



**St. Mary's
SEND Information
Report
2025 – 2026**

Our School



Our School Vision

At St Mary's, everyone belongs.

We believe every child is special, loved by God and important.

We help all children feel safe, happy and included.

We remove barriers to learning and give the right help

We celebrate differences and help children shine as their unique

selves.

With love, peace and hope, we support every child to learn,

grow and flourish.

Meet our SENCo



The SENCo is Mr. Taylor.
His working days are Monday - Thursday.

If you would like to contact the SENCo, please call school on **0121 554 3751** to book an appointment, or email **m.taylor@fioretti.co.uk**

SENCo drop-in sessions for parents are scheduled for Monday morning (9:30am – 10:30am) - You can book a 15 minute appointment using the above contact information.





Special Educational Needs



At **St Mary's CE Primary and Nursery Academy**, we believe every child is unique and has the right to feel valued, supported and included. We are proud to be a highly inclusive school that celebrates difference and works hard to ensure all children are able to thrive, flourish and reach their full potential.

Some children may need extra help at different points in their school journey. This support is known as **Special Educational Needs and Disabilities (SEND)**.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction <i>(inc. Speech and Language, and ASD)</i>
	Social, Emotional and Mental Health <i>(inc. ADHD)</i>
	Sensory and Physical

We use a **SEND Register** to help us keep track of children who need additional or different support. This is a **working and flexible document**, not a label.

We also have a **monitoring list** for children who may need short-term support or closer observation. Being on the monitoring list does not mean a child has SEND, but it helps us ensure they get the right help early.

Children's needs can change over time, so they may be added to or removed from the SEND Register or monitoring list as appropriate.

If we feel a change is needed, we will always talk to you first.

We work in partnership with parents and carers and believe the best outcomes happen when we make decisions together.

At St. Mary's we work closely as a team and if staff have a concern about a child, they will discuss concerns with parents. We follow the Graduated Response Approach of 'Assess, Plan, Do and Review'.

Identifying and Assessing Need



At St. Mary's we use a 4-stage system for supporting children who may need additional Support:

Stage 1: Early Concern/ High Quality Teaching

In the first instance, staff can access the Ordinarily Available Guidance (January 2024) and school-specific documents to help support children's learning within the classroom under all four areas of need, as a universal approach. School Screening tools may be used to help gain an understanding of pupil's current level.

Stage 2: SENCo Referral

After a half term, if strategies implemented have not shown the expected progress the teacher will complete an Initial Concern and the pupil will be placed on the monitoring list. The teacher and SENCo will look at several options to assess whether a child needs to receive more targeted, or even specialist support.

Stage 3: SEND Register and Small Step Plans

If concerns remain, a meeting is held between the class teacher, SENCO, and parents to discuss placing the pupil on the SEND register. A Small Step Plan is created (specific pupil may also require a One Page Profile as well to capture more information). The child's status will be updated on the class profile. Additional targeted interventions and provision are implemented.

Stage 4: High Needs Support and Statutory Assessment (EHCP/SSPP)

