



SCHOOL SEN INFORMATION REPORT 2025 – 2026

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Introduction

Welcome to our SEN Information Report (SIR) which is part of the Norfolk Local Offer for learners with Special Educational Needs and Disabilities (SEND). In accordance with the Children & Families Act 2014 and SEND Code of Practice (2014), this document sets out the ways in which our school community of staff, governors, parents/carers and pupils will identify, support and monitor children with SEND. As a school, we have a legal duty to publish this document on our school website and update it annually. We welcome your feedback and future involvement in the review process.

Most recent review: January 2026

Next review date: January 2027

SEND Governor: Mrs Jean Johnson

SENCo: Mrs Maddy Marriage

Designated Teacher for Looked After Children: Mrs Tanya Treavett

As a parent or carer, should you need to contact our SENCo, please email the office (office@st-marysbeetley.norfolk.sch.uk) or phone 01362 860114 to request an appointment. Mrs Marriage has two designated SENCo days per week. All messages will be forwarded for her attention, and she will respond as soon as she is able.

Please read our policy for more information: [SEND policy](#)

What is our approach to teaching learners, including those with SEND?

At St. Mary's Community Primary School, we are committed to supporting all children to make progress and fulfil their individual potential, including those with special educational needs or disabilities (SEND).

We value high quality teaching for all learners, and this is monitored and supported through staff professional development and training. We strive to create a learning environment which is accessible to all, to set high expectations and appropriate aspirational learning goals, and to adapt teaching to meet the needs of all pupils.

We will use our 'best endeavours' to meet the needs of our pupils in the most inclusive way we can. This includes making reasonable adjustments for disabled pupils and supporting those with medical conditions. Where we do not have necessary provision in place, we will seek advice and support from Norfolk County Council and other external services.

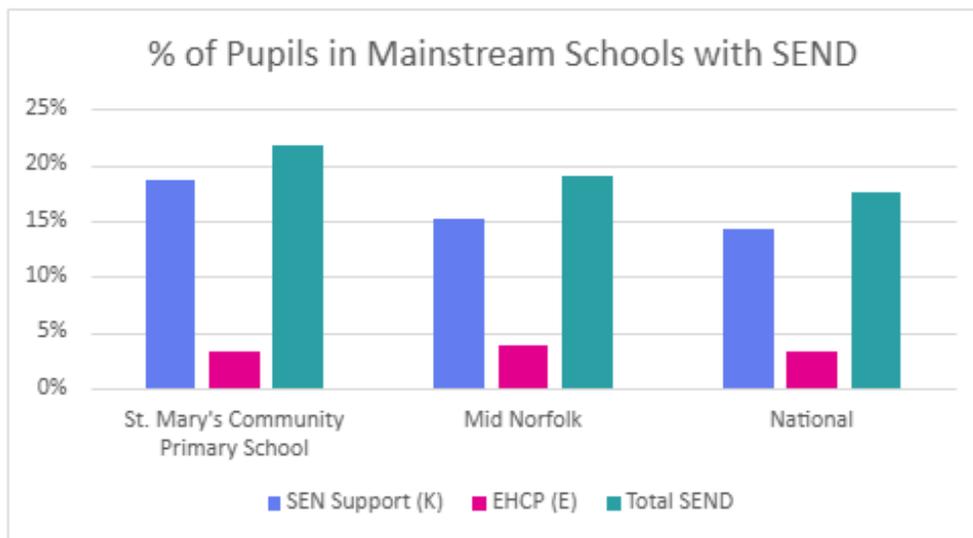
What kinds of SEND does the school provide for?

