SEN Information Report 2025-2026

Introduction

At St. Mary's we work together to make our school a happy and welcoming place, where children can develop their confidence and self-esteem and achieve their full potential. We aim to provide a broad and balanced curriculum for all children which is specifically designed to meet individual needs and abilities. We are committed to providing an inclusive environment which allows all our children to flourish and learn.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction e.g. autistic spectrum disorder, speech and language difficulties.
- Cognition and learning e.g. moderate learning difficulties, difficulties with processing
- Social, emotional and mental health difficulties e.g. ADHD, anxiety
- Sensory and/ or physical needs

Our school staff have a wealth of expertise and are constantly updating their knowledge through training. The school is in regular contact with Physiotherapists, Speech and Language Therapists, Occupational Therapists, our Educational Psychologist and the Specialist Advisory Teacher Service to ensure that we have all the specialist advice to meet your child's needs.

Our SEND policy ensures that teaching arrangements are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate adaptions. We work closely with parents and seek their views at all opportunities.

Our Special Educational Needs Co-ordinator or SENCO is Mrs Jane Chidlow. She is available Tuesday and Thursday and can be contacted on 01946 66356.

How will the school know if my child has Special Educational Needs?

- The SENCO will work with all school staff to ensure all pupils who may need additional or different support will be identified as soon as possible.
- The progress made by all pupils at the school is regularly monitored and reviewed. The school has assessments and pupil progress meetings every term where each child is discussed.
- When a class teacher begins to have concerns, they will look at the child as a whole-through daily observations, informal/formal assessments and discussion and they will liaise with the SENCO who offers advice and guidance on strategies to support the pupil.
- The SENCO and/or class teacher will meet with the parents at the earliest opportunity to alert them to any initial concerns. This meeting will establish any strengths and weaknesses, parental concerns, next steps and strategies that will be put into place to meet the needs of their child.
- Class teachers will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

These may also include other barriers to learning such as behavioural, social and emotional or attendance issues.

- If the initial strategies do not have an effect on progress, the pupil may be identified as having special educational needs.
- When a possible SEND has been identified, the school will implement the graduated approach to meeting the needs of the pupils as set out in the SEND Code of practice. This follows the four stages: **assess** the pupil's needs, **plan** the support, **do**-carry out the support/intervention, **review** the support and its effectiveness.
- Additional support is provided through SEND Support. This will be monitored regularly through an Individual Education Plan (IEP).
- If a child does need SEND Support, the child will be placed on the SEND Register. This would be done with the full support of the parents/carers.
- We work closely with parents and carers and if you have your own concerns about your child this should be discussed with their class teacher by contacting school to arrange an appointment or to discuss the concern over the phone.
- Parents will be fully informed and involved with all decision making and planning for the needs of their child. Referrals to other agencies would only be made if parents, teachers and the SENCO felt this was necessary.
- Admissions : Pupils with SEND will be admitted to St. Mary's in line with the school's Admissions Policy. The school will ensure it meets its duties set under the DfE's, "School Admissions Code", and will meet the requirements of the Children and Families Act 2014. The policy is available on the school website. www.kells-stmarys.cumbria.sch.uk

How will the school support my child?

- Mrs Chidlow is the SENCO (Special Educational Needs Co-ordinator) and she holds the National Award for SENCO. She can be contacted at school on 01946 66356. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice.
- Your child's teacher is responsible and accountable for the progress and development of all pupils in their class. It is vital to ensure all children can achieve and succeed in a happy and safe learning environment.
- A Teaching Assistant can give targeted support where needed. This could be small group work or individual support. This will be within the class where ever possible.
- The majority of pupils will have their needs met through normal classroom arrangements and appropriate adaptations. High quality teaching will always be our first step in responding to children who have SEN.
- Support is tailored to the individual and pupils are invited to comment regarding their IEPs.

How will the school involve parents and consult with them about their child's education and how will parents know how their child is doing?