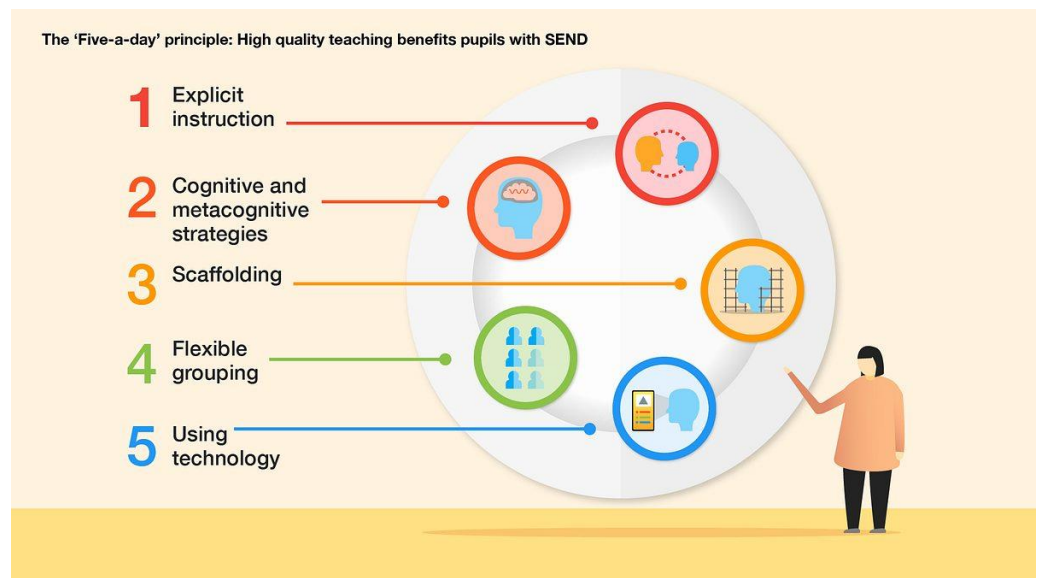
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. In some cases additional funding (top-up funding) is required to provide level of support needed by some children. In Birmingham, this includes the SEND Support Provision Plan (SSPP), a non-statutory plan that allows schools to apply for additional funding. Or, a statutory assessment request for an Education, Health and Care Plan (EHCP) may be initiated.

Our approach to teaching children with SEND



St. Mary's is an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Explicit Instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

Cognitive and Metacognitive Strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.

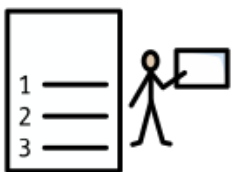
Flexible Grouping

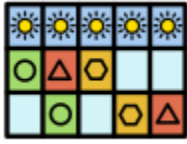
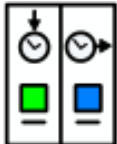


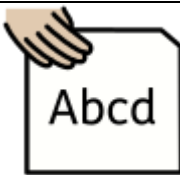
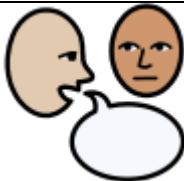






Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

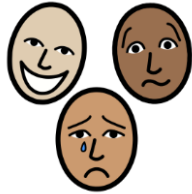


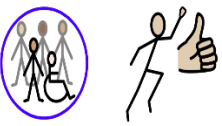



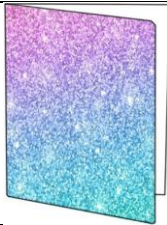
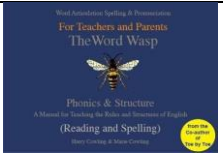






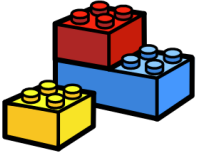
Using Technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

Curriculum adaptations and additional interventions



			
Visual timetables	Task boards	Mentoring	Assistive technology
			
Word banks	Talk partners	Peer marking	Self-assessment
			
'Fidgets'	Ear defenders	Timers	Explicit instruction

			
Emotional Literacy Support	Focus Screens	Sensory circuits	Social skills
			
Core Word program	Plus 1 and Power of 2	Toe by Toe	Sparkly Folders
			
Word Wasp	Attention Autism	Welcomm	Neli
			
Fine Motor Skills	Gross Motor Skills	Precision Teaching	Lego based intervention

Parent Consultations



At St Mary's CE Primary and Nursery Academy, we place a high value on working in close partnership with parents and carers, recognising that you know your child best and have a vital role to play in supporting their learning, development and well-being.

We are committed to building positive, open relationships with families and pride ourselves on being approachable and responsive. Parents and carers are offered formal opportunities to meet with class teachers at least three times a year to discuss progress, review support and share next steps. In addition to this, the SENCo is available through weekly SENCo drop-in sessions, providing an opportunity for informal discussions, questions or

advice. SEND-specific coffee mornings, held once a term, further support strong relationships and may be informal opportunities to connect or be co-hosted with external professionals to offer additional guidance and support.