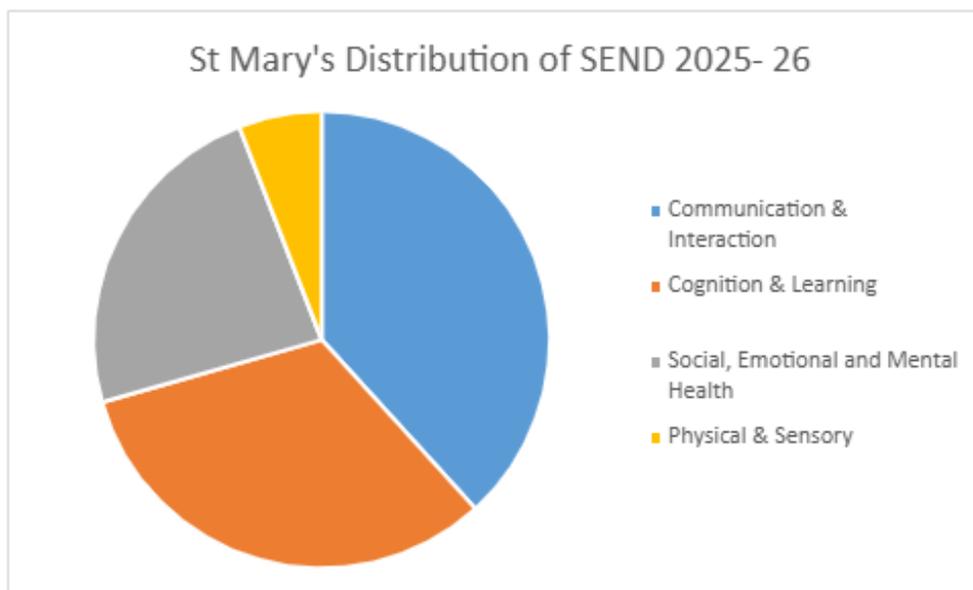
There are lots of reasons why a child may require additional help. Children with barriers to learning that require special educational provision are identified as having Special Educational Needs and Disabilities (SEND). These are categorised into **four broad areas**:

- **Communication and Interaction** – difficulties with speech, language and communication, social interaction skills, or Autism.
- **Cognition and Learning** – difficulties with working memory, processing speed, or specific difficulties such as dyslexia or dyscalculia.
- **Social, Emotional and Mental Health** – difficulties with social skills, managing emotions, the impact of trauma, and ADHD.
- **Physical and Sensory** – sensory difficulties or sensitivities, physical disabilities, hearing or vision impairment.

Support is needs-led, which means that pupils do not need a diagnosis to access support. Children may have identified SEND within one or more category.

We currently have 34 children on the SEND Register. This is 21.79% of the school which is slightly above the National average. We have 5 pupils with an Education, Health and Care Plan (EHCP) and 29 pupils at SEN Support level.





This chart represents the distribution of SEND within our school, showing the identified Primary area of need for each child on the SEND register.

How does the school identify SEND?

Concerns may be raised by class teachers, the SENCo, parents/carers, or the child. There will then be a period of time for information gathering to assess whether the child has SEND, whether there are other factors influencing progress, or whether both are true. Information gathered may include:

- Assessment data
- Contextual data
- Parent voice
- Child voice
- Screening tools
- Advice from external professionals

If a learner is identified as having SEND, they will be supported through targeted special educational provision which intends to overcome barriers to learning. We will set SMART targets and review these at least termly. This process is part of the Graduated Approach and follows an “Assess, Plan, Do, Review” cycle.

Children who have a medical diagnosis but are not receiving additional or different levels of support from that which is normally available will be placed on the Medical Needs register.

How does the school work with parents/carers of children with SEND?

We recognise that parents/carers play an integral role in their child's education and can offer valuable insight and information which can support the school in meeting a child's needs. At St. Mary's we have an 'open door policy'. Please take up opportunities to speak to your child's class teacher and/or the SENCo about their progress or any concerns.

Parents/carers are offered a termly meeting to discuss and contribute to their child's SEN Plan and targets, and completed plans will be shared by email or hard copy. Additional meetings can be requested by contacting the school office.

How does the school involve pupils with SEND in their education?

The wishes and feelings of children with SEND are central to our provision. We involve them in discussions about targets and support in an age-appropriate way. We gather their views as part of the termly review of their SEN Plan, as well as through learning walks and focus groups looking at specific aspects of the school.

What adaptations are made to the curriculum and learning environment for pupils with SEND?

Class teachers adapt teaching to ensure all children can access the curriculum. Every effort is made to find the adaptations which allow a child to fully access learning, and these are reviewed as part of the Graduated Approach.

Additional support available includes, but is not limited to:

- Personalised visual timetables and visual supports
- Emotional Literacy Support Assistant (ELSA)
- Movement breaks and sensory equipment
- Coloured overlays
- Additional adult check-ins
- A range of academic interventions delivered by Learning Support Assistants supported by the class teacher and the SENCo
- School & Community Team group work

How does the school assess and review pupils' progress towards outcomes?

SEN Support is monitored through a Graduated Approach. This means that we follow the process of Assess, Plan, Do and Review.

- **Assess:** when a child is identified as needing SEND provision, we gather information. This could include data from assessments and observations as well as discussions with parents/carers, key staff and the pupil.
- **Plan:** together we plan specific support and targets to put in place on a termly basis.
- **Do:** the plan is put in place as agreed.
- **Review:** the impact of the provision for the pupil is evaluated. Next steps are established. The cycle may begin again if SEND provision is still required.

