



## Special Education Needs and Disabilities (SEND) Information Report 2024-2025

St Mary's Church of England Primary School and Nursery, Writhlington

- Be the best you can be -



General Information	Policies underpinning	School SENDCo:	Miss E Hamblin	Nursery SENDCo:	Miss A Teall
	SEND Policy Inclusion Policy Behaviour Policy Equalities Policy Anti-Bullying Policy Child Protection Policy	Contact	01761 434548 bhamblin@stmaryswrithlington.co.uk		
		SEND Governor	Mrs A Porter		
		Local Offer	BANES Local Offer: <a href="https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send">https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send</a> Rainbow Resource Scheme: <a href="https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/rainbow-resource-scheme">https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/rainbow-resource-scheme</a>		
Our Vision	<p>At St Mary's C of E Primary School and Nursery, we are committed to ensuring that all children are supported to reach their full potential and to "Be the Best They Can Be." We are a fully inclusive school where every individual is valued and respected. High-quality teaching for all pupils is at the heart of our practice, underpinned by research-informed pedagogy that enables all children to achieve and make progress.</p> <p>Located at the heart of Writhlington Village, we serve our local community and an increasing number of families from the neighbouring county of Somerset. We work collaboratively with schools within our Trust, Local Authorities, and a range of SEND professionals, including Speech and Language Therapists, Educational Psychologists and Occupational Therapists, to support the effective inclusion of pupils with special educational needs and disabilities within a mainstream setting. There is a strong focus on improving outcomes for pupils with SEND, both during their time at St Mary's and as they move on to the next stages of their education.</p> <p>Our vision for children and young people with special educational needs and disabilities is the same as for all pupils: that they achieve well in their early years, at school and beyond, and lead happy, healthy and fulfilled lives.</p> <p>We believe that every pupil, regardless of gender, race or disability, has the right to access a broad, balanced and ambitious curriculum. Our curriculum values the individuality of each child and supports them to achieve their full potential.</p> <p>Special educational needs and disabilities are identified at the earliest possible stage. Appropriate support is put in place promptly, and parents and carers are kept fully informed about the provision and services available. Children and young people, alongside their parents or carers, are actively involved in decisions about their support and the outcomes they wish to achieve. In line with the SEND Code of Practice (0–25 years, 2014), we place a strong emphasis on raising aspirations and improving long-term outcomes, including preparation for adulthood, greater independence and future employment.</p>				
What is SEND?	<p>A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> <li>- Have a significantly greater difficulty in learning than the majority of others of the same age</li> <li>- Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.</li> </ul>				
How do we provide for children with SEND?	<p><b>The Assess, Plan, Do and Review Cycle</b></p> <p>The SEND Code of Practice provides statutory guidance on the special educational needs system for children and young people. Schools must make reasonable adjustments to cater to the needs of pupils with SEND, and we utilise the Assess, Plan, Do and Review cycle.</p> <p>At St Mary's C of E Primary School and Nursery, we provide support and wherever possible, make reasonable adjustments for a wide range of special educational needs and disabilities (SEND). This includes, but is not limited to, children with:</p>				

	<ul style="list-style-type: none"> <li>- Communication and Interaction needs, such as Speech, Language and Communication Needs (SLCN) or Autism Spectrum Disorder (ASD)</li> <li>- Cognition and Learning needs, including specific learning difficulties such as Dyslexia, Dyscalculia, or general learning difficulties</li> <li>- Social, Emotional and Mental Health needs, including anxiety, attention difficulties, or social interaction challenges</li> <li>- Sensory and/or Physical needs, such as visual or hearing impairments, physical disabilities, or conditions requiring additional occupational therapy or physiotherapy support</li> </ul> <p>Support is tailored to each child's individual needs, and we work closely with families, teachers, and specialist professionals to ensure that all pupils can access the curriculum, make progress, and thrive both academically and socially.</p>
<b>How do we assess SEND pupils' needs?</b>	<p>All children are regularly observed and assessed to ensure they are making good progress and achieving their full potential. A child may be identified as needing additional support when:</p> <ul style="list-style-type: none"> <li>- Information is shared with us by a previous school, nursery or pre-school setting when a pupil transfers to St Mary's</li> <li>- Progress is significantly slower than that of their peers or does not match their starting point</li> <li>- The child experiences difficulties accessing learning or the wider curriculum</li> </ul> <p>Where a concern is identified, the class teacher and/or SENDCo will meet with parents or carers to discuss the child's needs and agree appropriate next steps to support the pupil. This may include targeted interventions, reasonable adjustments within the classroom, or additional monitoring.</p> <p>Teachers may also seek advice or request specialist assessments for a range of special educational needs and disabilities. Referrals can be made to a variety of external professionals and services, as appropriate. Where a child has been assessed by the Local Authority and is deemed eligible, an Education, Health and Care Plan (EHCP) will be put in place to outline the child's needs, outcomes and provision.</p>
<b>How do we involve parents and children?</b>	<p>We recognise that parents and carers play a vital role in the identification, assessment and ongoing support of children with special educational needs and disabilities (SEND). Strong, open communication ensures that children receive the most effective support possible.</p> <p>Parents' evenings are held twice a year to provide opportunities to discuss progress, celebrate achievements and raise any concerns. A written annual report is shared in the summer term, and additional meetings can be arranged at any time upon request.</p> <p>If teachers identify a need to discuss a child's education or progress, they will contact parents or carers promptly. Likewise, parents and carers are welcome to request an appointment at any time with the class teacher or SENDCo. We operate an open-door policy and actively encourage families to share any worries or concerns.</p> <p>Parents and carers are fully involved in the development, review and evaluation of support plans. This includes contributing to target-setting, reviewing progress and providing consent for referrals to external professionals and services where appropriate.</p> <p>Children and young people are also involved in discussions about their learning and support, where appropriate. They are encouraged to share their views, help set targets and express what is important to them and how they feel they can be best supported.</p>
<b>How are resources allocated?</b>	<p>Resources and staffing are allocated flexibly and deployed in response to individual pupil needs. Where additional staffing is required to provide effective support, the Headteacher will seek approval from the governing body and explore any additional funding opportunities that may be available.</p> <p>Pupil progress is carefully tracked and reviewed. As part of regular pupil progress meetings, the effectiveness of resources and provision is evaluated to ensure that support remains appropriate, targeted and effective in meeting the needs of all pupils.</p>

