

**St Mary's Catholic Primary School, part of St Clare Catholic Multi Academy Trust**

**SEN Information Report 2026 - 2027**

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| <p><b>The person/s responsible for coordinating special needs provision</b></p>                       | <p>The school SENCO is Mrs Amanda Waind and she can be contacted on 0114 2848488 or via <a href="mailto:enquiries@st-marysgreen.sheffield.sch.uk">enquiries@st-marysgreen.sheffield.sch.uk</a></p> <p>Amanda works full time and teaches in Y3 Monday to Thursday. She dedicates Friday to the SENCO/Inclusion role.</p> <p>Amanda works closely with Mrs Alexandra Healy, the Head Teacher and Learning Mentor, Mrs Rebecca Gillies.</p> <p>Our SEND governor is Jeanette Cowley.</p> <p>The SENCO and governor with responsibility for SEND meet each term to evaluate and discuss provision and needs in school.</p>  |
| <p><b>What kinds SEND does the school cater for?</b></p>  | <p>We provide support for pupils across the four areas of need as laid out in the <a href="#">SEN Code of Practice</a> 2014:</p> <ul style="list-style-type: none"> <li>• <b>Communication and interaction</b></li> <li>• <b>Cognition and learning</b></li> <li>• <b>Social, emotional and mental health difficulties</b></li> <li>• <b>Sensory and/or physical need</b></li> </ul> <p>Provision for SEND is defined as <i>“support which is additional to or different from that which is available to all students (SEND Code of Practice 2015)”</i></p> <p>Currently we provide for children with a diagnosis of Autism, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health, Learning difficulties, Physical disabilities, Emotional &amp; Behavioural difficulties, Communication difficulties and Autism. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.</p> |
| <p><b>How many children in the school have special educational needs?</b></p>                         | <p>SEN Support – There are currently <b>32</b> children with SEN Support Status and 4 of these children have an Education Health Care Plan (EHCP) and EXSP. The other children either have an Extended Support Plan, Support Plan or detailed One Page Profile in place.</p> <p>A further group of children are also being monitored for their potential SEN, some of these have a One Page Profile and Initial Observation of Need form in place.</p>   |
| <p><b>The admission arrangements for children with Special Educational Needs and Disabilities</b></p> | <p>Children are admitted to St. Mary's in accordance with the DfE's School Admissions Code which pays particular reference to children with special Educational Needs</p> <p><a href="https://www.gov.uk/government/publications/school-admissions-code--2">https://www.gov.uk/government/publications/school-admissions-code--2</a>.</p> <p>Please see the <a href="#">Admission's Policy</a>.</p>  |

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| <p><b>Information about the school's policies for identification and assessment of pupils with SEN</b></p> | <p>Pupils are identified as having SEN and needs met through:</p> <ul style="list-style-type: none"> <li>• Information passed on from parents, Nursery or previous schools;</li> <li>• Baseline testing and progress data discussed at Pupil Progress Meetings</li> <li>• Children in Reception have a language screening assessment (NELLI) to identify any particular need a child may have in relation to vocabulary or sentence comprehension.</li> <li>• Feedback from teaching staff and their observations</li> <li>• Interventions not showing impact</li> <li>• SENCO observations and assessments</li> <li>• Referrals from and discussions with parents</li> <li>• Provision meetings with the Special Needs Coordinator (SENCO)</li> <li>• Levels of provision as indicated on the <a href="#">The Sheffield Support Grid</a>.</li> </ul> <p>This is a tool that is used to map the need and subsequent provision that a SEND pupil receives in school. The grid is divided up into the four main areas of need and then sub-categorised into more specific areas. Within each sub-category there are five levels of support, with 'one' being universal provision and 'five' being highly personalised provision, possibly including an alternative placement. After a discussion between the pupil's teacher, support staff and SENCO, a pupil may be placed in more than one area of need or sub category depending on their type(s) of need and the provision that they receive. This information is shared with the locality lead SENCO's and Local Authority for monitoring purposes.</p> <p>The SEND Policy gives more detailed information.</p> |
| <p><b>What should a parent do if it thinks their child may have special educational needs?</b></p>         | <p>If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher/s. This then may result in a referral to the school SENCO</p> <ul style="list-style-type: none"> <li>• Parents may also contact the SENCO or the Headteacher directly if they feel this is more appropriate.</li> <li>• All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.</li> </ul>   |
| <p><b>The school's approach to teaching pupils with SEN</b></p>  | <p>We strive to be as inclusive as possible at St Mary's School and treat each child as an individual, considering their specific needs. Staff have high expectations of all pupils and we have a "Growth Mind set" approach with all our pupils.</p> <p>Class teachers are responsible and accountable for the progress and the development of all pupils including pupils with SEND. Quality first teaching with appropriate differentiation/reasonable adjustments is our first priority. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.</p> <p>To achieve this they:</p> <ul style="list-style-type: none"> <li>• plan appropriate work / activities for their pupils</li> <li>• ensure that support is available for all children (inclusive 'quality first' teaching)</li> </ul>   |

- differentiate the curriculum to take account of different learning styles, interests, abilities.

