



ST MARY'S CHURCH OF ENGLAND SCHOOL

Special Educational Needs Information Report (2025 - 2026)

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It is compliant with Schedule 1 of the Special Educational Needs and Disabilities Act (2014).

Date the SEND policy was agreed by Governors: September 2025

1. Aims of our provision in regard to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To provide a broad, balanced and relevant curriculum through which each child may fulfil their potential in every way.
- To meet the requirements of the National Curriculum by reducing barriers to progress by embedding the principles set out the National Curriculum Inclusion statement which can be found: <https://www.gov.uk/government/collections/national-curriculum>
- To request, monitor and respond to carers and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure individual needs do not constrain any educational entitlement or access to activities.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development.
- To use our best efforts to secure special educational provision for pupils for who this is required, that is "additional to and different from" that is provided within the differentiated curriculum, to better respond to the four broad areas of need:
- Communication and Interaction, Cognition and Learning, Social, Emotional, Mental and Health and Sensory and/or Physical.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- 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.

The school's/nursery school's Accessibility Plan can be found on our website under "policies".

2. What are special educational needs (SEN) or a disability?



At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3. The kinds of special educational needs (SEN) for which provision is made at St Mary’s Church of England School:

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best efforts, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.



4. How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed within class or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

5. What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo (Mrs V A Priest) whose contact details are sendco@sma.odbst.org
- Parents may also contact the Headteacher directly if they feel this is more appropriate.
- We have an open door policy at St Mary's Church of England School and all parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6. How will the school support a child with SEND?

- All pupils will be provided with high quality, inclusive, teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the Key Stage Leaders, the SENDCo, the Head teacher and external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records and monitoring,
- Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- Action relating to SEN support will follow an assess, plan, do and review model referred to as an Individual Provision Map (IPM):

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in partnership



with the SENDCo in order to make an accurate assessment of the pupil's needs.

Parents will be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice and support from the SENDCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets.
4. **Review:** Progress towards these outcomes will be reviewed three times per year.

If progress rates are judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7. How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses 'Individual Provision Maps' for pupils. These are completed by the class teachers along with advice sought from the SENDCo and outside agencies (if appropriate). An Individual Provision Map identifies long term outcomes for pupils along with information about their strengths, areas of need, short-term targets and the provision (actions) required to be taken by the school to reduce barriers to learning and promote pupils' progress. Each phase, this information will be reviewed alongside the parents and pupils (if appropriate). Reviewed Individual Provision Maps include a section which details the effectiveness of interventions and the support that has been in place for a pupil.

8. How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, adapting and scaffolding tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENDCo) and/or external specialists.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents and the SENDCo.



9. How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or the Head teacher at any time when they feel concerned or have information, they feel they would like to share that could impact on their child's success.

10. How will parents be helped to support their child's learning

- Please look at the school website. It can be found at <https://www.st-marysylesbury.bucks.sch.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
 - The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
 - The school organises parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

11. How will the school evaluate the effectiveness of the SEN provision made for pupils?

- The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

12. What support will there be for children's' overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor with responsibility for this area.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school employs a full time Pastoral Lead/Family Liaison Officer.

13. Pupils with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the parents. Medically trained professionals and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.



14. What specialist services are available at the school?

St Mary's School is a Mainstream setting.

The school has access to a range of specialist support that are identified in (6) above.

15. What training do the staff supporting children and young people with SEND undertake?

- The Governor with specific responsibility for SEN has completed the Role of the SEN Governor training.
- The SENDCo attends regular training with the Oxford Diocese Buckinghamshire Schools Trust to ensure we have the most up-to-date practice and information in school.
- The SENDCo is part of the Buckinghamshire Council SEN liaison groups which meet half termly to support the provision for SEN across schools.

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

- Risk assessments are carried out, and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

17. How accessible is the school environment?

- There is a disabled parking space marked and located in our school car park.
- We have a fully accessible disabled toilet for use by guests who have a disability.
- We have a number of rooms available for interventions and outside agencies to use when working with pupils with SEN.
- The school has more than one entrance point to allow for disabled visitors to enter areas of the school via an accessible route.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

18. How will the school prepare/support my child when joining or transferring to a new school?

- A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living

Primary:

- The transition programme in place for pupils, provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.
- The annual review in Y5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education, and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but



accessible.

- Workshops provided by the Mental Health Support Service are run in the summer term for children with heightened anxiety around transition.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

19. How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents and professionals involved when the EHCP is being produced by Buckinghamshire Council or at an annual review.

20. How will I be involved in discussions about and planning for my child's education?

- This will be through:
 - Discussions with the class teacher, SENDCo or Head teacher,
 - During Parents' Evenings,
 - Meetings with support and external agencies.

21. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Head teacher,
- SEND Governor.

22. Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <https://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

23. Information on where the Local Authority's Local Offer can be found:

<https://familyinfo.buckinghamshire.gov.uk/send/> and also the information it provides to parents and carers on mediation and conflict resolution services.