Children, parents/carers and their teaching and support staff will be directly involved in reviewing progress. If a child has a current Education Health and Care Plan, termly reviews are supplemented by a formal Annual Review.

How does the school evaluate the effectiveness of provision made for pupils with SEND?

Monitoring progress is an integral part of teaching and leadership; the Senior Leadership Team (SLT), pupils and staff are involved in reviewing the impact of interventions for learners with SEN. Baselines are recorded to ensure we are able to measure the impact of provision. Pupil progress meetings are held termly and where progress is a concern, this is shared with parents, and appropriate interventions and adaptations can be put in place.

How does the school support transition?

Transition is part of life for all learners. This includes transition to a new class in the school, a new teacher, or moving to another school as part of phase transfer or not. Planning for transition is part of our provision for all learners with SEN. Moving classes within the school will be discussed with you and your child during the summer term.

For new children joining the school in Reception, information will be passed up to us from each child's pre-school or nursery, if they attend one. School staff will also conduct home visits for new starters.

For children moving to secondary school, once school places are allocated, the SENCo will support transition visits and handover of information to secondary settings.

How does the school enable pupils with SEND to engage in all activities?

We are committed to ensuring inclusion in all extra-curricular activities. All trips, clubs and activities are open to all pupils. Where necessary, we will consult with parents/carers and specialist advisers to ensure accessibility and safety.

How does the school support social and emotional development?

There are many aspects of the school which support social and emotional development and promote the wellbeing of pupils. We want pupils to feel a strong sense of belonging and aim to develop this through building secure relationships with staff, promoting a positive culture, and establishing consistent routines and expectations.

We celebrate effort, kindness, and achievement throughout the school year and use assemblies and whole class teaching to discuss feelings, emotions and problem-solving.

We have a wide range of extra-curricular clubs and activities which support turn-taking and sharing, and we encourage older pupils to develop leadership skills by organising playground activities.

We use targeted interventions such as ELSA, Lego therapy, and social skills groups to support development of emotional literacy, resilience, and social interaction skills.

What expertise and training do staff have to support pupils with SEND?

Staff at St. Mary's receive training on SEND throughout the school year. This includes training on INSET days, CPD sessions, and as needed provided by external professionals.

Our SENCo is currently completing their National Professional Qualification for SENCos. We have Learning Support Assistants who have completed ELSA training, Precision teaching training, and specific Speech and Language training.

For some learners, we will seek advice from specialist teams. At St. Mary's, we have access to various services including, but not limited to, Educational Psychologists, Specialist Learning Support Teachers, Speech and language therapists, Social, Emotional and Mental Health specialists, Access Through Technology and Virtual School for Sensory Support.

How does the school work with organisations to support meeting the needs of pupils with SEND?

We work closely with external organisations where necessary to support the needs of our students and their families:

[Our Services - Ormiston Families : Ormiston Families](#)

[Home | Nelson's Journey | Child Bereavement Help for Norfolk](#)

[Health Advice & Support for Children & Families](#)

[Home | Norfolk and Suffolk NHS](#)

How are disabled pupils supported?

We are fully committed to providing for the needs of all children at the school. This includes developing the physical environment to ensure that the children can access all areas of the school; making sure that learning takes account of individual needs and, finally, making sure that written information, where necessary, is available in a suitable format.

In meeting these aims, the school will work in partnership with the Local Authority and all organisations and agencies that can provide specific help and guidance in meeting individual needs.

What funding does the school receive to support pupils with SEND?

St. Mary's Community Primary School receives funding from the Local Authority to support the needs of learners with SEND. Each year the school produces a Graduated Provision Map which sets out the predicted expenditure for staffing, resources and provision related to SEND. This is reviewed by the Local Authority, alongside the needs assessments of our cohort, and we are allocated a SEND budget.

What are the arrangements for handling complaints about the provision made for pupils with SEND?

We aim to handle complaints sympathetically and effectively. If you have a concern around provision for pupils with SEND please speak to the class teacher or the SENCo in the first instance. If the issue remains unresolved, a Complaints Form can be found in the Policies section of the website and complaints will be dealt with in accordance with our Complaints Policy.

Useful links

Norfolk SEND Local offer website:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Norfolk Just One (Children and Young People's Health Services):

<https://www.justonenorfolk.nhs.uk/>

Norfolk SENDIASS (Free and impartial information, advice and support services)

<https://www.norfolksendiass.org.uk/>

Department of Education Guide for Parents:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Relevant Policies (links on the website)

SEND Policy

Accessibility Plan

Safeguarding Policy

Complaints Policy

Behaviour Policy

Admissions Policy