

St Mary's Catholic Primary School
Offer of support for Children and Young People with Special Educational Needs and Disabilities (SEND)
SEND School Offer of Support June 2026

St Mary's Vision & Values statement

'Love one another, as I have loved you.' John 13:34

As Jesus taught us, we strive to love each other as an inclusive, Catholic community embracing all faiths, cultures and beliefs.

We support one another to achieve our goals; to persevere and value learning while discovering the gifts God has given to us.

We help each other use our God-given talents to serve God, each other, our community and the world, following Jesus' example.



1. Introduction

Inclusion

St Mary's Catholic Primary School is committed to inclusion; it values the contribution that every child can make and is supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best progress possible.

The School seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs and/or disabilities (SEND) are valued, respected and considered equal members of the school. As such, provision for pupils with additional needs is a matter for the school as a whole: all teachers, the Governing body, Head Teacher, Special Educational Needs/Disabilities co-ordinator (SENDCO) and all other members of staff at St Mary's are responsible for sustaining the learning, development and well-being of individual pupils with SEND.

The School considers it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

The School seeks and supports the partnership of parents/carers to play an active and valued role in their child's education and strives to ensure that pupils with SEND themselves have their opinions (appropriately) taken into account in any matters affecting them regarding their own learning, progress and achievement.

The School is committed to best practice enshrined in the Special Educational Needs and Disabilities (SEND) Code of Practice (May 2015) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> This statutory Code is issued by law and explains the duties of the School to provide reasonable adjustments, and extra aids and services for disabled children and young people (CYP).

Details of this **School Offer** (what support to expect for your child from school) is detailed within this document. This School Offer is in line with the School's existing Policies for: SEND, Values (Behaviour), Safeguarding & Child Protection, Race Equality and Anti-bullying, which can be accessed from the School's website, or by contacting the School office on 01452-714053

Gloucestershire Local Authority's **Local Offer** (what support you/school can expect from the County Council) can be viewed at https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

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2. How does our school know/identify that children have special educational needs (SEN)?

Pupils are identified for the SEND register according to criteria set out in the 0-25 SEND Code of Practice (May 2015).
Refer details in SEND Policy January 2026 (p5-6)

Concerns may be raised by parents or staff if a child is not making expected progress in the following areas:

- Communication and interaction i.e. poorly or delayed development in communication, receptive language and social skills
- Cognition and learning
- Social, emotional or mental health
- Sensory or physical (e.g. visual or hearing difficulties, fine and gross motor skills etc.) or sensory sensitivities.

Rigorous tracking and monitoring of attainment and progress of each pupil throughout the school ensures that specific needs are identified – this may be in the form of electronic tracking system (Insight Pupil online Tracker *for summative assessment*), observation, oral or paper-based *formative* assessments.

The School places great value on early identification and intervention of SEND, and uses a variety of screening (DEST – 2 dyslexia screening in EYFS or DEST-J for incoming students in KS2, MIST – Middle Infant Screening Test and Phonics assessment in Y1) to highlight pupils who may be experiencing difficulties learning to read and write. In some cases, a Boxall Profile and/or a GAP (Coventry grid) analysis is used to pinpoint primary needs and support for pupils who may be experiencing difficulties with emotional and linked behavioural development, and a School Function Assessment may be used to indicate areas of challenge in accessing the curriculum and school environment for pupils with *more complex needs and* disabilities.

The School has strong liaison with pre-school workers on site (St Mary's Playgroup) and external agencies, who may already be working with pre-school children to ensure early identification and management of SEND when children enter EYFS.

3. How are Special Educational Needs defined?

'A child shall be deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her, and has significantly greater difficulty in learning than the majority of children of his/her age, or if he/she has a disability which prevents him/her from making use of educational facilities for children of his/her age.'

