



SEND Information report

Investing in the uniqueness of each individual.

“I am fearfully and wonderfully made”

Psalms 139 v 14

Named SENDCos	Mrs S Cox
Academic year	2026-2027
Status	Draft for Academy Council approval
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Contact	MASCOX@stmaryscephprimary.co.uk

1. Welcome to SEND at St Mary's

At St Mary's CE Primary School, we believe every child is unique, valued and entitled to achieve their full potential. Inspired by our Christian ethos, we are committed to creating an inclusive environment where all pupils feel safe, respected and able to thrive academically, socially, emotionally and spiritually.

Children learn in different ways and may require different types and levels of support throughout their education. Through high-quality teaching, effective adaptations, personalised support and strong partnerships with families, we aim to ensure every child receives the right support at the right time.

This report explains:

- How we identify and assess SEND.
- How we support pupils with SEND.
- How parents and carers are involved.
- How pupils are involved in decision-making.
- How we work with external agencies.
- How families can access further support and advice.

This report should be read alongside the school's SEND Policy, Accessibility Plan, Admissions Policy and other related policies.

2. Key Contacts

SENDCo

Mrs Sarah Cox

St Mary's CE Primary School
The Green
Longnewton
TS21 1DL

Telephone: 01642 581716

Headteacher

Mrs Tasmin Ferris

Telephone: 01642 581716

Email: office@stmaryscephprimary.co.uk

Concerns About Your Child

If you have concerns about your child's learning, progress, wellbeing or development, you should first speak to your child's class teacher. The class teacher knows your child best and will discuss any concerns and next steps with you.

3. What Kinds of SEND Do We Support?

As a mainstream primary school, we support children across the four broad areas of need identified within the SEND Code of Practice.

Communication and Interaction

This may include:

- Speech, language and communication difficulties.
- Autism Spectrum Condition (ASC).
- Social communication difficulties.

Support may include visual aids, communication strategies, structured routines and specialist advice.

Cognition and Learning

This may include:

- Moderate learning difficulties.
- Dyslexia.
- Dyscalculia.
- Dyspraxia.
- General learning difficulties.

Support may include adapted teaching, small group interventions, assistive technology and targeted programmes.

Social, Emotional and Mental Health (SEMH)

This may include:

- Anxiety.
- Mental health difficulties.
- Emotional regulation needs.
- Attachment difficulties.
- Social interaction difficulties.

Support may include work with trusted adults, wellbeing interventions and support from the school's Mental Health Lead.

Sensory and/or Physical Needs

This may include:

- Hearing impairment.
- Visual impairment.
- Physical disabilities.
- Sensory processing difficulties.

Support may include specialist equipment, adapted resources and environmental adjustments.

A child may have needs in more than one area and support is always based on the individual child rather than a diagnosis or label.

4. How Do We Identify and Assess SEND?

We use a graduated and responsive approach to identifying SEND. Early identification is essential in ensuring pupils receive appropriate support.

Identification may be informed by:

- Teacher assessment and observations.
- Progress and attainment data.
- Parent concerns.
- Pupil voice.
- Attendance and wellbeing information.
- Information from previous educational settings.
- Advice from external professionals.

A pupil may be identified as requiring further assessment if they are making less than expected progress, including where they:

- Progress more slowly than peers from the same starting point.
- Fail to match previous rates of progress.
- Do not close attainment gaps.
- Show widening attainment gaps over time.

We recognise that behaviour can sometimes communicate an unmet need and seek to understand the reasons behind any difficulties a child may be experiencing.

5. What Happens if My Child Requires SEND Support?

We follow the graduated approach of:

Assess

We gather information about strengths, needs, barriers to learning and previous support strategies.

Plan

Outcomes are agreed in partnership with parents, staff and, where appropriate, the child. Appropriate provision is identified and review dates established.

Do

Support is implemented by school staff. The class teacher remains responsible for the child's progress and development.

Review

Progress and impact are reviewed. Provision may continue, change or cease depending on outcomes achieved.

Parents and pupils are involved throughout this process.

6. What Support Might My Child Receive?

Provision is tailored according to need and may include:

- High-quality adaptive teaching.
- Visual supports and prompts.
- Targeted literacy and numeracy interventions.
- Precision teaching.
- Small group support.
- Pastoral and emotional support.
- Social skills development.
- Sensory strategies.
- Assistive technology.
- Specialist equipment.
- Additional adult support where appropriate.

All support is regularly reviewed to ensure it remains effective.

7. How Is the Curriculum Made Accessible?

All teachers plan lessons so pupils with SEND can access a broad, balanced and ambitious curriculum alongside their peers wherever possible.

Reasonable adjustments may include:

- Adapted teaching approaches.
- Visual supports.