Lessons are planned to include visual, auditory and kinaesthetic approaches and resources deployed are appropriate for children's needs.

Where gaps or barriers to learning are identified and additional support is required school is able, where appropriate, to provide Wave 1 (classroom) and Wave 2 & 3 (out of class/group /individualised sessions) support through various interventions.

Children who require break-out/safe spaces are given specific areas of school to access and work with adults to plan safe use of these. A bespoke timetable providing sensory breaks may be in place for some pupils.

Complex/high need children access personalised timetables (As appropriate and with the support of their parents) to better meet their needs.

Provision is agreed using the 'Assess, plan, do, review' model.

- Assess:

Data on the pupil held by the school will be collated by the class/subject teacher and if appropriate the SENCo, in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

- Plan:

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

- Do:

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. This, for some pupils, includes targets around [Preparing for Adulthood](#) which considers parents' aspirations for their child and how to develop skills across 4 areas to prepare young people for adulthood.

Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress and attainment.

- Review:

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite QFT and the delivery interventions and additional support, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to: Locality SENCOs and Locality A services, Family Intervention Service (Early Help), ASC Team, EP Service, Health Professionals, Rowan Outreach, S and L etc:

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|   | <p>N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.</p>   |
| <p><b>How do we know if your child is making progress towards their targets and how will you be kept up to date and involved?</b></p> | <p>Progress for children in Maths, Writing and Reading are monitored on a daily basis through our marking and feedback policy and their next steps through the marking and feedback from their class teacher.</p> <p>Information is fed back to parents via -</p> <p>Two formal progress meetings for parents each year and several book look opportunities for an informal chat with your child's teacher and a look through their books.</p> <p>Parents with children who are on the SEN Support register have the opportunity to meet with the SENCO and class teacher 3 times a year as part of the graduated response (as detailed in the SEND policy) where we assess, plan, do and review targets for each individual child with SEN needs, increasing or decreasing the SEN support as determined by their progress. Where appropriate additional provision is made at school to support the child with making progress towards their outcomes.</p> <p>Teachers have pupil progress meetings 3 times a year. At these meetings the Head teacher and members of SLT, class teachers and other relevant staff discuss children's progress, targets and any interventions needed. The information from this is inputted into meetings with parents.</p> <p>On a more informal basis parents are invited to join us for masses, celebration of the Word, assemblies and other activities – see annual parent planner and school calendar. There is also, in each class, regular opportunities for the children to share with parents and carers what they have been learning and show examples of work done. Parents are welcomed to support school trips and events throughout the year.</p> <p>We have an open-door policy and parents can arrange an appointment with the class teacher, SENCO, learning mentor or head teacher if necessary.</p> <p>As a school, we are continually striving for improvement. Feedback from parents is integral to this process. The school and governors regularly send out questionnaires in order to gain feedback. Where possible, this feedback is acted upon.</p> <p>We run parent workshops on various themes throughout the year. Often these are in response to feedback from parents or to give information about teaching, learning and the curriculum and/or respond to changes in the curriculum and the current needs of our learners.</p> <p>The school also uses its website, Facebook, weekly newsletter, email system and ParentPay to promote school activities, news and home</p> |