For children with an Education, Health and Care Plan (EHCP) or a SEN Support Provision Plan, where support is required that is over and above what is ordinarily available, parents and carers are invited to an Annual Review meeting. These meetings are child-centred and celebratory, recognising achievements and progress made towards individual targets. Together, we review outcomes, agree new targets and plan next steps to ensure support continues to meet your child's needs and enables them to flourish.

Child Consultations



Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Where necessary, this is captured in Small Step Plans, One-Page profiles or pupil strategy maps.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and review progress/interventions.</p>

Evaluating Provision

- Review progress in SLT meetings and discuss next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term – Small Step Plans.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.



- Monitoring by the SENCo.
- Regularly using a tracking tool to update targets and measure progress.
- Holding annual reviews for children with Education Health Care Plans (EHCPs) and SEND Support Provision Plans (SSPPs).

Staff Training



At St Mary's CE Primary and Nursery Academy, we are committed to continual professional development and ensuring that all staff have the knowledge, understanding and skills needed to support children with SEND effectively.

At the start of each academic year, and whenever a new member of staff joins the school, we ensure that all adults are fully informed about our SEND systems, procedures and graduated approach. Staff are also given relevant information about the children they work with, so that support is consistent, inclusive and tailored to individual needs.

The Senior Leadership Team and SENDCo work closely together to regularly review and moderate needs across the school. Where areas of need or emerging concerns are identified, whole-school or targeted training is organised to ensure staff have a secure understanding of particular learning differences, barriers to learning and the most effective teaching or support strategies that can be put in place.

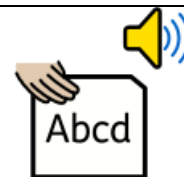
Some members of staff have received specialist training in a range of areas linked to SEND. When staff attend external courses or professional development sessions, they are given opportunities to share key learning and strategies with colleagues during staff meetings, ensuring good practice is shared and embedded across the school.



Making Sense











Colourful



Phonics



Precision

of Autism	Semantics	(catch-up)	Teaching
			
Trauma-Informed and Attachment-Aware School (TIASS)	Sensory needs	Nurture support	Speech and Language
			
Sensory circuits	Deescalation	Attention Autism (Bucket Time)	Total Communication



Transition Support

Joining Reception

Before your child joins our school, there are plenty of opportunities to engage with school. Class staff plan a transition period that includes stay and plays with parents, and then a gradual start to school.

End of Year transition

There are usually 2 transition days during the summer term, allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. We have also introduced transition sheets which include photos of the teacher, TA and school environment.

Class teachers meet with each other during the summer term to discuss the needs of individual children.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. This includes some of the secondary schools coming into school to provide workshops, as well as transition days at the secondary school.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we will arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Language, Learning and Strategic Support Team (LLSS)
- Communication Autism Team (CAT)
- Birmingham Educational Psychology Service (EP)
- School Health Advisory Service
- Speech and Language Therapy (SaLT)
- Visual and Hearing Impairment Teams (VI/HI)
- City of Birmingham School's Behaviour Support (COBS)

If the school feels that support from an external agency would benefit a child, this will always be discussed with parents and carers, and consent sought before any involvement. Following any observations or assessments, parents will be contacted, and all relevant reports and documentation will be shared and discussed.



Clubs and Trips

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

All children are encouraged and supported to go on our Educational Visits, including the opportunity to attend swimming lessons and residentials. Where it may be needed, we also liaise with parents about accompanying their child in particular circumstances.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, Head boy/ Girl, Eco Team, Sports Crew, anti-bullying ambassadors, Collective Worship Leaders etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Your first point of contact is always your child's class teacher. They are the person best placed to comment on the daily goings on in school and with regards to your child's progress.



Complaints Procedure

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCo. If they cannot solve your issue, then an appointment can be made to speak to the Deputy Headteacher or Headteacher.



Birmingham Local Offer

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENAR	0121 303 0829
School Health Advisory Service	0121 465 5457
Forward Thinking Birmingham	0121 250 1560
Child Development Centre	0121 465 1582
Birmingham Children's Trust	0121 303 1888
SEND Information Advice Support Service	0121 303 5004



Feedback from parents