



Special Educational Needs (SEN) Information Report

Approved by:

Date: 12/11/2024

Full Governing Body

Last reviewed on:

04/12/2023

Next review due by:

12/11/2025



St. Mary's CofE Primary

'Learning for Life'

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website:

<https://www.stmarysbyfleet.surrey.sch.uk/page/?title=Policies&pid=31>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment



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2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Georgie Tongue.

She has been in this role since September 2022 and has worked as a qualified teacher in Reception, then as a Special Educational Needs teacher in specialist schools for 16 years.

She has achieved the National Award in Special Educational Needs Coordination. She has had training in specialist communication approaches such as Makaton, PECS, PODD, Intensive Interaction and teaching approaches such as TEACCH.

She works 4 days a week (Monday, Tuesday, Wednesday and Friday).

SENCO Support

Mrs Tongue has support from Mrs Burley for 6 hours per week across 3 afternoons.

Mrs Burley has worked at St Mary's for over 10 years, after originally helping as a parent volunteer. Helen works as a SEND Support Assistant in the mornings in Year 2.

Miss O'Brien (Year 2 class teacher/ SLT) also supports the SENCO with implementing the SEND Policy and SEND support procedures in the curriculum and classroom.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching Assistants (TAs)

We have a team of 30 Teaching Assistants, including 2 higher-level teaching assistants (HLTAs) who are all trained to deliver SEN provision.

Our Teaching Assistants are trained to deliver interventions such as Handies, Attention Autism and Phonological Awareness.

In the last academic year, TAs have been trained in PDA, Autism, Positive Touch and strategies to support children with needs related to Communication and Interaction, SEMH and Cognition and Learning Needs.

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- STIPs (Specialist Teachers for Inclusive Practice)
- Freemantles Outreach Teachers
- Physical Advisory Teachers
- GPs or Paediatricians



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- › School Nurses
- › Child and Adolescent Mental Health Services (CAMHS)
- › Mindworks
- › Education Welfare Officers
- › Social Services and other LA-provided support services
- › Voluntary sector organisations such as Eikon

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your class teacher by emailing the school office on info@stmarys-byfleet.surrey.sch.uk

They will pass the message on to our SENCO, Mrs Tongue, who will be in touch to discuss your concerns.

If you do not hear from the SENCO and need support, you can contact her directly on senco@stmarys-byfleet.surrey.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record. You may request a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All of our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This includes their reading, writing, maths, fine or gross motor skills, interaction or emotional regulation.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. When they identify a gap, they will give the pupil the support they need in the classroom to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher(s) to see if



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there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a Speech and Language Therapist, an Educational Psychologist, or a Paediatrician.

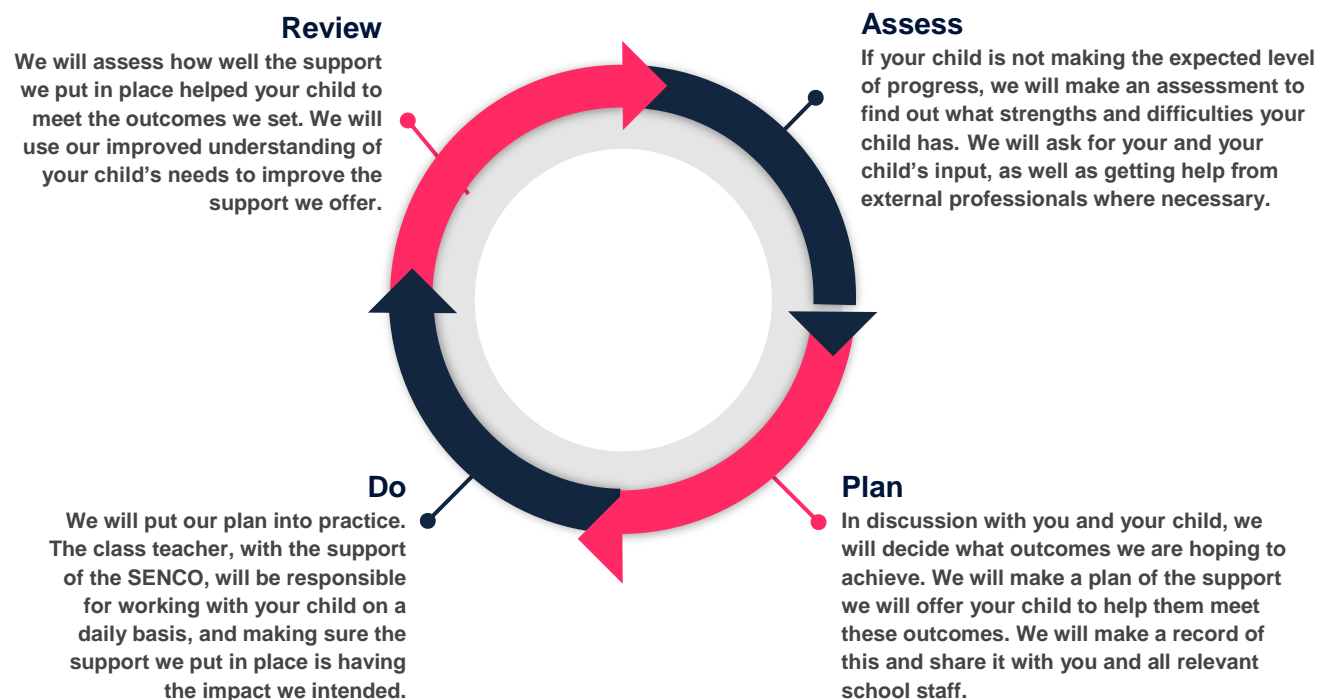
Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need SEN support, their name will be added to the school's SEN register and you will be informed of this in writing. The class team will work with your child to create a One Page Profile and termly individualised SARRS targets. If it is felt a full Surrey SEND Support Plan needs to be created, you will be invited to a meeting to share your views.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.