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|   | <p>learning where relevant. As part of our Catholic ethos, we are committed to encouraging links with our parish and wider community.</p>   |
| <p><b>How is my child involved?</b></p>   | <p>All pupils have the opportunity to talk with teachers on a daily basis and where possible can express their views.</p> <p>Most SEND pupils have targets on a Support Plan or within an Extended Support Plan and a few on an EHCP . These are reviewed each term. Children are invited to comment on their targets and attend the review with parents and teachers.</p> <p>Pupils also have access to our learning mentor Mrs Gillies, who they can talk to about any difficulties. Each child has up to 3 named key workers who they choose at the beginning of each new term. They can speak to their key person when needed.</p> <p>Pupil questionnaires are carried out annually and children are encouraged to share their views. Scores are collated from this and areas for development are shared.</p> <p>Other ways learners are consulted with and involved in their education are via- Marking and feedback, discussion in class throughout subjects/topics, learning partner time and house team meetings.</p> <p>Student councillors are elected each year and the pupils share and discuss topics and ways to improve school in a weekly student council meeting.</p> <p>All school trips are carefully considered to ensure all children can participate. Detailed risk assessments are conducted to ensure the health and safety of the children for such trips. Staff (through planning) and children (through play and planned activities) are encouraged to make use of all the school grounds.</p> <p>After school activities are offered and these are accessible for SEND children, with the correct amount of expertise, support and supervision.</p> |
| <p><b>How many children have met the exit criteria and no longer need this support?</b></p>               | <p>SEN can be a transient state; some children may need support for their entire time at St Mary's, whilst others may make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents to decide whether SEN is to be continued.</p>   |
| <p><b>How adaptations are made to the curriculum and the learning environment of pupils with SEND</b></p> | <p>Visual timetables and a range of other visuals are used in every classroom. Each class teacher ensures that every lesson is differentiated and scaffolded to meet the needs of every child in their class.</p> <p>For higher needs children the curriculum is adapted for their learning needs and they may also have access to more be additional support and interventions.</p>  |

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|   | <p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"><li>• Grouping pupils to target specific levels of progress/areas of need</li><li>• Differentiated resources and teaching styles e.g. giving sensory breaks</li><li>• Appropriate choices of topic that suit the learner</li><li>• Access arrangements for SATS</li><li>• Making reasonable adjustments to routines and timetables to support the pupils needs</li><li>• Limiting use of language to aid understanding</li><li>• Visual, auditory and kinaesthetic approaches to learning</li><li>• Additional adult support</li><li>• Work stations and seating and partnering to suit individual needs</li><li>• Use of Assistive Technologies</li><li>• Adapting the learning environment with use of visual symbols, simple clear language, physical support, low sensory stimulation, use of sensory resources etc.</li></ul> <p>Please see the website for more details of the provision we provide at St. Mary's and the readily available resources used in classes.</p> <p><a href="#">Provision Map</a></p>  |
| <p><b>Information about the expertise and training of staff in relation to children and young people with SEN; including how specialist expertise will be secured</b></p> | <p>We access and work alongside external services including the Educational Psychology Service, the Autism Team, Early Years, Occupational Therapists, Rowan Outreach and the Speech and Language Service and Attendance and Inclusion Team.</p> <p>We also regularly support families with Ryegate and Centenary House and other assessment appointments.</p> <p>Teachers and Teaching Assistants have high quality Continuous Professional Development (CPD) to increase their knowledge and skills. This is sometimes for individuals, groups or the whole staff. Often this is prioritised according to the needs of the cohort or training is geared around the changing needs of the children that we have in our school. We invite specialists into school to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported. We also work with other schools in the locality sharing training and liaising to support our needs.</p> <p>The SENCO is a member of the senior leadership team which means SEN is always considered as a major part of school development planning. The SENCO regularly delivers training to Teachers and TA's.</p> <p>School provision is moderated against the Sheffield SEN Support Grid. The The SENCO works very closely with the Locality A Lead SENCOs and is an active member of the Locality group which meets half termly.</p> <p>The SENCO attends locality and city training and if relevant cascades this to school staff via PDM's and in-house training.</p> |

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|   | <p>The SENCO and Learning Mentor are Trauma Informed School Practitioners. All staff have had TIS training and worked on the using a Relational Approach with pupils and their families.</p> <p>Current priorities include: Participation in the AuDHD Project with Locality A Schools, use of the AET Materials and use of Clicker, rolling out updates and training in the New SEN SSGe, updating policies and documentation, meeting regularly with the SEN governor, continuing developing use of the Birmingham Toolkit, continuing work on developing SEMH provision including the Motional Tool and training and using the PfA (Preparation for Adulthood) document to direct conversations with families and for target setting.</p>  |
| <p><b>Support that is available for improving the social, emotional and mental health of pupils</b></p> | <p>At St Mary's, we understand the importance of emotional well-being. Raising self-esteem and encouraging a positive self-image are important for children to feel good about themselves and help them to become resilient in the face of difficulties. To this end we have a part-time learning mentor: Mrs Gillies, working in school Wednesday to Friday. Like Mrs Healy and Mrs Waing, Mrs Gillies has safeguarding responsibilities and she supports the behaviour management of individual pupils. She liaises closely with the SLT and the SENCO. Mrs Gillies monitors attendance and our vulnerable pupils who have social, emotional and behavioural difficulties. She also does 1-1 work with children with behaviour needs and works with children to develop strategies to manage their behaviour.</p> <p>All staff have undergone training on the use of Relational Approaches and this underpins our interactions and relationships in school.</p> <p>The school uses Motional screening tool to assess children's SEMH needs if needed, and develop targets, activities and strategies to use with pupils. BOXALL profiles are sometimes used alongside this.</p> <p>Where a child requires a higher level of support than this school can request input from other agencies, such as Rowan Outreach, to meet an individual child's needs.</p> <p>The learning mentor works closely with lunchtime supervisors providing support during lunchtimes and training. We have Playground Leaders, Reception Buddies, Sports Leaders who help with this. Children can also join Minnie Vinnies. Our Mini Vinnies group is the primary school branch of the St Vincent de Paul Society. The Mini Vinnies' motto is 'turning concern into action.' They meet regularly to organise and discuss how to help others in need in our school community and beyond. As members of Mini Vinnies, they promise to make a difference in their world.</p> <p>Every class has a Zones of Regulation Check in Station and pupils check in there several times a day. Staff monitor children's day to day feelings through this. Calm corners and Regulation Stations (areas and tools) feature in most classrooms. The "Starfish Room" sensory space is available to use as needed.</p> |

