

ST MARY'S CATHOLIC PRIMARY SCHOOL

'Learning together in Faith and Love'



SEND INFORMATION REPORT

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This report explains how St Mary's Catholic Primary School identifies and supports children and young people with Special Educational Needs and/or Disabilities (SEND). It should be read alongside the school's SEND Policy, Accessibility Plan, Equality information and the relevant Local Offer.

Our commitment to inclusion

St Mary's Catholic Primary School is an inclusive school. We believe that every child is a valued and important member of our school community and should feel safe, respected, included and able to achieve their potential.

We recognise that children have different strengths, interests and needs. Our provision is designed to remove barriers to learning, promote participation and develop children's confidence, independence and resilience. Support is tailored to individual needs following assessment, consultation and regular review, within the resources available to the school.

We aim to identify emerging needs early and to work in partnership with parents, carers, children and relevant professionals. A diagnosis is not required for a child to receive appropriate support in school.

What is SEND?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision which is different from or additional to that normally available to pupils of the same age.

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Who should I contact about my child?

Your child's class teacher should be the first point of contact if you have concerns about your child's learning, progress, communication, behaviour, wellbeing or development. The class teacher will seek advice from the SENCO where appropriate.

SENCO: Magdalena Tusting – Magdalena.tusting@st-marys.rbkc.sch.uk

Executive Headteacher: Geraldine Hampton – geraldine.hampton@st-marys.rbkc.sch.uk

Roles and responsibilities

The class teacher

- Checks and monitors your child's progress and identifies barriers to learning.
- Plans and delivers high-quality, adaptive teaching and any additional support required.
- Works with the SENCO and relevant professionals to develop appropriate strategies and outcomes.
- Creates, implements and reviews Learning Support Plans where required, in partnership with parents.

- Ensures that staff working with your child understand and follow the agreed provision.

The SENCO

- Coordinates SEND provision across the school and supports the implementation of the SEND Policy.
- Works with class teachers, families, school leaders and external professionals.
- Ensures that parents and carers are involved in planning, reviewing and evaluating support.
- Maintains the SEND register and appropriate records of need, provision and progress.
- Coordinates Educational Psychology involvement and other specialist advice.
- Supports requests for Education, Health and Care needs assessments where appropriate.
- Supports transition between year groups and schools.

The Executive Headteacher and governors

- Ensure that the school's SEND provision is appropriately led, monitored and resourced.
- Ensure that staff receive relevant professional development.
- The SEND Governor meets with school leaders/SENCO and monitors SEND provision and outcomes.

How do we identify and assess needs?

We use a range of information to understand a child's strengths and needs. This may include classroom observation, assessment information, work scrutiny, attendance and behaviour information, discussion with the child and family, pupil progress meetings and advice from professionals.

We recognise that children's needs may change over time. Identification is therefore an ongoing process rather than a single event.

Our graduated approach: Assess – Plan – Do – Review

Assess

We gather information about the child's strengths, needs, interests and barriers to learning, including the views of the child and their parents/carers.

Plan

We agree appropriate outcomes, classroom adaptations, interventions, resources and any specialist advice needed. Where appropriate, a Learning Support Plan is written and shared with parents.

Do

The agreed provision is implemented by the class teacher and other staff working with the child. Support may be delivered in class, through a small group, individually or with advice from an external professional.

Review

Progress and the impact of provision are reviewed regularly. We consider what has helped, what has not helped and what needs to change. Parents and carers are involved in reviewing support and planning next steps.

What support is available at St Mary's?

Inclusive, high-quality teaching for all

All children should receive high-quality teaching that is adapted to their needs. This may include:

- High expectations with appropriate support and challenge.
- Clear explanations, modelling, repetition and overlearning.
- Scaffolding, chunking instructions and checking understanding.
- Visual timetables, visual prompts and practical resources.
- Flexible grouping, paired work and supported independent learning.
- Adaptations to the classroom environment, resources or recording methods.
- Support for communication, emotional regulation and sensory needs where appropriate.
- Regular assessment and responsive changes to teaching.

Additional support and interventions

Some children benefit from targeted support in addition to classroom adaptations. This may take place in class or in a small group and may be led by a teacher or appropriately trained teaching assistant. Interventions are selected according to identified need and are reviewed for impact.