(1981 Education Act)

There are **2 categories of need**, and **3 categories of support** for children with SEND (with reference to the Gloucestershire County Council's Graduated pathway model) *see diagram below*

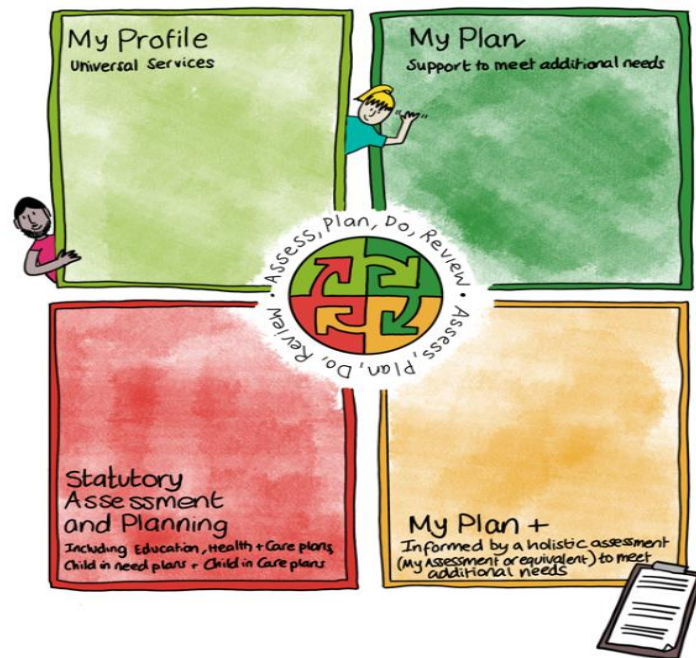
SEN Support: pupils with a 'My Plan' or a 'My Plan+'

– A child has **some additional needs different to the majority of his/her peers** and will require **extra** intervention to **support** them to achieve their expected level, i.e. they will require SEN provision which goes beyond the differentiated approaches and learning arrangements provided as part of high-quality personalised teaching. These pupils will have a **'My Plan'**.

- A child who also requires some **external /multi-agency support** working with them (e.g. speech and language therapist) to help meet their additional needs **as well as** having **support** in or outside of class. These pupils will have a **'My Plan+'**. An Educational Psychology report may be required to determine why, despite interventions, the pupil may still be struggling to progress and to offer recommendations of further support. **Not all pupils who access outside agencies require a 'My Plan+' if it is deemed they are making appropriate progress e.g. pupils who have external support from the Speech and Language Service, other Health Services or CYPS.*

Pupils with more Significant Needs: pupils with an *Education and Health Care Plan (EHCP)*

– For a small number of pupils with more *severe, complex and lifelong needs*, they will have *barriers to learning which cannot be overcome by quality first teaching and intervention alone*. They will have significant educational needs, so require dedicated support to access the Curriculum. These pupils are **entitled to support from external agencies** (e.g. within Education, Health and/or Social Care) and **additional adult support with learning** (in whole class, group based and more individualised learning situations) which includes a high level of differentiation from class teachers to enable their optimum progress. They will require an *Education Health and Care Plan EHCP* (to which all stakeholders are responsible)



4. Who are the best people to talk to at St Mary's about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Special Educational Needs/Disability co-ordinator (SENDCO) – at St Mary's has responsibility for the overall management of SEND in the school. She is responsible for:

- Co-ordinating, monitoring and reviewing all the support for children with SEND and developing the School's SEND Policy to make sure the individual needs of these children are being met.
- Ensuring that parents/carers of children with SEND are involved in supporting their child's learning, are kept informed about the personalised support their child is getting, and are involved (with their child) in reviewing progress.
- Liaising with outside agencies (Education, Health and Social Care, as well as drawing on expertise and support from Special Schools where necessary) to support a child's development. **Please note, that from 1.9.19, Gloucestershire LA have set out a vision of a restructured Education Inclusion Specialist Service (see below p13)*
- In liaison with teaching staff, is responsible for overseeing the writing, delivery and reviews of My Plans and My Plan+ for pupils at SEN Support, and for writing Annual Review paperwork and updating termly Review Plans for pupils with Statement of SEND/Education Health Care Plans (EHCP).
- Updating the School's SEND register throughout the year to coincide with the School census (in January, May and October), and keeping up-to-date records of children's progress and learning needs.
- Keeping an up-to-date SEND Development Plan, which includes Self Evaluation (SEF), for SEND which is discussed and shared in meetings with the Head Teacher and SEND Governor.