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|   | <p>All children choose up to 3 Key Workers a term that they have as additional Emotional Available Adults to share with and talk to if needed about how they are feeling.</p> <p>Emotional literacy is further developed and enhanced through the use of a wide range of stories and children’s literature.</p> <p>Achievements in and out of school for music, arts and sports are recognised and celebrated on our newsletters and celebration.</p> <p>Every class have opportunities for circle time sessions mainly through our RE Curriculum ad RSHE Curriculum. This provides an opportunity for children to discuss their any issues, feelings and emotions. In addition to this there is a weekly Catholic Social Teaching (CST) / RSHE / PSHE assembly led by Mrs Waind. This covers aspects of RSHE, PSHE and CST and reinforces class work and themes throughout the year e.g. Black History Month, Anti-Bullying week, Gender Stereo typing and Disability awareness.</p> <p>We teach RSHE using the Ten:Ten Scheme of work.</p> <p>We have numerous whole school and class based systems in place to recognise, celebrate and reward good behaviour and good learning.</p>   |
| <p><b>How and when school evaluates the provision for learners with SEN</b></p> | <p>The school follows the requirements in the Special Educational Needs and Disability Code of Practice (2014) and will use best endeavours to ensure that a child with SEND gets the support they need to make progress.</p> <p>The designated teacher (SENCO) is responsible for co-ordinating the SEND provision across the school along with the SLT and class teachers. The SENCO and class teacher will communicate with parents to ensure they are fully involved in discussions about support for their child.</p> <p>School evaluates intervention programmes, progress against targets and tracks pupil progress every term. We have termly pupil progress meetings and governor SEN and Head teacher reports. We regularly review the impact of the work we do through this monitoring as well as observations and feedback from staff and pupils.</p> <p>Use of <a href="#">The Birmingham Toolkit</a> for children with Cognition Needs enables us to track small step progress and set targets.</p> <p>The Birmingham SEN Toolkits are a set of resources to support the identification, provision and tracking progress for pupils with cognition and learning difficulties who are working significantly below the level of their peers.</p> <p>Parent questionnaires are completed to gather views from all parents and feedback is taken at SEND review meetings from parents and learners.</p> |
| <p><b>What are the arrangements for</b></p>                                     | <p>We recognise transition to Primary and Secondary School can be a very stressful time for our children and families so we work hard to ensure it is a</p>   |

**supporting children in moving between phases of education and preparing for adulthood?**

smooth as possible. Robust transition arrangements are in place between each phase of education and involve consultation with children, parents, staff and if required external agencies.

St. Mary's hosts a toddler group which is a fabulous opportunity for potential new starters to familiarise themselves with staff and the school and feel part of the St. Mary's community. This sometimes involves link ups with classes in school e.g. Singing Assembly so that families can feel welcomed and included in our school even before starting it.

On starting school in Reception, St. Mary's offer several parents' meetings for new parents which cover aspects of the curriculum, routines, uniform, and provision and introduce parents to staff and the Reception classroom. The children have visits to the school in the Summer term before they start to familiarise themselves with the classroom and meet the staff. Staff from school visit nursery providers to meet the new children and share information. Staff from school attend summer reviews for SEND pupils at their nursery settings.

In the summer term before the Reception children start school the class teacher and either the Learning Mentor or SENCO conduct home visits to meet the child in a familiar environment.