- The dialogue with parents starts in Early Years where there are Home Visits before a child starts in the Nursery. The staff are able to find out what the child likes and any strengths they may have. They can discuss any support the child may need and also any health concerns.
- Regular meetings are held with EYs staff to discuss the progress of their child.
- New children will visit school and meet teachers and have a tour of the school. Parents will inform us if their child has an EHCP or has had SEND Support so we can get information to help us meet their needs before they start.
- The school continues to promote partnership with parents through meetings with parents, the Head's newsletters, curriculum newsletters, annual reports, SEN reviews and informal discussions. Regular text messages are used to keep parents informed.
- Parents/carers are encouraged to communicate any concerns they may have about their child's progress with the Class Teacher. This should be discussed at a meeting that is mutually convenient for both parties. The SENCO and Class Teacher are available and appointments can be made with them at a convenient time. At the meeting, an overall picture of the child's development can be discussed and how best to intervene. The SENCO can be present if required. At this meeting everyone will understand the agreed outcomes sought for the child and what the next steps are. We will formally notify parents when it is decided that a pupil will receive SEN support and they will be placed on the SEN Register.
- If a child receives SEN Support there will be termly meetings between staff and parents to review and set new targets. When a possible SEN has been identified, the school will implement the graduated approach to meeting the needs of the pupils as set out in the SEND Code of Practice. This follows the four stages: **assess** the pupil's needs, **plan** the support, **do**-carry out the support/intervention, **review** the support and its effectiveness.
- Pupils will be included in discussions and will be asked about their strengths and difficulties. A One-Page Profile will be written that should have input from all involved with the child. This should be available for anyone who works with the child as it will contain information that is helpful to someone who may not know the child well e.g. I need support with following instructions.
- The school uses a system called Tapestry in EYs and Seesaw in Key Stage 1 and 2. This allows liaison between home and school. If appropriate a diary can be used to communicate between home and school.
- If a child has an EHCP, there will be termly meetings, as well as an Annual Review, to discuss the progress of their child.
- Our school holds regular meetings with parents to discuss our reading and phonics programmes. These include guidance on how parents can support their children. There has also been guidance for internet safety and these have been well supported.

How do we involve and consult the children about their education?

- The school seeks the views of its pupils and has an ethos of listening to children.
- There is a School Council for pupils to contribute their views. All year groups are represented on the School's Council.
- Within class-time and during assembly, we deliver a well -planned and coherent PHSE curriculum.
- Children who receive SEN Support create a One Page Profile with their teacher, which records their strengths and weaknesses and asks for their views about their learning.
- When appropriate children are invited to express their views at the annual EHCP review meetings.

How will the school's approach to teaching and learning be matched to my child's needs?

- At St. Mary's, we respect the fact that children have:
    - Different educational and behavioural needs and aspirations
    - Require different learning strategies
    - Learn at different rates
    - Need a range of different teaching strategies and experiences
- Teachers respond to different needs by:
    - Providing support in all curriculum areas
    - Planning to develop the pupil's understanding through the use of all senses and experiences
    - Planning for the pupil's participation in learning and in all physical and practical activities
    - Planning for pupils to manage their own behaviour and emotions and take part in learning effectively and safely.
- At St. Mary's we have high aspirations for all our pupils and we endeavour to support all our children with SEND so they reach their full potential.
- Needs will be met by carefully chosen targets that children can work on in class. These are written on an IEP-Individual Education Plan –which is reviewed each term with parents, who are involved in the target setting. These are chosen through the graduated approach of "Assess, Plan, Do, Review".
- Parents discuss provision at meetings with teachers and the SENCO, where appropriate. Targets are set and parents are asked for their contribution-targets are always matched to the specific needs of the child and in conjunction with home.
- We currently provide a range of additional/ different interventions in school e.g. Little Wandle Catch up, First Class at Number, NELI. We aim to be inclusive in all areas of our curriculum, however, from time to time, children who require this additional support may work on a specific designed programme of study to help boost their understanding of reading, writing and number work. This is sometimes delivered in small groups or one to one and can be taught within the classroom or in smaller working areas in school. This can help a child grow in confidence and give them the skills they may need to access the rest of the curriculum successfully.

How do we adapt the curriculum and learning environment for children with SEND?

We endeavour to make adaptations to ensure all our children's needs are met. This may include:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of lesson
- Adapting our resources and staffing and using recommended aids like laptops, coloured overlays, visual timetables, large font
- Adapting our teaching, for example, giving longer processing times, pre-teaching, scaffolding
- Within class, a teaching assistant can be used to support pupils on a 1:1 basis or in small groups as required. This is carried out in the class wherever possible so that every child receives as much high quality teaching as possible and is included in lessons with their peers.

How are the school's resources allocated and matched to children's SEND?

- The school budget includes some money for supporting children with SEND. The Head teacher decides on the budget for SEND in consultation with the governors.
- The Head and SENCO discuss the support needed for children receiving SEN Support and those with an EHCP-including additional help in class and those children who need extra hours of support.

What support will there be for my child's overall wellbeing?

