



SEND Information Report 2026-2027

Reviewed annually – next review September 2027

St Mary's C E Primary School is committed to providing an inclusive education that enables all pupils, including those with Special Educational Needs and Disabilities, to achieve their full potential and participate fully in the life of the school. We believe that every teacher is a teacher of SEND and that all pupils are entitled to high-quality teaching, appropriate support and equal opportunities to succeed.

Legislative Framework

This report has been prepared in accordance with:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Keeping Children Safe in Education
- Supporting Pupils at School with Medical Conditions

This report is reviewed annually and should be read alongside the school's SEND Policy, Accessibility Plan, Equality Objectives and Complaints Policy.

Types of Special Educational Needs Provided For

St Mary's is a welcoming, inclusive Church of England primary school. Our SEND provision is guided by the Children and Families Act 2014, the SEND Code of Practice (0–25 years, 2015) and the Special Educational Needs and Disability Regulations 2014. The school follows the graduated approach described in the SEND Code of Practice through the cycle of Assess, Plan, Do, Review. This ensures that support is carefully tailored to the individual needs of each pupil and is reviewed regularly to evaluate impact and identify next steps. High-quality teaching and ordinarily available provision form the foundation of support for all pupils before more specialist interventions are considered. We make provision for pupils with needs across all four broad areas of the SEND Code of Practice:

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD): dyslexia, dyspraxia, dyscalculia

Communication and Interaction

- Autism Spectrum Condition (ASC)
- Selective mutism

- Speech, Language and Communication Needs (SLCN)
- Dysfluency
- Attention and listening difficulties

Social, Emotional and Mental Health (SEMH)

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties
- Emotional regulation difficulties
- Mental health needs

Sensory and/or Physical Needs

- Medical needs (e.g., asthma, allergies, epilepsy, sickle cell disorder)
- Hearing impairment
- Visual impairment
- Physical disabilities

St Mary's is committed to an explicitly anti-racist approach across all SEND processes, decisions and systems. We recognise that racism, structural, institutional or interpersonal can negatively affect children's experiences, access to support and long-term outcomes. We therefore monitor SEND identification, interventions, exclusions, attendance and behaviour responses for any disproportionality, and take action where patterns emerge. Staff are trained to understand how bias can influence assessment and decision-making, and we work closely with families to ensure that every child's identity, culture and lived experience are respected, valued and reflected in our provision. This commitment is embedded in our safeguarding practice, our curriculum and our wider inclusion strategy.

How St Mary's Identifies Children with SEND

Early identification is essential. Teachers monitor progress closely and will discuss any concerns with parents at the earliest opportunity.

Identification may include:

- Teacher observations and assessments
- Comparison with age-related expectations
- Behavioural observations
- EYFS profile information
- Parent views
- Pupil views

- External professional advice

If progress slows or stops despite high-quality teaching and targeted support, the SENCO and class teacher will carry out further assessment.

Assessment Methods

- Formal and informal assessments
 - Speech and language assessments (where appropriate)
 - Termly tracking
 - Individual Support Plans (ISPs)
 - Annual Reviews for pupils with EHCPs
 - Consideration of access arrangements (e.g., reader, scribe, rest breaks)
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Consulting Parents and Involving Them in Their Child's Education

Parents are partners in the SEND process. You will always be informed if we believe your child has additional needs.

We involve parents through:

- Termly parent-teacher consultations (extended for pupils with SEND)
- Termly ISP review meetings
- Additional meetings as needed
- Home-school communication books
- Phone calls, emails and informal conversations
- Sharing reports from external professionals
- Adjusted homework where appropriate

Our SENCO is Ms Emilia Pacetta, she can be contacted by email at senco@stmarysce.brent.sch.uk and by phone at **020 8451 0363**

Our SEND Policy is also available on the school website.

Consulting Pupils with SEND

We value pupil voice. Children are involved in:

- Setting and reviewing their ISP targets
- Sharing their views before Annual Reviews
- School Council participation
- Pupil questionnaires

- Circle time discussions
- Using connection boxes where available

We support children who find verbal communication difficult using visuals or alternative communication methods.

