

St Mary the Virgin CE Primary School and Nursery

SEND Information Report 2026-27

Introduction

Welcome to our SEND information report which is part of the Dorset Local Offer for Learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

Mr Matt Barge: Head Teacher
Mrs. Emma Board: Deputy / SENCO
Mrs Vicky Crofts: SEND Governor

If you think your child may have SEND please speak to their class teacher in person or via the school office (01747 824 446)

What kinds of special educational needs does St Mary the Virgin provide for?

Our school provides for SEN and for disability as stated in the SEND Code of Practice (2014).

Special Educational Needs:

A child or young person has special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

A **learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer as well as dyslexia and speech and language disorders.

- Children and young people with SEN without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet their needs.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
 - It would be unsuitable for the age, ability, aptitude or special educational needs of the child or young person, or
 - The attendance of the child or young person would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place within a resourced base provision or at a special school if it is considered that their child's needs can be better met in specialist provision.
- Some of the types of SEN or disability we have supported or are supporting:
 - Down's Syndrome
 - Dyslexia (difficulties with reading, spelling and writing)
 - Dyspraxia (problems with motor skills, organisation)
 - General Learning difficulties - children whose learning progresses at a slower pace
 - ADD (Attention Deficit Disorder)
 - ADHD (Attention Deficit Hyperactivity Disorder)
 - Autism
 - Cerebral Palsy
 - Speech and Language Difficulties
 - Behavioural Difficulties
 - Other physical or medical needs

How does St Mary the Virgin CE Primary identify pupils with SEN and how are their needs assessed?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, class teachers, the pupil's previous school or by the pupil themselves, regarding inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress (tracked every term)
- Observation of the pupil indicates that they have additional needs.
- Information has been passed on from an early years setting or previous school
- Use of screening assessments (e.g. dyslexia or dyscalculia)

The school's SEN policy (available on the school website) detailed information on how needs are identified. Once potential needs are identified, the school's SENCo may wish to gain additional information to support effective planning to meet a child's needs. The SENCo may then refer to a number of outside agencies to gain further assessment. This could include (but not exclusively) Speech and Language therapy, Occupational Therapy, County Behaviour Support Services and community paediatrics to determine if there are additional needs which require support and seek advice on how such needs can be met.

How are parents consulted about their child and involved in their education?

- If parents have concerns relating to their child's learning or inclusion then they should discuss this with the child's teacher at the earliest opportunity. This then may result in a referral to the school SENCo.

- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- 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.
- Parents of children with SEN will have regular termly opportunities to discuss how planned support is helping children to progress and to decide the way forward for new learning.

How does the school consult children with SEN and involve them in their education?

- Our school works to ensure that all children, including those children with SEN, take a full and active part in their education.
- The views of children with SEN are sought and incorporated into their individual support plans, both when agreeing outcomes and when reviewing progress made towards outcomes.
- Additionally, their views will be sought by the SENCo to find out how they feel about their education, what is working well for them and what they would like to see change. This information is then shared with staff who work directly with children so that provision can be tailored to support further progress.

How the progress of young people is reviewed towards outcomes and how are they and their parents involved?

- Progress for all children is reviewed against their previous attainment and for those with SEN; they are also reviewed against agreed outcomes.
- Parents are invited termly to meet with staff to discuss how their child is progressing. Parents offer their views and suggestions about how they and the school can help the child do better and to agree new actions to support this. Staff will also meet with children informally to seek their views on how they are progressing and what might help them further. The school also provides an annual report to update parents.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success/learning.

How are children supported to move onto their next setting?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- All children who begin in Shooting Stars Nursery will have settling sessions catered to their individual needs.
- Children starting in our nursery or reception class will be baselined within 3-6 weeks. Gaps are then identified and targeted.
- A planned introduction programme is delivered in the Summer term to support transfer of reception pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENCo is available to meet with parents of children who are known to have SEN to allow concerns to be raised and solutions to any perceived challenges to be raised prior to entry.
- If children are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and address any concerns which may arise.

For those children transferring to secondary:

- The school will liaise with the key staff to pass on any special arrangements or support that a child may need.
- All records will be sent to the child's new school as soon as it is confirmed that the child has been officially registered.
- If a child is particularly vulnerable the school may arrange for enhanced transition to the new school in agreement with parents and child's new setting.
- When a child has an Education, Health and Care Plan, their receiving school will be invited to attend their annual Person Centred Review.

How do staff approach the teaching of children with SEN?

- All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to children with SEN is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team and external verifiers.
 2. Ongoing assessment of progress made by children with SEN.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of children with SEN.
 5. Attendance and behaviour records.
- Children with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any barriers experienced in school to increase their access to the curriculum.
- Children's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified quickly. These children are then discussed in progress meetings that are undertaken between the class teacher and the school's senior leaders and as appropriate with the pupil themselves.
- Additional action to increase the rate of progress will be then identified and the impact of further provision will be closely monitored.
- Where it is decided during this early discussion that special educational provision is required, parents will be informed that the school considers their child may benefit/require SEN support and their partnership will be sought in order to improve attainment.
- Action relating to SEN support will require creating a Support Plan which will set out longer and short term outcomes. These will be reviewed regularly through the year with the parents and the child.
- If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Local Authority Support Services

2. Specialists in other schools, e.g. special schools.
3. Social Services
4. Health partners such as Child and Adolescent Mental Health Service
5. Speech and Language Therapists
6. Occupational Therapists

- For a very small percentage of children, 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 conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

How does the school make adaptations to the curriculum and environment for children with SEN?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and if appropriate the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or specialists.
- In addition if it is considered appropriate, children may be provided with specialist equipment or resources such as ICT and/or additional adult support. All actions taken by the class teacher will be recorded and shared with parents.