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- Providing support for other staff and voluntary helpers so that they can help children with SEND in their care to achieve the best progress possible (e.g. through modelling approaches and cascading/ organising external training identified through CPD reviews, leading Performance Management of some SEND support TAs).
- Working in a multi-agency capacity with children, parents/carers, class teachers, support staff and other professionals to develop EHC Plans.

The Class teacher is responsible for:

- Keeping appropriate records on your child and their progress, which can be used to identify areas of support
- Working in partnership with parents/carers, SENDCO, and any support staff if there is a cause for concern to identify, plan and deliver any additional help your child may need
- Working with the SENDCO to involve pupils and parents/carers in sharing and reviewing progress at Termly SEN Review meetings, and other Parent/carer meetings i.e. Termly Parent's Evening or other interim meetings
- Leading reviews for pupils, who are at SEN Support, and their parents/carers, and working in liaison with the SENDCO to formulate and amend My Plan, My Plan+ and elements of EHCP documents
- Meeting Special Educational Needs by a clear focus on outcomes and differentiating pupil tasks to enable access and challenge for all *i.e. this includes ensuring* that additional adults working with your child in school are appropriately deployed and are helped to deliver the planned work for your child, so they can achieve the best possible progress
- Working with outside agencies who may offer advice and help to support your child
- Ensuring they follow the SEND Policy

Support staff (HLTA/TA/voluntary helpers)

- To be most effective, the support they give should be focused on the achievement of specific outcomes for pupils.
- Key SEND support staff for pupils with EHC Plans, and staff who lead key interventions in school (e.g. FIZZY; physiotherapy, pastoral care) contribute to and/or attend SEND review meetings, as appropriate.

The Head Teacher is responsible for:

- The day-to-day management of all aspects of the School's work, including pastoral care for all pupils and provision for children with SEND
- Consulting with the LA regarding admissions for pupils with EHC Plans, where the school has been named
- Ensuring that a process is in place for involving parents/carers and pupils* in progress meetings (at least 3 times a year) for reviewing provision and planning for pupils with SEND **Typically, pupils will review progress with staff prior to a review. Some pupils may attend reviews also, as appropriate.*
- Working closely with the SENDCO and the Senior Leadership Team (SLT) and being the point of contact in the absence of the SENDCO
- Keeping the Governing Body up to date about any issues in the school relating to SEND
- Working with the School Business Manager and Governors to plan and spend money for children with SEND effectively, and monitoring the impact of such spending

The SEND Governor will be kept informed of SEND in the school by the SENDCO, Head Teacher, and an Annual Report/School Offer for SEND will be produced. She will:

- Make sure that the necessary support is made for any child with SEND child who attends school.
- Meeting with the SENDCO during each year.

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In addition, *the Governing Body* carries out a range of responsibilities as specified in the 0-25 SEND Code of Practice (2015). These include:

- Having regard to the SEND Code of Practice and providing strategic support to the Head Teacher.
- Ensuring there is a qualified teacher, who has relevant SENDCo qualification, designated as SENDCO.
- Publishing information on the School's website about implementation of the SEND Policy, and working with the SENDCO to monitor and develop the Policy.
- Ensuring arrangements are in place to support pupils with medical conditions.
- Publishing information about arrangements for admission of disabled pupils, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Co-operating with the LA (e.g. developing the School Offer and when the school is named on an EHC plan).

5. Will the School let me know if they have a concern about my child's learning and progress in school?

Pupil attainment is tracked closely, and children regularly causing concern or failing to make less than expected progress are identified quickly and discussed at regular Performance Management meetings between teachers and a member of the Senior Leadership Team (SLT). Additional action to increase the progress rate of the pupil concerned will be identified and recorded, with due consideration given to the impact of differentiated teaching provided to the child, and provision of further strategies to further support and speed up progress.

If your child is identified as *not* making adequate progress, the class teacher will set up a meeting to discuss this with you in more detail. During this meeting, he/she will listen to any concerns you, and/or the child, may have. In some cases, the teacher may wish to invite the SENDCo to this meeting.