Assessing and Reviewing Progress towards Outcomes

We follow the **Assess–Plan–Do–Review** cycle.

Monitoring includes:

- Lesson observations
- Work sampling
- Pupil progress meetings
- ISP reviews
- Parent and pupil feedback
- Attendance and behaviour monitoring
- SENDCo oversight of interventions

Pupils with EHCPs have:

- Annual Reviews
- Interim reviews in autumn and spring

Reasonable adjustments (e.g., extra time, prompts, and seating changes) are provided where needed.

Supporting Transitions

We recognise the importance of effective transition for all pupils with SEND. Careful planning takes place when pupils move between year groups, transfer to secondary education or join the school mid-phase. Information is shared with receiving staff and settings to ensure continuity of support. Although St Mary's is a primary school, we actively promote independence, communication skills, self-advocacy, resilience and confidence to support successful transition to secondary education and prepare pupils for their future adult lives.

Transitions are carefully planned.

Starting Nursery/Reception

- Home visits or visits to current settings
- Meetings with parents
- Additional visits for children with SEND

Moving to a New School

- SENCO-to-SENCO liaison
- Transfer of records
- Planning meetings

Moving Between Classes

- Information shared in advance
- Transition meetings
- Transition books
- Classroom visits

Year 6 to Secondary School

- Transition lessons
- Additional visits
- Social stories
- Meetings with secondary SENCO

Our Approach to Teaching Pupils with SEND

We believe **all teachers are teachers of SEND**.

Our approach includes:

- High expectations for all pupils
- Adapted whole-class teaching
- Use of specific resources and strategies
- Daily adjustments based on need
- SENCO support for planning
- Staff training on SEND (e.g., ASC, SLCN)
- Following recommendations from external professionals

Additional support for learning may include small-group interventions, 1:1 support, precision teaching, pre-teaching vocabulary, overlearning and targeted programmes such as phonics, language or social-skills interventions.

How We Adapt the Curriculum and Learning Environment

We ensure all children can access learning through:

- Multi-sensory teaching
- Scaffolding
- Assistive technology

- Visual supports
- Reasonable adjustments
- Accessible resources
- Learning environments are adapted where appropriate through consideration of lighting, acoustics, classroom layout, visual supports, sensory resources and assistive technology to meet individual needs.

The ground floor is accessible for pupils with physical disabilities.

Expertise and Training of Staff

Specialist expertise is secured through referrals to Local Authority and NHS services, commissioned services where appropriate, and targeted staff training based on pupil needs.

Staff training includes:

- Speech and language programme delivery
- Read Write Inc. training
- Lego Therapy
- Social, emotional and mental health training
- NHS-led training
- BOAT and specialist service training

We are committed to ongoing professional development.

The SENCO holds the mandatory National Professional Qualification for Special Educational Needs Coordinators (NPQ for SENCOs) and engages in ongoing professional development to ensure that provision reflects current legislation, statutory guidance and best practice. Staff training needs are reviewed regularly to ensure that the school's SEND provision continues to meet the needs of pupils effectively.

Evaluating the Effectiveness of SEND Provision

We evaluate provision through:

- Parent and pupil feedback
- Progress and attainment data
- Intervention tracking
- Planning and work scrutiny
- Governor monitoring
- Comparison with local and national SEND outcomes

Enabling Pupils with SEND to Engage in All Activities

We ensure inclusion in:

- Breakfast and After-School Clubs
- School trips and residential
- Extra-curricular activities
- Whole-class and group learning

Risk assessments ensure safety and accessibility.

Supporting Emotional and Social Development

Support includes:

- Class teacher pastoral care
- MHST therapeutic service
- Drawing and Talking
- AllChild support
- Small-group and individual emotional support
- Behaviour support plans
- Emotional Literacy and regulation strategies
- Calm spaces indoors and outdoors
- Attendance monitoring and support

External agencies may be involved where appropriate.