<b>How do we review progress and evaluate the effectiveness of provision?</b>	<p>Every teacher is responsible for the progress, attainment and inclusion of all pupils in their class. Teachers continually monitor pupils' progress and adapt their provision in response to individual needs and outcomes. This includes the use of a wide range of differentiated strategies, resources and tasks to ensure that learning is accessible and ambitious for all children.</p> <p>The school tracks and evaluates pupil progress and the impact of provision using Insight. This information is shared with the SEND Governor, and the SENDCo provides regular updates and reports to the governing body throughout the year.</p> <p>Class teachers carefully record the provision in place for individual pupils, identify who is receiving support, and monitor the progress being made. Our expectation is that pupils with SEND make progress that is in line with their peers, taking account of their individual starting points.</p> <p>Where sufficient progress is not being made, provision is reviewed promptly and adapted to ensure pupils receive effective and appropriate support.</p>
<b>How do we support transition?</b>	<p>We have a structured and supportive transition programme in place to help children with SEND move confidently between settings and phases of education.</p> <p>For pupils in Year 6, this may include individual transition visits to support familiarisation with the new environment, opportunities to meet the SENDCo and transition support staff, and, where appropriate, the allocation of a mentor or buddy whom the child can access throughout the transition period.</p> <p>If your child is due to join St Mary's and has identified SEND, the school will make contact with you to arrange a meeting with the SENDCo. This meeting provides an opportunity to discuss your child's current provision, its effectiveness, and any concerns you or your child may have prior to starting school.</p> <p>The SENDCo will also liaise closely with your child's current setting and, where relevant, the Local Authority, particularly if your child has an Education, Health and Care Plan (EHCP), to ensure continuity of support and a smooth transition.</p>
<b>How do we teach pupils with SEND?</b>	<p></p> <p>We aim to teach all children within their mainstream classroom wherever possible, ensuring that pupils with SEND are fully included in everyday learning. At times, it may be appropriate and beneficial for individuals or small groups of pupils to be withdrawn to access targeted interventions or specialist programmes.</p> <p>High-quality teaching and support at St Mary's is underpinned by research-informed practice, including guidance from the Education Endowment Foundation (EEF). We apply the EEF 'Five-a-Day' principles to support effective teaching for all learners.</p> <p>Planning is differentiated within each class to ensure that learning is accessible, appropriately challenging and inclusive of pupils with SEND during whole-class teaching and activities.</p> <p>School staff work collaboratively with a range of external professionals, including Speech and Language Therapists, Educational Psychologists, Occupational Therapists and specialist advisory teachers, where appropriate, to enhance provision and outcomes.</p> <p>Teaching and support may be delivered through a combination of whole-class teaching, small-group work or one-to-one support, depending on the needs of the child and the purpose of the activity.</p>
<b>How do we adapt the curriculum and environment for SEND pupils?</b>	<p>Our curriculum has been carefully reviewed in line with the latest national developments and guidance. It is designed to be broad, balanced and relevant, enabling all children to acquire the skills they need to succeed. We aim to support pupils in becoming confident, functionally literate and numerate, effective communicators, and as independent as possible. This is achieved within a caring and inclusive environment that promotes positive learning experiences and values the individual strengths and needs of every child.</p>
<b>What expertise and training do staff have?</b>	<p>All of our teachers are fully qualified, and many have undertaken specialist professional development to enhance their expertise in supporting pupils with SEND. Training has included areas such as Autism, ADHD, Dyspraxia, Dyscalculia, Thrive, and supporting children with medical needs including asthma, diabetes, and anaphylaxis.</p> <p>Our teaching assistants also bring a wide range of specialist skills, including speech and language support, occupational therapy techniques, social stories, ASD, global learning delay, and sensory circuits. This is not an</p>