When a parent, carer or teacher has raised concerns about a pupil's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO and complete an 'Expression of Concern' form to establish area/s of difficulty. The SENDCO will then meet with the parents/carers and staff concerned to establish if the child meets the criteria for SEND Support stage.

If a child does not meet the criteria for SEN Support, they may still require and benefit from extra in-class support and careful and regular monitoring. In this case, the child would remain on St Mary's non-statutory Pre-SEN Support 'Cause for Concern' Register, which is reviewed each long Term by the class teacher against tracking data. This is also detailed on SIMS.

6. What should a parent/carers do if they think their child has SEN? How can they raise concerns?

St Mary's has an 'open door' policy, so if you have concerns about your child's progress you should initially speak to your child's class teacher and arrange an appointment. This does not need to wait until a Parent's Evening.

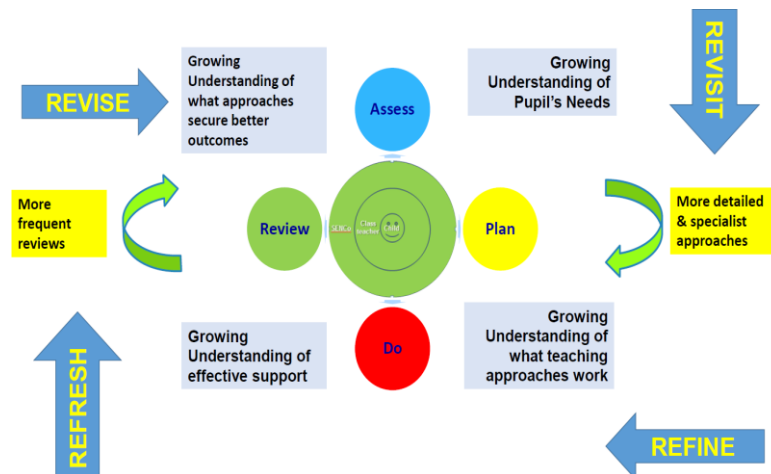
If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENDCO or Head teacher.

If you are still not satisfied, then you can speak to the SEND Governor.

Formal complaints should go through the School Complaints Policy which can be found on the School website, or by contacting the school office.

7. What are the first steps the School will take if Special Educational Needs are identified?

Where early intervention fails to efficiently increase pupil progress, and if a child meets the criteria for SEN Support as outlined in the LEA Guidelines for the SEND Code of Practice, an initial 'My Plan' meeting will be organised with the pupil, parents/carers, SENDCO (*as appropriate*) and teaching staff to set up a 'My Plan' of targeted intervention and support which will be monitored over time in class, and reviewed - at meetings held once every long Term - in relation to pupil progress. Actions relating to SEN Support stage will follow the Gloucestershire County Council's 'Assess, Plan, Do, Review' Graduated Response Model (*Refer SEND Policy January 2026 p8 and diagram below*)



Graduated Response Model for Termly Review meetings with the pupil at the centre

The identification of specific difficulties (e.g. aspects of memory, cognition, receptive language, sensory needs etc.) or poor progress rates despite the delivery of high-quality interventions may require further specialist monitoring and assessment which would necessitate referral (with parental permission) to external agencies e.g. Speech and Language Therapy, Educational Psychology. Some referrals parents/carers may wish to make through their own GP (e.g. medical or health related e.g. CAMHS) or prefer to fund privately (e.g. Educational Psychology or assessments for Autism and/or ADHD (*due to current long NHS wait times for the latter via CAAAS*)).

8. What if my child has higher level needs and also requires external agency support?

Where there is a need for the involvement of specialists from outside the School, the SENDCO will work closely with external agencies, teaching staff, parents/carers and the child concerned. In this instance a child *may* progress along the 'Graduated Pathway' (*see diagram on p3*) to a 'My Plan+'*. Review meetings would be in the form of a multi-agency approach to which all stakeholders are invited to contribute.