- Safeguarding is taken very seriously at St. Mary's. All staff have regular updates to their training. Our Safeguarding lead is Mrs Susan Starkie-Head Teacher.
- Staff will raise concerns as early as possible and discuss these with parents. If issues are not resolved an Early Help referral may be started and the support from other agencies will be sought to support the child and family.
- We have two Emotional Literacy Support Assistant or ELSA-Mrs Susan O'Neill and Mrs Linzi Newall. Teachers can refer a child to them and they can offer a range of emotional and social skills support where this has been a cause for concern. This is done with the full support of parents.
- Bullying is taken very seriously at St. Mary's. Staff and governors endeavour to generate a culture of inclusion, support and care among pupils. We like to think any issues you have can be resolved quickly and that our staff are approachable. However, if there should be a concern the process in the school's complaints policy should be followed. The school's complaints procedures are set out in the school website. To view the school's policy on bullying, see the school's policy on Behaviour, which can be found on the website at www.kells-stmarys.cumbria.sch.uk
- Curriculum: The school follows programmes to support wellbeing-PSHE, RSHE and My Happy Mind.
- Medical Needs: The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and /or disability (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their

special educational provision and the SEND Code of Practice (2015) is followed. The school's policy on medical needs can be found on the school website.

- Extra-curricular Activities: We are an inclusive school and the school offers a range of extra-curricular activities throughout the year.

How accessible is the school environment?

- It is the aim of St. Mary's to make the school accessible to all.
- There are disabled parking spaces available at the front of the school and a ramp leading to the reception area.
- Disabled toilets are available for wheelchair users and there is a room with a shower.
- There are ramps so that parts of the school are accessible to wheelchair users and these are used for meetings with parents and children when needed.
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that class.
- The school provides a wide range of access to relevant resources to make provision for children with additional needs. These include: visual timetables and picture prompts which are used to support children's access to resources and the curriculum, activities and resources may be presented in different ways to suit the needs of individual children e.g. larger text, coloured backgrounds, writing slopes and pencil grips are used by children with motor skills difficulties, wobble cushions.
- When necessary, the school acquires new specialist equipment needed for children with additional needs, especially when these are suggested or recommended by outside agencies. Resources are allocated to match the needs of children with SEND. The Head teacher decides on the budget for SEN in consultation with the Governors. The Head discusses with the SENCO where extra support is needed and allocates staff and resources appropriately.
- The school's accessibility plan can be found on the St. Mary's website.

What training have the staff, supporting children with SEND, had or are having? What specialist services and expertise are used by the school?

- The SENCO holds the National award for SENCO.
- Training is held for school staff as INSET within school, as well as national training e.g. Making Sense of Autism and is identified as priorities when needed.
- The SENCO leads training for relevant staff e.g. Down Syndrome training and for all staff at staff meetings e.g. EEF recommendations-use of flexible groupings.
- We liaise with Speech and Language Therapists, Occupational Therapists, Educational Therapists, Play Therapists, Bereavement Specialists, Health Visitors and follow their advice.
- We liaise with Specialist Teachers and follow advice and interventions.
- We are committed to ensuring the safeguarding of all our children and all staff receive regular training.
- We share our expertise at all times and will seek further support when needed.
- We use Family Services to support our families and children.
- Regular advice is sought from SENCO drop-ins with the Autism team to support teachers in their teaching and learning.

- Members of staff are updated in First Aid and when a child with medical needs starts school, appropriate advice and training is sought.
- Extra advice may be requested to support the needs of individual children, or as part of an Early Help, if it is felt a higher level of support will be needed. Teachers are then supported by specialists from outside school who meet with the parents and school staff for review meetings, at least annually. This may be e.g. an Educational Psychologist or a specialist from the Speech and Language Therapy team, Occupational Therapists. This SEND support may also come from organisations such as the Family Hub.
- If, after the school has taken these actions to support the child, expected progress has not been made an Education, Health and Care Plan (EHCP) assessment can be requested from the Local Authority (LA). This can come from school, parents or both.
- After the request has been made the LA decide if an assessment is needed. If the LA decide on an EHCP, they will compile the plan and outline the support the child must receive. If an EHCP is not given the school carries on with their support. The parents can appeal the decision.
- Children with an EHCP must have an annual review where all agencies that are involved with the child are invited to attend a review meeting with the child's parents and school SENCO. During the review, the objectives set out in the EHCP are evaluated and any new outcomes are set. At this meeting, it is decided whether the plan will continue, be amended or is no longer needed.