Specialist advice and services

Where appropriate, we seek advice from external professionals. Depending on the child's needs, this may include Educational Psychology, Speech and Language Therapy, the Autism Advisory Team, Sensory Support, Occupational Therapy, the Child Development Service, CAMHS, Early Help, the Behaviour and Family Support Team, the School Nurse and other relevant services. Referrals and involvement of external services are discussed with parents/carers before they are made. Waiting times may vary and families may also wish to discuss health-related concerns with their GP.

How is the curriculum adapted?

Teachers plan for the diverse needs of their classes and adapt teaching, resources, tasks and expectations where necessary. Children may work with the whole class, in a small group or individually, depending on their needs and the learning intention.

Where a personalised curriculum or timetable is required, this is planned carefully with the child, family and relevant professionals. We aim to maintain access to a broad, balanced and meaningful curriculum and to promote increasing independence.

How do we measure progress and evaluate provision?

- Progress is monitored continuously by the class teacher.
- Progress is reviewed through pupil progress meetings and assessment information.
- Learning Support Plans are reviewed with parents/carers half termly.
- The impact of interventions is evaluated against identified outcomes and measures.
- Children with an EHC Plan have formal Annual Reviews in line with statutory requirements.
- Provision is adjusted when progress, need or circumstances change.

How is additional support allocated?

The school considers the needs of the whole cohort when allocating staffing, resources, training and interventions. Decisions are based on assessment information, identified barriers, progress, professional advice and available resources. Support is reviewed regularly and may change as children's needs develop.

Education, Health and Care needs assessments and plans

Some children may require provision beyond that ordinarily available through the school's resources. In such circumstances, the school or a parent/carer may request an Education, Health and Care needs assessment from the Local Authority. The Local Authority makes the decision about whether an assessment or EHC Plan is necessary.

Further information is available through the relevant Local Authority Local Offer:

www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0

How do we support wellbeing, behaviour and belonging?

We recognise that wellbeing, emotional regulation and a sense of belonging are essential for learning.

We provide pastoral support and work with families to understand and respond to children's emotional, social and behavioural needs.

We offer:

- A caring, respectful and inclusive school environment.
- Support with emotional literacy, regulation and relationships where appropriate.
- Adapted approaches to behaviour that take account of individual needs.
- Partnership with parents/carers and relevant professionals.
- Support for participation in assemblies, Masses, trips, clubs and wider school life.

How are children included in school activities?

We aim to ensure that children with SEND are included in all aspects of school life. School clubs, educational visits, assemblies, Masses and other activities are planned with inclusion in mind. Reasonable adjustments are made where necessary so that children can participate safely and meaningfully.

How do we support transitions?

We recognise that transitions can be difficult. We plan ahead and share relevant information with staff and receiving schools, with parents/carers involved wherever possible.

- Transition discussions between current and receiving staff.
- Visits, photographs, social stories or focused preparation where helpful.
- Sharing relevant records, plans and professional advice.
- Additional meetings or visits for children who need them.
- Support with transition to secondary school, including liaison with the receiving SENCO.

How do we support parents and carers?

Parents and carers are valued partners. We welcome questions, information and feedback about their child. Parents may contact the class teacher, SENCO/Head of School or Assistant Headteacher to discuss concerns, progress or provision.

If a concern is not resolved, parents should follow the school's Complaints Procedure, available through the school website.

Looked After Children and SEND

Children who are looked after and have SEND receive support according to their identified needs. The school works with the Local Authority Virtual School and other professionals to ensure that provision, progress and wellbeing are monitored.

Useful terms

Term	Meaning
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHC Plan	Education, Health and Care Plan
EP	Educational Psychologist
LA	Local Authority
LSP	Learning Support Plan
OT	Occupational Therapist
SALT	Speech and Language Therapy
SEND	Special Educational Needs and/or Disabilities
SENCO	Special Educational Needs Coordinator

Relevant staff contact details

Executive Headteacher: Geraldine Hampton – geraldine.hampton@st-marys.rbkc.sch.uk

SENCO: Magdalena Tusting – Magdalena.tusting@st-marys.rbkc.sch.uk

This SEND Information Report was sent for consultation to all parents in September 2026.