What training do staff have to provide for the needs of SEN children and how is further expertise accessed?

- St Mary the Virgin CE Primary School has a rolling programme of training and support for all our staff, based on the needs of the pupils within school. Staff may be sent on more individualised training if they are supporting a pupil with a more specific need.
- Medical training to support pupils with medical care plans is organised as needed through liaison with the school health team.
- Mrs Emma Board - BA (QTS), OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties, The National Award for SEN Coordination, Mental Health Lead / DSL
- Mrs Julie White - ELSA
- Mrs J Harney - Higher Level Teaching Assistant
- Mrs A Colohan - Parent, Family, Support Advisor
- All relevant staff have received Epi Pen / Allergy Training (September 2026)
- All staff have received basic diabetic training September 26
- All relevant staff have received training from the SENSS team for Making Sense of Autism
- All staff have attended 'Mindfulness' Training especially focusing on children with Attachment Disorder
- All staff have had Relational Practice Training

How does the school know if what they are providing is working for children with SEN?

- All children with SEN have a support plan. This is a working document and does not represent every aspect of a child but will reflect their short-term outcomes as agreed with parents and carers. These short-term outcomes feed into longer term outcomes. A child may have several support plans in a year as they progress and move on.
- The support plan will show what will happen to help a child make progress and who will help. Initial draft support plans are shared with the child and parents. Staff welcome the contributions that parents and children may make, this could include ideas about how a child might be supported at home. Equally when support plans are reviewed, parent and child's views are gained as part of the discussion on how well the child is progressing. These discussions allow all parties time to reflect and consider what is working well and what needs changing so that children make good progress from their starting points.
- In addition to regular progress and review meetings, children with an Education, Health and Care Plan (EHCP), have a formal review annually. This meeting brings together parents / carers, child and professionals. Children are encouraged to take part in this meeting as much as they are able to.

What does the school do to ensure children with SEN access a rich curriculum alongside their non-SEN peers?

- Staff aim to include all children as fully as possible in all learning and activities. This may mean that some children will require the additional support of an adult to help them within a small group. Others may need more personalised support, depending on their level of need.
- In each year group, children have the opportunity to venture further afield for day trips. As they get older, short residentials are on offer where they can stay overnight. Staff carefully choose these venues and carry out risk assessments with the needs of the children in mind. Adjustments may then be made to ensure that children get to access both facilities and activities as fully as possible.
- The school offers a range of clubs that are led by staff members and some by outside providers. Most of clubs take place at the end of the school day. They run throughout the year for the majority of each term and are open to all children. Some clubs will be more suitable for different age ranges. Vulnerable pupils are given priority and adjustments will be made to support their participation

What is provided to support SEN children who have emotional or social needs? (listening to their views and anti-bullying strategies)

- Children's happiness and self-esteem are at the heart of great learning and the school's staff understand this simple principle well.
- The school has an Emotional Literacy Support Assistant (ELSA) who works with children to boost self-esteem and help children understand how to deal with challenging emotions in a healthy way.
- If a child's behaviour puts them at risk of exclusion, the school works closely with the County's Behaviour Support Services and parents to draw up a Pastoral Support Plan (PSP) to minimise the risk of exclusion.

- Good attendance is vital for self-esteem, feeling included and making progress. The school will refer to the locality (Early Intervention Services) to support families where attendance is below expectations. We recognise those children who have good attendance in school through our regular celebration assemblies.

In what way does the school involve other agencies to support children with SEN? (early intervention/ CAF/ Social services/ LA/ Family support)

Our school's SENCo works closely with a range of outside agencies and local authority agencies in order to support the varied needs of children who have SEN. In agreement with parents the school's SENCo can refer a child to outside agencies to seek further guidance and support on meeting the child's needs.

Agencies the SENCo might refer to include:

- Speech and Language services
- Children's Social Services+
- Occupational Therapy and Physiotherapy
- Hearing and Vision Support Services
- Children and Adolescence Mental Health Services
- Community Paediatrician
- Outreach from Special School professionals
- Parenting support from the Early Intervention Team
- Home Start- parenting support
- Behaviour Support Services
- Dorset Family Partnership Zone

How does the school support children who are looked after by the local authority who have SEN?

Our school recognises that children who are "looked after" and have SEN are particularly vulnerable and need additional care and support. The school has a designated professional who looks after the interests of children who are looked after. This is the school's SENCo.

A short time after a child comes into the care of the local authority the school will work with the child, foster carers, social worker and the local authority to draw up a Personal Education Plan or PEP. This is an agreed plan of action and support which is regularly and formally reviewed to help the child make progress, feel emotionally secure and included.

Depending on a child's level of need, the plan could include access to an Emotional Literacy Support Assistant or specialist intervention from outside professionals. The school may draw on funding from the local authority to ensure that looked after children with SEN access the full range of opportunities in school and in the wider community as their peers.

Useful Contacts:

In all instances the class teacher is the first point of contact. They know the children in their care best and in most cases they can answer any concerns a parent/carer may wish to discuss. A brief chat can be had in the morning/end of school day or an appointment can be made at the school office if more time is needed. Parents are also welcome to contact the SENCO about any concerns.

Useful contact details:

Head Teacher: Mr Matt Barge
office@stmarygillingham.dorset.sch.uk
01747 824 446

SEN Governor: Vicky Crofts
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SENCO: Mrs. Emma Board
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