We hold move up days in the Summer term so that the pupils move up as a class to their new classroom for the day and get to know the teacher before they start the new academic year.

Transition meetings are held amongst teachers so that individual pupils are discussed. SEND details will be passed on and information on pupils' needs and strengths are shared. Summer reviews are attended, wherever possible, by the next teacher to facilitate smooth transition.

Parents have an opportunity to meet the teacher and ask any questions about the new year group at the first parents evening held in September time.

On leaving Year 6, the Year 6 teacher and SENCO and/or Learning Mentor, liaise with the secondary schools and pass on SEND information on individual pupils. Again, there are move up days and extra visits may be arranged according to the needs of the pupil.

Secondary staff visit school and liaise with the pupils, running lessons on our site or simply meeting the children and then meeting the class teacher and/or SENCO to discuss the pupils who are leaving. Secondary staff are invited to our setting to attend reviews in the Summer terms.

Our main feeder secondary schools are Notre Dame, Ecclesfield and Stocksbridge.

For children joining St. Mary's at other points of the year or at different

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|  | <p>points in their schooling a home visit will be carried out by staff, a visit to school arranged and liaison between the previous school occurs to gather information to support the transitioning child and family.</p>  |
| <p><b>How accessible is the school environment?</b></p>            | <p>The school has wheelchair access and disabled toilet facilities. The building is in part, two storeys. If necessary year groups can swap classrooms to accommodate learners. This has happened in the past when pupils have had a physical difficulty in order to avoid the upstairs classrooms or to accommodate larger cohorts of pupils.</p> <p>The school is fully secure. There is a perimeter fence around the yard, playground and field. Security gates and door fobs are in place. There is a small tarmacked yard which is regularly used by FS 2 and KS 1 children.</p> <p>The school has a Faith Forest which is utilized as an outside classroom, prayer space and space to reflect. This is currently being developed for playtime use as a liturgical prayer and roleplay space.</p> <p>Each classroom has a visual timetable in use and various aids to support learners. Specialist equipment for individual children is accessed from outside agencies as and when needed.</p> <p>Our inside space is limited, but used as effectively as possible by staff.</p> <p>Please see the <a href="#">School's Accessibility Plan</a> for further details</p> |
| <p><b>Pupils with medical needs</b></p>                            | <p>If a pupil has a medical need then a detailed care plan is compiled with the SENCO and following advice of the relevant medical professionals in consultation with parents/carers. These are discussed with staff working with the pupil. Where necessary and in agreement with parents/carers medicines are administered in school.</p> <p>In the school there are paediatric first aiders/general first and these staff are on duty on playgrounds during lunch and playtime breaks.</p>   |
| <p><b>What specialist services are accessed by the school?</b></p> | <p>Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. School has excellent links with a wide range of professionals including the Locality A Lead SENCOs, CMAT SEN Group, Speech and Language Therapy, The Autism Team, Family Intervention Service (Early Help) who offer a wide range of support to families. We involve other agencies in agreement with parents and in line with the graduated response.</p> <p>We work in close partnership with parents when deciding what support to access.</p> <p>If further support is needed the SENCO, Head Teacher, and or Learning Mentor will contact the relevant agency for advice and support, make referrals and coordinate their working in school. These external agencies are used to identify a child's barriers to learning and provide advice for both school staff and parents.</p>   |

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| <b>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</b>   | If a parent/carers wishes to complain about the support that their child has been offered by the school in respect of their Special Educational Needs or Disability, we would hope to be able to deal with that informally through discussion with class teachers or the Special Needs Coordinator. If that doesn't resolve the issue there are details of our full complaint's procedure on our website. If the complaint is related to a decision concerning an EHCP, parents/carers may be able to appeal through the SEN Tribunal process. |
| <b>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</b> | The SENCO meets with the designated SEN Governor to discuss support, the impact of support and planned innovations within school on a termly basis. Furthermore, the Governing Body requires regular updates on SEN cohorts and support in termly meetings. As part of this feedback the impact of outside agencies is discussed. The school works closely with the Local Authority, discussing high needs children and the provision they require and are able to receive at St. Mary's.  |
| <b>Information on where the local authority's local offer is published.</b>  | The <a href="#">Local Offer</a> is part of the Sheffield Directory. The Local Offer has lots of advice, information and services. This supports children and young people with special educational needs or disabilities aged 0-25.  |

If further information is required please also see the school's SEND policy on the school's Website and signposted links and contact details on the SEND page of the school website.

<https://www.st-marysgreen.sheffield.sch.uk/topic/key-information>

Report due for review May 2027