	<p>exhaustive list, and ongoing professional development is central to ensuring that all staff remain knowledgeable, skilled, and up to date with best practice.</p> <p>In addition, this academic year, the school is proud to be participating in the PINS Project (Partnership for the Inclusion of Neurodiversity in Schools). As part of this initiative, all staff will receive high-quality continuing professional development (CPD) to enhance their skills in supporting pupils with neurodiverse needs, ensuring an inclusive and supportive learning environment for all.</p> <p>We have a named Autism Champion, Abbie Teall, who also serves as the Nursery SENDCo, providing additional expertise and support across the school.</p>
<p><b>How do we ensure children with SEND have access to all activities?</b></p>	<p>Our indoor and outdoor learning environments are designed to be inclusive and accessible to all pupils.</p> <p>Where additional facilities or resources are required, the school makes provisions and, where appropriate, seeks support from specialist services, such as physiotherapy and related equipment, to meet individual needs.</p> <p>All children are encouraged to participate in a wide range of extra-curricular clubs and activities.</p> <p>Pupils in Years 5 and 6 have the opportunity to attend residential trips to a PGL site. These trips are fully inclusive, with no barriers for children with SEND or disabilities. PGL provides comprehensive support and individualised programmes where necessary, ensuring that every child can take part and enjoy the experience.</p>
<p><b>How do we support emotional and social development?</b></p>	<p>We currently have a trained Thrive practitioner employed by the school, with training and access to the Thrive portal funded by the St John's Foundation. The Foundation supports both the practitioner and the wellbeing of pupils across the school.</p> <p>The Thrive practitioner delivers regular 1:1 and small-group sessions and supports teachers in profiling their classes to ensure that wellbeing interventions are targeted and effective. Practitioners from the St John's Foundation also work closely with class teachers and senior leaders to ensure that each child's personal targets are consistently supported across all areas of learning.</p> <p>In addition, we work with external partners to provide targeted nurture support, including the Bath Area Play Project, which runs 10-week nurture programmes, and Southside, who deliver ThINC nurture support.</p> <p>Behaviour care management plans/risk assessments are implemented for children who require additional personalised provision.</p> <p>Participation in clubs and school activities is encouraged for all pupils to support social and emotional development.</p> <p>Pupils' health and wellbeing are a top priority. Personal care is provided discreetly and with dignity, promoting independence wherever possible.</p> <p>At St Mary's C of E Primary School and Nursery, we take bullying very seriously and are committed to creating a safe, caring, and inclusive environment for all pupils. We recognise that children with SEND may be at greater risk of being bullied, as well as of exhibiting bullying behaviour, and take proactive steps to prevent this. Our approach includes promoting respect, empathy, and understanding through our curriculum and school values, as well as implementing clear behaviour policies and codes of conduct. Staff are trained to recognise signs of bullying and intervene quickly, and pupils are encouraged to speak out if they feel unsafe. We work closely with parents and carers, as well as external support services when necessary, to ensure that any concerns are addressed promptly and that all children feel safe, supported, and included. A robust safeguarding policy and clear protocols are in place</p> <p>Where children have specific health needs, we work closely with medical practitioners and families to develop healthcare plans and manage the administration of prescribed medication.</p> <p>We collaborate with a range of external professionals, including social services, CAMHS (Child and Adolescent Mental Health Service), BANES Mental Health Team, paediatricians, and Alternative Provision (AP) practitioners, to ensure that any child requiring additional or specialist support receives the help they need.</p>

<b>How does the school involve other bodies and expertise?</b>	The SENDCo accesses a range of specialist support services to ensure pupils receive the targeted help they need. These include Educational Psychology, Occupational Therapy, Speech and Language Therapy, the ASD Support Service, the Inclusion Team, the School Nursing Team, and paediatricians. Where appropriate, we can also signpost parents and carers to specialist charities and external support agencies to provide additional guidance and assistance.
<b>How do we deal with complaints?</b>	In the first instance, we encourage parents and carers to contact their child's class teacher to discuss any concerns. If further support is needed, they should contact the SENDCo or the Headteacher, Mrs Cathie Lampert. In the unlikely event that concerns remain unresolved, parents and carers can contact the Chair of Governors or follow the school's complaints procedure, which is available on the school website.