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This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at least twice a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We also want to make sure you have a full understanding of how we're trying to meet your child's needs so that you can provide insight into what you think would work best for your child.

We want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

Every effort will be made to ensure that communication is as open and honest as possible to support families of children with SEND.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you may request a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, by emailing the office on info@stmarys-byfleet.surrey.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice survey



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8. How will the school adapt its teaching for my child?

Your child's teacher(s) is/are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a child-by-child basis to make sure the adaptations we make are meaningful and have an impact.

These adaptations include:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson etc.
- Adapting our teaching style, recognising individual children's needs, for example, giving longer processing time, pre-teaching of key vocabulary, scaffolding tasks, reading instructions aloud etc.
- Adapting our resources and staffing
- Using recommended aids, such as chrome books, coloured overlays, visual timetables, larger font, etc.
- Teaching Assistants will support children on a 1-to-1 basis when they are unable to work on their individual targets, or access the learning, alongside their peers. They will also work with a child if an intervention they are doing can only be carried out in a 1:1 setting.
- Teaching Assistants will support pupils in small groups when children need additional support or scaffolding to make the targeted progress and this could not be achieved within a whole class setting. Some interventions must be carried out in small groups to be effective.



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We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Now-Next Board Visual Timetables Social Stories Comic Strip Conversations Attention Autism Freemantles Outreach (referral needed) Indoor Buddies and Social Skills groups Ear Defenders Sensory Circuits Sensory Room Zones of Regulation
	Speech and language difficulties	Speech and Language Therapy (referral needed) ELKLAN Zones of Regulation
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing Slope Pencil Grips Handies Mindmaps Coloured Overlays Nussy Numbots Number Box Mastering Number Monster Phonics
	Moderate or severe learning difficulties	Over-Learning Multi-Sensory Approach Adapted Curriculum Adapted Resources



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Social, emotional and mental health	ADHD	Screens for Distraction Wobble Cushions Fidget Tools Chair Bands Ear Defenders Sensory Circuits Sensory Room
	Adverse childhood experiences and/or mental health issues	Nurture Group ELSA Counselling Therapy Dog Home-School Link Worker Play Therapy Nature-Nurture curriculum Lego Therapy
Sensory and/or physical	Hearing impairment	Use of Visuals Makaton Sensory Advisory Teacher for Hearing Impairment (referral needed)
	Visual impairment	Multi-Sensory Approach Adapted Resources Advisory Teacher for Visual Impairment (referral needed)
	Multi-sensory impairment	Multi-Sensory Approach Adapted Resources Advisory Teacher for Multisensory Impairment (referral needed) Sensory Room



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	Physical impairment	Physical Advisory Teacher (referral needed) Physiotherapy (referral needed) Occupational Therapy (referral needed) Specialist Seating Specialist Equipment
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These interventions are part of our contribution to Surrey's Local Offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half-termly or termly, depending on the intervention
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Termly pupil progress meetings between the class teacher, SLT and SENCO
- Holding an annual review (if they have an Education, Health and Care (EHC) Plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More Teaching Assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this and we have exhausted all the support available in the Local Offer, we will seek further funding from our local authority by applying for an EHCP (Education, Health and Care Plan).

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.