** Not all pupils with external agency support e.g. Speech and Language; CYPS will need a 'My Plan+' if they are accessing learning and making progress.*

Children and their families may need support at different times in their lives; it may be that parents/carers are experiencing difficulties with their child at home (related to behaviour, social / emotional needs, mental health etc.) and need to access advice, additional support or signposting to available services. Parents / carers are able to contact the SENDCo, pastoral lead or Head Teacher directly and appropriate next steps will be agreed. This may include referral to the Gloucestershire Early Help Team <https://www.glosfamiliesdirectory.org.uk>

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9. How is St Mary's School accessible to pupils with SEND?

At St Mary's, we ensure that the school environment, approaches to learning and tools for learning have the relevant support and adjustments to maximise your child's learning. Where additional needs are identified (e.g. visual impairment) external advice is sought.

Children with specific needs have additional members of staff to help them access the curriculum. Pupils with SEND are welcome to be represented on both the School Council and the School's Chaplaincy Team. As part of the School's inclusive curriculum, all school visits (including the Y6 residential visit) are available to all pupils, with extra provision for pupils with SEND *as appropriate*.

A qualified SENDCO is employed to work in close liaison with teaching staff, the school's pastoral staff and other SEND support staff and also leads interventions for some pupils who have special educational needs and/or disabilities, including working under the jurisdiction of the Speech and Language Therapy service to lead dedicated speech and language interventions. The SENDCO, teaching and auxiliary staff receive on-going training in all areas of SEND, as their caseload requires, as part of continual professional development (CPD).

A provision map is in place for intervention across the school and is updated regularly with teachers and other support staff. Specialist external professionals are sometimes bought in to train staff (e.g. supporting challenging behaviour) and tutoring with a qualified teacher in school *may* be provided to support pupils with specific needs, as well as priority to pupils in receipt of Pupil Premium or Services Premium. This help may be in addition to support gained through referrals to external agencies, such as the Advisory Teaching Service or Health and Social Care. Additional time or access arrangements are applied for so that identified pupils with SEND can access end of Key Stage tests to their best potential.

St Mary's School is a one-storey building and is easily accessible to wheelchair users. There is a central accessible toilet. The shared church/school car park has a disabled parking bay.

10. How will children with medical needs and disabilities be kept safe?

The Head Teacher has responsibility as the Health and Safety Leader.

School activity-based risk assessments (to safeguard vulnerable pupils with complex needs) as well as risk assessments for educational visits undertaken from school are in place, and any visits are fully supervised with additional adults for pupils with SEND.

Children are under adult supervision at break times (by designated Teachers and TAs) and during the lunch break (by employed Midday Supervisors (MDSUs). Some pupils with a Statement/EHCP may require one-to-one adult supervision at break and lunchtimes. Older KS2 pupils also act as play leaders to help support younger pupils (under adult supervision).

It is School Policy not to give medication unless it is prescribed by a doctor or part of a Health Care Plan. Prescribed medicines can only be administered if parents have completed a 'Health Care Plan' form (available from the school office) and this form has been signed and authorised by the Head Teacher. *See also School's Administration of Medicines Policy.*

Health Care Plans e.g. for personal care or emergency medication, are drawn up with parents, the Head Teacher, staff and nursing professionals depending on the needs of the Care Plan. The Care Plan is shared with all staff (including any important updates) and training is put in place where needed e.g. for managing Epilepsy (such Care plans and training are updated annually, or as required).

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The medical needs (and allergies) of children are discussed at staff meetings and shared with all staff. Details of medical needs / food allergies are displayed on the staff room notice board, school office, kitchen and First Aid cupboard and are distributed to staff.

In the case of a medical emergency, an ambulance will be called straightaway, whilst designated staff with First Aid Training will be on duty until the ambulance arrives.

Some pupils with complex needs or other medical conditions may also have a Communication ('Pupil') Passport which all staff are made aware of.

Safeguarding: The School ensures procedures are in place to protect every child in its care by ensuring that everyone in the school: teaching and non-teaching staff, and volunteers, have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk. *See also Safeguarding Policy.*

11. How will St Mary's School support/ include parents/carers and pupils in planning?

As a parent or carer, you know your child best, and as such, you are one of the School's best resources in addressing their special educational needs and/or disabilities. St Mary's School aims to involve parents and carers closely and, where appropriate, pupils, at every level of support. The School considers parental involvement as an equal partnership, and crucial, especially if a multi-agency team is involved in supporting the child.

