Website for AFC Local Offer: https://kr.afcinfo.org.uk/local_offer



The screenshot displays the website for AFC Kingston and Richmond. The header includes the logo, navigation links (Home, What's on, News, Directory, Contact us), and accessibility options. The main content area features the title "The Local Offer for children and young people with Special Educational Needs and Disabilities (SEND) in Kingston and Richmond" and a search bar. Below this, there are three featured sections: "Work to improve children's mental health services in Kingston and Richmond" with an illustration of a person watering a plant growing in a head silhouette; "SEND Consultation Hub" with a speech bubble icon; and a section with a megaphone icon and a child's face.

Glossary of terms

| Term | Meaning | Term | Meaning |
|--------------|---|-------------|--------------------------------|
| ADD | Attention deficit disorder | EISS | Educational inclusion support |
| ADHD | Attention hyperactivity deficit disorder | EP | Educational Psychologist |
| AfL | Assessment for learning | EWO | Educational welfare officer |
| AP | Alternative provision | MAM | Multi agency meeting |
| ASD | Autistic spectrum disorder | MDT | Multi disciplinary team |
| CAF | Common assessment framework | MHST | Mental health support team |
| CAMHS | Child and adolescent mental health services | MLD | Moderate learning difficulties |
| CIN | Child in need | OT | Occupational therapist |
| EAL | English as an additional language | PD | Physical disability |
| EHCP | Educational health care plan | SALT | Speech and language therapy |

Glossary of terms



| Term | Meaning | Term | Meaning |
|-----------------|---|-------------|--------------------------------|
| SEMH | Social and emotional mental health | SLT | Senior leadership team |
| SEND | Special educational needs and disabilities | SPDs | Sensory processing disorders |
| SENCO | Special educational needs coordinator | SpLD | Specific learning disabilities |
| SENDIASS | Special educational needs and disability independent advice and support service | VI | Visually impaired |
| SLD | Severe learning difficulties | | |