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All pupils are encouraged to go on our school trips, including our residential trips in Years 4 and 6. Individual risk assessments will be carried out to support this and pre-visits for residential can be arranged with the SENCO.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- All children are warmly welcomed to apply for a place at the school.
- Prospective pupils with a disability or SEN but without an EHCP, should follow the Surrey Admission Process which is detailed here:
<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/primary-junior-and-infant/apply>
- Places for prospective pupils with an EHCP should follow the SEND Admissions Process detailed here: <https://www.surreycc.gov.uk/schools-and-learning/schools/admissions/child-with-a-ehcp>
- St Mary's School's oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational need. We are happy to arrange individual tours for prospective pupils and their parents/carers to answer any questions and enable parents to make informed decisions.

13. How does the school support pupils with disabilities?

- We ensure equal opportunities for pupils with disabilities and aim to identify and remove barriers to learning as quickly as possible.
- We may work with a multi-disciplinary team to enable us to do this effectively.
- St Mary's School is all on one level without any stairs. There is a disabled toilet in the reception area.
- The school's accessibility plan can be found in the policies area of St Mary's School website. This plan outlines the measures we are taking including ensuring that:
 - Staff training needs are continually reviewed and planned for
 - A wide and varied curriculum is accessible to all pupils
 - Reasonable adjustments are always put in to place where needed
 - Pupils receive communication in an accessible format
 - Pupils are taught ways to communicate so each and every pupil has a voice, which is listened to
 - Technology and equipment are used to maximise independence
 - Risk assessments review the accessibility of the school and grounds to ensure accessibility for all



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14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part pupil groups within the school such as Play Leaders, Eco-Leaders, Collective Crew etc.
- We listen to the views of pupils with SEN through annual reviews, surveys, interviews and informal check-ins
- We run a Nurture Club and a Woodland Buddies club at playtime for pupils who need extra support with social or emotional development
- Pupils with SEN are able to access, as needed, Play Therapy, ELSA, Counselling and the Home-School Link Worker
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring staff training is up-to-date so all staff feel confident in recognising, recording and responding appropriately to incidents of bullying

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Send transition booklets home with visuals and photos of the new classroom and staff to those pupils who find managing change difficult

Between schools

When your child is moving on from our school, we will share any SEND paperwork with the new school SENCO and pass on anything they need to know for a successful transition.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support or have an EHCP.

Pupils will be prepared for the transition by:

- Meeting with key staff
- Visiting their new school
- Learning how to get organised independently
- Plugging any gaps in knowledge



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16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Chambers, our Headteacher and Designated Teacher for Looked-After Children, will work with Mrs Tongue, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should be made to the class teacher in the first instance. This will then be escalated to the SENCO.

If you are not satisfied with the school's response to your concerns and you wish to make a complaint, please make an appointment to see the Headteacher, Mrs Chambers. In some circumstances, this right also applies to the pupil themselves. The SEND Governor may be consulted by the Headteacher. A committee of the Governing Body may be convened to hear the complaint.

If the concern or complaint has not been resolved at this stage, Surrey County Council may be contacted. Surrey County Council's 'A Brief Guide to School Complaints' can be found on the website. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In Surrey, this service is provided by a private company called Global Mediation who can be contacted on 0800 064 4488.

Please note that disputes relating to appeals for statutory assessments may be referred to The Disability and Special Needs Tribunal Advice and information can be found on Surrey's website in respect of appeals.

Advice for parents is also available through:
Surrey SEND Information, Advice and Support Service



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Third Floor, Consort House,
5 - 7 Queensway
Redhill
Surrey
RH1 1BY
Tel: 01737 737300
Website: www.sendadvicesurrey.org.uk

First-tier Tribunal (Special Educational Needs and Disability)
Website: www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability
Email: send@justice.gov.uk
Telephone: 01325 289350

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. If you want more information or have concerns, please arrange to see your class teacher or Mrs Tongue – the SENCo - via the school office.

To see what support is available to you locally, have a look at Surrey's Local Offer. Surrey publishes information about the local offer on their website: <https://www.surreylocaloffer.org.uk>

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisations are:

[SEND Advice Surrey](http://www.sendadvicesurrey.org.uk) <http://www.sendadvicesurrey.org.uk>

Local charities/schools that offer information and support to families of children with SEND are:

- › [NAS Surrey Branch](#) |
- › [Home - Family Voice Surrey](#)
- › [Contact: the charity for families with disabled children](#)
- › [Parents Mental Health Support | Advice for Your Child | YoungMinds](#)
- › [Surrey Positive Parenting Service | Barnardo's \(barnardos.org.uk\)](#)
- › [Freemantles Outreach - Training for Parents and Carers \(freeoutreach.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)



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19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages