St Mary's Roman Catholic Primary School

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Head of School: Mrs. Abigail Goddard

Chair of Governors: Mr Jerermy Gaskell

St Mary's R.C. Primary School, Lowestoft

SEN Information Report 2026-2027

Status: Statutory Reviewed By: Local Governing Body / Headteacher/ SENDCO
This was agreed: **September 2026**. It will be reviewed in: **September 2027**

Our Mission Statement

As God's family we are STARs within a loving and thriving community, celebrating our diversity. We ignite lifelong learning where everyone becomes a positive influence on our world.

Policy Consultation & Review

This policy is available in hardcopy from the school office on request.

The policy is provided to all staff and should be read in conjunction with the following policies:

- SEND Policy
- SEND Accessibility Plan

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1. Introduction

At St Mary's, we are committed to inclusive practice and aspirational outcomes which encourage all learners to achieve their full potential, to ***'be the best that we can be for ourselves and for others'***. We acknowledge that some children will have special education needs and disabilities (SEND) at some time in their school career. We aim to provide all children with strategies for dealing with their needs in a supportive environment. This will enable all children to have equal opportunities to take part in all aspects of the school's provision, through a broad and balanced curriculum.

We deliver a broad and balanced curriculum that is relevant and differentiated which enables all pupils to make expected progress or above.

To comply with the SEND Code of Practice (May 2015) the governing bodies of maintained schools have a legal duty to publish information about the SEN provision on their school website. This information will be updated annually. This report is linked to the Suffolk Local Authority Local Offer https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page (also see ***Useful Links*** below).

At St Mary's Catholic Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled. We follow the Catholic Bishop's Conference Policy on Diversity and Equality which states that we have a duty of witness to the Gospel by striving always to be inclusive, respectful of the human dignity of all and in tune with the spirit as well as the letter of the law as well as to safeguard the Catholic ethos and identity of St Mary's.

We aim to develop a culture of inclusion and diversity in which everyone can participate fully in school life. For more information, refer to our Accessibility Plan (available on our website).

If you have any comments about our report and offer of provision please contact the following people:
Special Educational Needs and Disabilities Coordinator (SENDCO) – Mr Chris Lambert: email office@stmarysrcps.org
Executive Headteacher – Mrs Helen Armstrong
Head of School – Mrs Abigail Goddard
SEN Governor – Mr Thomas Langan

In our school, children with SEND and their families are at the heart of the decision-making process. Together we endeavour to identify their specific needs and the use a graduated approach in which we assess, plan, do and then review the provision in order to provide appropriate intervention and support for the child. We do our best to identify children with SEND at an early stage in order to be able to support and enable each child to reach their potential and thrive in our school.

The table below shows how many children we currently support (as of Summer 2026)

	Ash Class	Elm Class	Birch Class	Maple Class	Willow Class	Oak Class
SEN Support	12	8	7	6	2	9
EHCP	2	0	2	1	1	0
Total SEND	14	8	9	7	3	9

At St Mary's we currently have **153 pupils** on roll, with **50** of those on our SEND register (Summer 2026)
The percentage of those with **SEND is 32.6%**
The percentage of those on **SEN Support is 28%** which is above the **National Average of 13.6%** (2026 national data).
The percentage of children with an **EHCP is 5%** which is below the **National Average of 4.8%** (2026 national data)**.**

We provide for the following areas of Special Educational Need:

Broad area of Need	Examples
Communication and interaction	Speech, language and communication difficulties Autistic spectrum disorder/condition
Cognition and learning	Moderate learning difficulties Specific learning difficulties: eg dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health difficulties	Autistic spectrum disorder/ condition Attention deficit and hyperactivity disorder Attachment disorder Anxiety Depression
Sensory and /or Physical	Visual impairment Hearing impairment Hypermobility Motor skills

It is worth noting that children with some of these needs will experience difficulties in more than one broad area of need.

We recognise that the first step to providing for SEND is high quality classroom teaching. In our school, all teachers are teachers of SEND and have regular access to training and support in order to be able to do this. If pupils need further support we use evidence-based interventions which are monitored and evaluated regularly, at least termly. We encourage parents and families to work in partnership with us through regular meetings with class teachers and the SENCO at bespoke times to suit individuals.

2. Identification of Children with SEN

At different times in their school life a child may have a special educational need. The 2015 Code of Practice states that:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
has significantly greater difficulty in learning than the majority of others of the same age, or
has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

Where the progress of a pupil is significantly lower than their peers or fails to match their previous rate of learning,

despite high quality teaching targeted at specific areas of difficulty, it may mean the child has a special educational need. At St Mary's, we identify and assess children with SEN in a number of ways, these include:

- Discussions with parents and the pupil
- Discussions with school staff who raise concerns
- Evidence from teacher observations
- Pupil assessment and progress monitoring throughout the school year
- Liaison with external agencies

Our range of assessment tools include:

- Half termly phonics assessment
- Talkabout Wheels
- Attention Autism Assessment
- Lego Therapy Assessment
- Neli
- Social Communication Checklist
- Elklan Blank levels
- Dyslexia Screening Check - Phab2
- Dyscalculia Screener Check
- Year 1 Phonics Screening (Some pupils in Year 2)
- End of KS1 SATs (in Year 2)
- Advice from outside agencies e.g. Educational Psychologist, Advisory Support Teacher, Specialist Education Service (SES)

There may be others factors which impact a pupil's progress including absences, English as an additional language (EAL) and health problems. The school understands that these pupils are vulnerable but it does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as a pupil with special educational needs.

There are stages of support that we may give:

Monitoring: There will be a period of discussion with teachers, parents or carers, assessment of a child's strengths and weaknesses, collection of evidence and short-term monitoring to decide whether a child has a special educational need. This period is likely to be no more than a term.

At School Support (SEN Code K): A child is identified on our school management system as having a special educational need and therefore is part of our SEN register at School Support level. The child will have a SEND Learning Support Plan which identifies the actions to be taken to support the child. The impact of this support will be evaluated on a termly review cycle. Parents' and pupils' views will be sought. The class teacher and/or SENDCo will review these Learning Support Plans termly with parents ready to plan the next steps. The school will access support from other agencies through the Local Offer if needed.

If a child is at risk of exclusion, the school's **Pupil (Behaviour) Support Plan** will also be used to identify and review short term targets to support improvements to challenging behaviours.

Children with SEN who are also **Children in Care (CiC)** will additionally be supported through a **Personal Education Plan (PEP)** which is the responsibility of the Designated Teacher.

At EHCP (SEN Code E): If it is evidenced that the school cannot make sufficient provision to support a child's special educational needs (which will be complex and long standing), then a request for an assessment of needs to consider an Education, Health and Care Plan (EHCP) will be made. If the local authority agrees to issue an EHCP, it will identify a child's long term needs and will be reviewed annually to discuss the child's progress.

3. Admission and Integration Arrangements

At St Mary's, we welcome children with special educational needs and disabilities. All children in our school have full and equal access to every facet of school life.

Children with special educational needs and disabilities are assisted and supported by experienced and skilled teaching and non-teaching staff. This provision is regularly monitored and reviewed by the head teacher and governors. We work in close partnership and in a spirit of cooperation with the children's families and all relevant professionals/ agencies, both before the child joins our community and all the time that the child is with us.

4. Partnership with Parents and Children

We welcome parental involvement in all aspects of school life. We would like you to talk to your child's class teacher regularly so we can share information about their progress at school and at home. The SENCO is available to meet with you to discuss your child's progress or any concerns you may have. All information from outside professional agencies will be discussed with you, with the person involved directly or where this is not possible in a report. Personal SEN Learning Support Plans are reviewed three times a year. EHC Plans are reviewed each year.

The school will involve your child in recognizing their own strengths and needs when appropriate. Your child is asked questions about their learning and opinions about school life. They are involved with deciding on their own targets and encouraged to adopt strategies that support their learning.

Throughout the year we will be arranging SEN workshops and SEN questionnaires to gain an insight into parental thoughts on SEND at the school.

5. The Graduated Approach

At St Mary's, we endeavour to provide high quality teaching that is scaffolded and personalised to meet the needs of SEN pupils.

We aim to do this by:

- ensuring decisions are informed by the insights of the child and their parents
- setting stretching targets and having high expectations
- tracking progress towards their goals
- continually reviewing the additional or different provision that is made for them
- promoting positive outcomes in the wider areas of personal and social development
- ensuring approaches used are based on the best possible evidence and are having the required impact on progress

We will be working through a four-part cycle approach called **Assess-Plan-Do-Review**.

Assess

The class teacher will carry out an analysis of the child's needs by drawing on their own assessment and observations, asking the views of the child and their parents, considering their progress levels against national data and working with

external support services where appropriate. The SENCo may also contribute to assessments and observations for some children.

Plan
A plan will be agreed with the parents and the pupil about the support or adjustments which need to be put into place. Targets will be agreed on a Learning Support Plan which will be reviewed termly.

Do
The support will be provided and the class teacher will be responsible for the child's learning at all times.

Review
There will be a review with the teacher, child and parents to see if the required impact has been made and if the support needs to be changed. A new cycle will then begin if necessary.

6. Types of Support

Teachers are responsible for the progress and development of the pupils in their class. High-quality teaching, scaffolded for individual pupils is the first step in responding to pupils who have, or may have SEN. Your child's teacher will also put in place specific strategies suggested by the SENCO, or by visiting agencies, so that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child.

Any additional support will target the area of difficulty and may be provided in class, on a 1:1 basis or within a small group. The 'intervention' may be run by the SENCO, a teacher or a teaching assistant who is fully trained to deliver specific interventions to small groups and individual pupils. Interventions may include:

- Phonics programs - adapted to meet their needs
- Maths interventions
- Speech and Language support
- Social Skills interventions – Talkabout/Lego Therapy
- Attention Autism
- Bespoke support to target individual needs - Pixel
- Pastoral activities
- Sensory Support interventions – Sensory Circuits/regulation support group
- Neli

If the needs of a learner cannot be met via this process, and where the Local Offer has been explored, then it may be appropriate to apply for an Educational, Health and Care Plan (EHCP). Where a child has an EHCP, a review will be held annually to discuss the child's progress. The child, parents, class teacher and all other professionals involved with the child are invited to attend.

All learners have the same opportunities across the curriculum, including: extra-curricular activities and clubs. We are committed to making reasonable adjustments in compliance with the Equality Act 2010 to meet our pupil's needs.

Specialist equipment will be provided where needed, such as modified electronic equipment, writing slopes, coloured overlays and recording devices. Other adaptations to the learning environment may include the use of visual aids such as personal timetables, sensory equipment and "break out" spaces. For further information on the accessibility of the school environment please request a copy of the Accessibility Plan from the school office.

The school is accessible to children with physical disabilities via disabled access points. We ensure that equipment used is accessible to all children regardless of their needs. The school has disabled toilet facilities. All classrooms are on ground level.

7. How do we evaluate the support and interventions in place?

The targets for SEN learners are reviewed regularly at termly meetings with parents. In line with the high quality first teaching and scaffolding at our school, teachers and the SENCO are regularly monitoring the interventions in place using our Edukey Provision Mapping software, intervention forms and assessment wheels. This data is monitored by teachers, senior leaders and governors. Pupils are also asked their views about support in place.

All teachers have pupil progress meetings with the Head of School where they scrutinize the pupil progress Matrix for their class containing specific information about the progress of each SEN child. Support and interventions for these children are discussed. Where difficulties persist despite intervention, advice from other agencies may be sought with parental consent. These include Speech & Language Therapy, Specialist Education Service (SES), Mental Health Support Team (MHST), health services and educational psychologists.

8. Education, Health and Care Plans

The school or parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this from the Suffolk County Council Website (see useful links).

After the school have sent in the request to the Local Authority, it will be decided whether your child's needs require statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue to support your child seeking additional advice and support as appropriate.

After the reports have all been sent in, the Local Authority will decide if your child's needs are complex and require additional support in school to make good progress. If this is the case, they will write an EHC Plan. The EHC Plan will outline the support your child will receive from the LA and how the support should be used and what strategies should be put in place. It will also have long and short term goals for your child.

9. Staff Training and Expertise

Staff at St Mary's are trained to support children with SEN in a variety of areas. The SENCO has vast experience within a special needs setting and is a senior leader within the school. Where training needs arise, the SENCO will formally arrange training for new staff or as a refresher for existing members of staff. For some pupils we may seek advice from specialist teams through the Specialist Education Services (SES) who can be secured to provide staff with extra support and advice on methods of teaching pupils with autism or other needs. Other bodies, including health and social care bodies, local authority support services and voluntary sector organisations can also become involved where appropriate in meeting children and supporting their families.

10. Transition

At St Mary's, we understand that transition is very important time for our learners whether moving to a new class within the school, to a new key stage or secondary education provider. We work hard to provide support as children move across the phases so they can achieve their ambitions, have the best possible educational outcome and fully participate within society during adulthood.

Each Summer Term, we have transition meetings between teachers within the school. We also meet and have discussions with the SENCOs from the nurseries and pre-schools that feed into St Mary's and the high schools which our SEN children will be moving to. Familiarization visits and transition days are arranged between all stages of transition where necessary. Some pupils may require access arrangements during SATs. The Year 6 teacher, working with the SENCO, will ensure relevant arrangements are put into place.

In the case of a child who has an EHCP in place, they will have a review before moving on to high school and the SENCO of the relevant school will be invited to this meeting.

11. Emotional Support

Within our school, we are committed to helping children who may need support with their emotional and social development. St Mary's can offer pastoral support within class by class teachers or teaching assistants and have a dedicated pastoral/SEND worker in school.

If appropriate, we can also refer pupils to CAMHS (Children and Adolescents Mental Health Service).

12. Outside Agencies providing support to children with SEN

Directly funded by the school or the Multi Academy Trust	• Specialist Education Services (SES) which includes the following teams: Cognition and Learning, Communication and Interaction, SEMH, Physical and Sensory, Whole-School Inclusion and The Alternate Tuition Service (ATS).
Paid for centrally by the Local Authority but delivered in school	• SensorySupport for children with visual or hearing needs • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medicalinterventions • Parent Partnership Service (to support families through the SEN processes)
Provided by the Health Service (NHS Trust)	• School Nurse • Speech and Language Therapist • GP • CAMHS
Voluntary agencies/charities	• Links with local church support groups
External Agencies to whom we refer appropriate children.	• CAMHS • POINT 1

13. Funding for SEN

The school applies to Suffolk Local Authority for Higher Needs Funding on a termly basis for new high needs. This is used to give support to learners in school including the provision of additional adults such as our pastoral/SEND TA, additional interventions like Talkabout/Attention Autism/Lego Therapy, and accessing services such as educational psychologists and support such as the SES local offer. This funding is in addition to the notional SEN funding in the main school budget, which is used to support all SEN children.

14. Who should I talk to if I'm concerned?

The class teacher is the initial point of contact for responding to parental concerns. Where appropriate the concern will then be shared with the SENCO (Mr. Lambert) where discussions can then take place to determine the best way forward for the child.

15. What should I do if I suspect my child is being bullied?

The school recognises that children with SEN are potentially vulnerable to being bullied. Should this occur the school would adhere to the school's anti-bullying policy and procedures.

16. Have your say

This report outlines our school's provision for children with SEN. We are continually developing and reviewing our systems to improve our provision and always welcome the views of parents and carers. We recognise that the partnership of parents and carers plays a key role in enabling children with SEN to achieve their potential. If you wish to discuss any of these points further, please contact the school office to make an appointment with the SENCO. We send out an annual questionnaire for any parents of children with SEN to complete and try to respond to any issues raised as quickly as possible. This is in the Spring term.

17. Complaints

If you have any concerns regarding your child's SEN provision please contact the Headteacher or SENCO. We aim to resolve any concerns you may have in person to arrive at a mutual understanding to support your child. Please see our complaints policy for further information.

18. Useful Links

- ***St Mary's SEND Policy and other relevant policies***
  http://www.stmarysrcps.com/#!policies/c1wkn
- ***Suffolk Local Offer Explained***
  https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page
- ***Suffolk SEND Directory***
  http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannel=0
- ***Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)***
  https://suffolksendiass.co.uk/
- ***Education Health and Care (EHC) Needs Assessment***
  https://earlyhelpportal.suffolk.gov.uk/web/portal/pages/home
- ***Children and Adolescents Mental Health Service (CAMHS)***
  https://www.nsft.nhs.uk/children-and-young-people/service/child-and-adolescent-mental-health-services-camhs-norfolk-121/
- ***DfE SEND Code of Practice: 0 to 25 Years***
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

19. Glossary of Terms

ASD/ASC	Autistic Spectrum Disorder/ Autistic Spectrum Condition
CAMHS	Child & Adolescent Mental Health Service
EHC plan	Education, Health and Care Plan
EP	Educational Psychologist
SEN Support plan	Special Educational Need Support Plan
TA	Teaching Assistant
SEN	Special Educational Needs
SEND Code of Practice	The legal document that sets out the requirements for SEN

SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and Disability