- Modified resources.
- Alternative recording methods.
- Additional processing time.
- Specialist equipment and technology.

The school's Accessibility Plan outlines how access to the curriculum, information and physical environment will continue to be improved.

8. How Do We Support Wellbeing and Emotional Development?

We recognise that wellbeing and emotional health are fundamental to learning.

Support may include:

- Access to trusted adults.
- Emotional literacy work.
- Social skills support.
- Nurture approaches.
- Therapeutic interventions.
- Support from the Mental Health Lead.
- Family support and liaison.

We seek to understand and remove barriers which may affect attendance, wellbeing and engagement in learning.

9. How Will We Know if Support Is Working?

The impact of provision is reviewed through the Assess, Plan, Do, Review cycle. [\[](#)

We monitor:

- Academic attainment and progress.
- Personal outcomes.
- Attendance.
- Behaviour.
- Wellbeing.
- Independence.

- Pupil voice.
- Parent feedback.

Pupils receiving SEND Support will normally have reviews with families at least termly.

10. How Are Parents and Carers Involved?

Parents and carers are central partners in supporting pupils with SEND.

Families are involved through:

- Regular communication.
- Parent consultation meetings.
- SEND review meetings.
- Annual Reviews for pupils with EHC Plans.
- Telephone calls, emails and face-to-face discussions.

We aim to communicate clearly and work collaboratively to achieve the best outcomes for children.

11. How Are Pupils Involved?

Pupil voice is valued and actively encouraged.

Pupils are supported to:

- Share their views.
- Discuss strengths and interests.
- Contribute to targets and outcomes.
- Participate in reviews.
- Help shape support and transition arrangements.

Methods of gathering pupil voice are adapted according to age and communication needs.

12. What Expertise and Training Do Staff Have?

Every teacher is responsible for the progress and development of learners with SEND.

Staff receive ongoing training relating to:

- Autism.
- Speech and language.
- SEMH needs.
- Trauma-informed practice.
- Dyslexia-friendly approaches.
- Sensory needs.
- Safeguarding.
- Medical conditions.
- Assistive technology.

Additional training may be provided in response to the needs of individual pupils.

13. Which External Agencies Support the School?

We work closely with:

- Educational Psychology Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- CAMHS.
- Community Paediatrics.
- Stockton SEND Team.
- Specialist Advisory Services.
- Social Care and Early Help Services.

External services are involved according to assessed need and service criteria.

14. What Is an Education, Health and Care (EHC) Plan?

Most pupils with SEND have their needs met through SEND Support.

Where a child requires provision beyond that normally available from school resources, an Education, Health and Care Needs Assessment may be requested.

An EHC Plan:

- Describes a child's needs.
- Identifies outcomes.
- Specifies educational provision.
- Is reviewed annually.

Parents and pupils are involved throughout the process.

15. How Is SEND Provision Funded?

The school receives delegated SEND funding to support identified needs.

Decisions regarding provision are based on:

- Assessed need.
- Intended outcomes.
- Evidence of effectiveness.
- Best use of available resources.

Additional funding may be requested through local authority processes where appropriate.

16. How Are Pupils Included Beyond the Classroom?

Pupils with SEND are encouraged to participate fully in all aspects of school life.

This includes:

- School visits.
- Residential visits.
- Sporting activities.
- Clubs.
- Productions and performances.

- Collective worship.
- Leadership opportunities.

Reasonable adjustments are considered to support full participation.

17. How Do We Support Transition?

Transitions are planned carefully and may include:

- Additional visits.
- Transition booklets.
- Social stories.
- Meetings with new staff.
- Information sharing between settings.
- Enhanced transition arrangements where needed.

Particular attention is given to transitions into Reception, between year groups and into secondary education.

18. What Support Is Available for Families?

Stockton Local Offer

<https://www.stockton.gov.uk/send-local-offer>

Stockton SENDIASS

Independent information, advice and support for children, young people and families.

Families may also be directed to:

- Daisy Chain.
- Contact.
- CAMHS.
- Early Help Services.
- Parent support organisations.

19. What If I Have a Concern or Complaint?

We encourage concerns to be raised as early as possible.

Please follow this process:

1. Class Teacher
2. SENDCo (Mrs Sarah Cox)
3. Headteacher
4. School Complaints Procedure

Families may also seek independent advice from Stockton SENDIASS.

20. How Is This Report Reviewed?

This report is reviewed annually and updated sooner if required by:

- Changes in legislation.
- Changes in guidance.
- Changes in school provision.
- Changes in contact details.

The review process includes consultation with:

- Pupils.
- Parents and carers.
- Staff.
- Governors.

Further Information

This report should be read alongside the school's SEND Policy and other related policies.

Need this information in another format?

Please contact the school office if you require assistance understanding this report or would like it provided in an alternative format.