The class teacher will be regularly available to meet with you to discuss your child's progress or any concerns or worries you may have; they will share information about what is/is not working well and will listen to what may be working at home so similar strategies can be used.

The SENDCO and Head Teacher are available to meet with parents to discuss any concerns they may have.

You will be invited to your child's Review meetings in good time so that 'My Plans' and 'My Plan+' can be reviewed with you and your child's involvement* (*where this is possible*), to evaluate support and to revise or set new targets. Dates are set in time to notify parents any external professionals well in advance. **It is the school's practice to gain pupil voice ahead of parent/carer meetings, so this is reflected in reviews of targets set.*

All information, strategies and ideas for support from external professionals will be relayed to you, either in person, or by report. This may include advice, readjustments to classroom learning or homework.

A home/school communication book may be useful in some cases.

If your child has an EHCP, the plan will also be reviewed with you annually, and your child's views included; this is *in addition to* Termly reviews.

See also SEND Policy (January 2026) 'The role played by parents/carers of children with SEND (p11-12)

12. The Process towards an Education and Health Care Plan (EHCP):

How will St Mary's School support/ include parents/carers and pupils in planning if there is a need for an Education Health Care Plan (EHCP)?

If a child's needs remain so significant and complex that they cannot be met effectively within the resources available to the School (i.e. up to 10 hours dedicated adult support), a Team around the Child (TAC) meeting will be called at which all stakeholders should work co-operatively to consider if an EHCP is deemed appropriate. **This meeting is part of a legal**

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Should an EHCP be considered appropriate by the TAC meeting, then a request will be made to the Local Education Authority (LEA) to conduct a statutory assessment of your child's Education, Health and any Care needs.

The Local Authority will lead a series of investigations to consider **if your child's needs are severe, complex enough and lifelong to warrant the support of an EHCP to make progress** i.e. your child would have **specific barriers to learning that cannot be overcome through whole class first quality teaching and intervention groups**. *If this is the case*, the Local Authority will draft an EHCP from the School, any external agency and parent/carer's contribution which will outline specific objectives, strategies to be put in place and the amount of support and how it should be used. Any funding through an EHCP may be used flexibly to help your child meet outcomes in the Plan, for example employing a TA to support your child with whole class learning, run individual programmes or run small groups which include your child. Best practice would be to ensure a balance of appropriate withdrawal for individualised learning programmes, but also integrating targeted learning with support within the classroom, so that your child is supported to access learning within his/her own class as far as is possible. *Any withdrawal time from whole class learning should be within the SENDIST recommendation of no more than 35% withdrawal, otherwise higher-level needs would typically be best supported within Specialist provision.*

An EHCP is monitored and reviewed regularly via the Annual Review process. In addition to an Annual Review, pupils with an EHCP at St Mary's will have three interim (termly) reviews during the year.

If the Local Authority declines the request for an EHCP, the School must continue to support your child and ensure plans are in place to enable your child to make as much progress as possible at My Plan+.

If your child is undergoing assessment for an EHCP you may also request support from Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) Gloucestershire (Part of Carers Gloucestershire) (formerly Parent Partnership), who can support you with understanding the process as well as supporting you at meetings e.g. Termly or Annual Reviews.

Information about SENDIASS may be found at <https://sendiassglos.org.uk> who may be contacted via an online contact form or by telephoning Freephone telephone helpline 0800 158-3603 Mon-Fri 9am-5pm all year round (24 hr voicemail service).

13. How will St Mary's School teach and support pupils with SEND?

The School is committed to ensuring that all children, including those with SEND, have access to quality first teaching that is differentiated to meet the diverse needs and abilities of learners, whilst still fulfilling the requirements of the National Curriculum.

The School ensures, wherever possible, that all pupils with SEND are taught within their own class group, and that pupils with higher-level needs have an appropriately integrated timetable of withdrawal to follow programmes of study (POS) which support and enable their access to the Curriculum.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids, targeted interventions and/or therapy Services) to overcome any disadvantage experienced at school, and to increase their access to the Curriculum.

All pupils will have National Curriculum targets to aspire to, set in line with National outcomes, and parents/carers will be informed of these in teacher reports.