Involving External Agencies

We work with a wide range of professionals, including:

- Educational Psychology
- BOAT
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy
- Hearing and Visual Impairment Services
- Pediatricians
- Social Care
- Brent SENDIAS
- Brent Carers Centre

- NHS services

Where needs are significant and complex, we may request an **Education, Health and Care Needs Assessment**.

The school is committed to promoting the emotional wellbeing, mental health and social development of all pupils, including those with SEND.

Support may include:

Pastoral support from class teachers and senior leaders

Social skills interventions

Emotional literacy programmes

Nurture and wellbeing support

Access to specialist services where appropriate

Individual behaviour support plans where required

The school takes a proactive approach to preventing bullying, including disability-related bullying. Pupils are encouraged to report concerns and staff respond promptly to ensure that all pupils feel safe, valued and included. Anti-bullying education is embedded within the curriculum and wider school culture.

Support for Looked After Children with SEND

The school recognises that children who are looked after may have additional vulnerabilities and support needs. Where a pupil is both looked after and has SEND, close collaboration takes place between the SENCO, Designated Teacher for Looked After Children, carers, social workers, health professionals and other relevant agencies.

Provision is carefully planned and reviewed to ensure educational progress, wellbeing, attendance and inclusion are effectively supported. The views of the child are central to planning and decision-making processes.

The Local Offer

Brent's Local Offer provides information about services available for children with SEND.

Website: <http://www.brent.gov.uk/localoffer>

St Mary's supports families to access the Local Offer and contributes to its development.

For more information for Brent SENDIAS <https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendias>

For more information for Brent Carers Centre <https://brentcarerscentre.org.uk/contact-us/>

Supporting Pupils with Medical Conditions

In line with statutory guidance *Supporting Pupils with Medical Conditions (2014)*, we:

- Create Individual Healthcare Plans
 - Train staff to meet medical needs
 - Store and administer medication safely
 - Work with health professionals
 - Ensure pupils with medical needs are fully included in school life
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Admission Arrangements for Disabled Pupils

Under the Equality Act 2010, we do not discriminate against disabled pupils.

We make reasonable adjustments to ensure equal access to:

- Admissions
- Education
- School activities

We work with families to plan support before admission.

Accessibility of the School Environment, Curriculum and Information

The school is committed to ensuring equitable access to education for all pupils. While some areas of the site may present physical accessibility challenges, the school works proactively with families, the Local Authority and external professionals to identify and implement reasonable adjustments wherever possible. Access arrangements are considered on an individual basis to enable pupils with SEND to participate fully in school life, learning opportunities and extracurricular activities in accordance with the Equality Act 2010.

Our **Accessibility Plan** covers:

Physical Environment

- Ground-floor access
- Improved lighting and acoustics
- Adaptations where possible

Curriculum Access

- Differentiated teaching
- Assistive technology
- Adapted resources

Information Access

- Large print
- Visual supports
- Alternative formats on request

The Accessibility Plan is available on our website.

How We Secure Equipment and Specialist Resources

We use:

- The school's delegated SEND budget
- Top-up funding where appropriate
- Local Authority specialist equipment services
- Recommendations from external professionals

Decisions are made through the Assess–Plan–Do–Review process.

How the Governing Body Secures Expertise and Training

The Governing Body monitors the effectiveness of SEND provision and fulfils its statutory responsibilities through regular review of provision, outcomes and policy implementation.

The Governing Body:

- Monitors SEND provision
- Ensures staff receive appropriate training
- Allocates resources for SEND
- Reviews SEND data and outcomes
- Works with the SENDCo to identify training needs

The governor responsible for SEND is **Ms Lucky Enekeme**.

Complaints about SEND Provision

Parents and carers who have concerns regarding SEND provision are encouraged to discuss these initially with the class teacher and/or SENCO. If concerns remain unresolved, they may be referred to the Headteacher and subsequently through the school's published Complaints Policy.

Independent advice and support are available through the Local Authority SEND Information, Advice and Support Service (SENDIASS).

Report Review

This report will be reviewed and updated in September 2027