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

- The school offers a range of extra-curricular activities throughout the year. The clubs are available to pupils in the designated age range for that activity.
- A parent and pupil club has started each Wednesday after school where children and their parent/carer are invited to play games, have a hot drink and stay warm for an hour.
- All pupils are able to access breakfast in their own class where pupils are welcomed by a Teaching Assistant and are able to have buttered bagels. This goes from 8.15-8.30 each morning.
- All pupils take part in planned extra-curricular visits. Additional support is provided, if needed, so all children can take part. Recent visits have included a walk to The Beacon Museum, a day as an evacuee at Hawse End, Vindolanda and a walk in the local area.
- All pupils in Year 2 have been given the opportunity to take part in an overnight residential trip to Hawse End where the activities are suitable for all children to participate in. All pupils in Year 3 were given the opportunity to take part in an overnight camping trip at Muncaster Castle with appropriate activities and games. All pupils in Year 5 and 6 are given the opportunity to take part in the school's residential visits to Lockerbie Manor and London, where the activities are tailored to meet the needs of all the children.

How will my child be supported in transitions?

- If your child is moving to another school, all relevant paperwork will be forwarded. Often a new school will contact the SENCO or class teacher who can pass on relevant information.

- If a child is moving to our school, we will receive relevant paperwork and contact their previous school for any relevant information.
- For Year 6 children moving to secondary school, they will visit for taster sessions and additional visits can be arranged by the SENCO. The SENCO and Year 6 teacher hold a meeting with the SENCO from the secondary school to pass on information. The SENCO will also arrange visits to other secondary schools to support families with their choice of school, to best meet their child's needs. The SENCO can arrange for extra support where needed e.g. Behaviour and Emotional Welfare Officer, the Autism Team.
- For children who need extra support, we offer enhanced transition from our ELSA (Emotional Literacy Support Assistant).
- Staff from the secondary school will be invited to the annual review meeting in the year prior to the end of Key Stage transition. This will take place before February 15th of the year of transition so the named school can be given. This also ensures all staff are aware of the needs of the child and can make adequate arrangements in readiness for the transition of our pupils. Extra meetings with the SENCO from the secondary school are arranged when needed. Copies of EHCPs and pupils' most recent IEPs are forwarded directly to the appropriate Secondary SENCO.
- The SENCO will liaise with the local special school and arrange for parents to visit at any time, if it is thought that their provision may be more appropriate, to meet their child's needs. A Specialist Application Form will be completed for any child who wishes to apply to a more specialist setting but this is dependent on places available. Where a child transfers to a different school, the SENCO will pass on records and will liaise with the new school to make the transition run as smoothly as possible.
- For transitions within our school, we have a day where children visit their new class room and teacher. Information is shared between teachers and IEPs are moved to the new class so that teachers are aware of the targets. If required, parents can meet and have discussions with the new class teacher.

Who can I contact for support and how can I find out about the Local Offer?

- The SENCO-Mrs Jane Chidlow- is available in school on Tuesday and Thursday each week and can be contacted on 01946 66356 via the school office. She can offer support and advice and is available for meetings. Parents need to contact school to organise a mutually convenient time.
- The school can provide information about the Cumbria SEND Information, Advice and Support Services on request-SENDIASS. Our member of the team is Bev Marrs who can offer impartial advice, information and support. Further advice is available on the school website www.kells-stmarys.cumbria.sch.uk
- The monthly newsletter provides up to date information about forthcoming events or general useful information.
- Our school website provides information about all aspects of school life including a page about SEND. There, you will find a parent information page for SEND, which includes local and national information. If further information is required, parents should contact the SENCO via the school office.

- Our school is committed to resolving disagreements and concerns as quickly as possible. The school's complaints procedures can be found on the school website or requested from the school office.
- If a parent or carer has a concern about their child, they should discuss it with their teacher.
- If a parent/carer has a complaint about SEN provision made for their child, they should, in the first instance, discuss this with the class teacher who will inform the SENCO. If the matter is not resolved satisfactorily, parents have recourse to the following:
    - Discuss the problem with the SENCO
    - Discuss the problem with the Head
- If concerns are not resolved informally then they will be referred to the school's complaints policy. This can be found on the school website.
- Where the complaint is about Statutory Assessment of SEN the school will contact the LA to seek disagreement resolution.
- Cumberland's Local Offer aims to provide information to parents/carers and young people about provision expected to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who have an Education, Health and Care (EHC) Plan. It can be found via St. Mary's website, where access to the school's contribution can be found.