Provision for each child is met on an individual basis, and may include support in class or withdrawal for differentiated curriculum work for short periods on a 1-1 or small group basis.

Class teacher input via targeted Quality First Teaching –

- Teachers at St Mary's endeavour to provide excellent classroom practice and have the highest possible expectations for your child, and all other pupils in their class.
- Teaching will be based on building on what your child already knows, can do and understands, ensuring work is accessible.
- Different techniques and ways of teaching are utilised to fully engage and involve children in their learning in class (e.g. more practical methods or adapted resources).
- Specific strategies are put in place to support your child to learn by teachers working closely with the SENDCO or external agencies (e.g. strategies and techniques to support pupils with range of communication and interaction needs).
- Class teachers will carefully check your child's progress, identify any gaps in understanding/learning and arrange extra support to help them make the best possible progress to meet targets set.

Specific group work with a smaller number of children –

- These groups are called 'intervention groups' and may be run in or outside of the classroom by the teacher, SENDCO or, by a teaching assistant trained to do so e.g. NELI (for EYFS pupils focused on listening and speaking); FIZZY Occupational Therapy Programme or pastoral support.
- The intervention may follow a set Programme (e.g. Precision Reading Programmes, like 'Bearing Away' (revision of Phase 2 Phonics) and 'Dancing Bears' (further phonics)) and will be linked to set targets to help your child progress.
- St Mary's employs the School SENDCO for three days each week (0.6 contract) to include in her role work for three afternoons each week to lead dedicated SEND interventions, including speech and language support for children with expressive or receptive language difficulties, working under the jurisdiction of the School's Speech and Language Therapy Service.
- St Mary's has a number of children with English as an additional language (EAL), in part due to its near proximity to RAF Innsworth and the army base: Allied Rapid Reaction Corps (ARRC) *the latter in neighbouring Innsworth since 2010*. Pupils with EAL can receive additional support through small group support by a dedicated EAL TA, qualified in TEFL (for those new to English).

Specified individual support –

- Longer-term individualised support for pupils is usually provided via an EHCP (or up to 10 hours of support for pupils at My Plan+), although other children (for example pupils in receipt of Pupil Premium, Services Premium or other slow-moving pupils) may be considered for support through short-burst tutoring with a qualified teacher, usually during an afternoon. Children with an EHCP, who, typically, receive a higher level of support, have been identified by the class teacher, SENDCO and outside agencies to need such support in order to close key gaps in learning. They would typically be subject to a multi-agency approach, and be supported by external Education, Health and/or Care professionals advising targets and resources to meet targets set e.g. Clinical Psychology working both in and out of school to support a child with emotional difficulties, such as severe anxiety.
- The School sets pastoral care as high priority, and employs a part-time pastoral lead and a pastoral TA to work on a one-to-one basis with identified pupils – some of whom may just need interim support. Where needful, this role may involve liaison with parents and signposting them to external agencies and relevant parenting support Programmes e.g. School Nursing Service, Webster Stratton adapted Programme for parents of children

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with SEND or Children and Young People's Service for Mental Health (CYPS) at www.2gether.nhs.uk/, www.youngminds.org.uk or Let's Talk Well charity <https://www.letstalkwell.org.uk/> Tel 01594 372777 text 07520 634063 (formerly Tic+ <https://www.ticplus.org.uk/>) which offers counselling to children and young people aged 9-25 years. In addition, since reallocation of County Educational Psychology Service to schools (September 2023), some of this allocation is used for staff training e.g. Emotion Coaching, led as INSET for all classroom staff. *

**Previously (2024-5) the County Educational Psychology Service had reduced capacity and St Mary's did not have full service allocation—only being allocated two appointments in the Summer Term, compared to eligible seven appointments. This had a knock-on effect e.g. especially identifying specific difficulties pupils were experiencing, accessing other Services (where an EP report was required) and potentially slowing statutory processes for EHCP requests.*

- The SENDCO has previously undertaken training in Nurture and has worked closely with an external Behaviour Support Advisor, so is able to work in liaison with staff to consider, where appropriate, using Nurture principles or other resources in approaches to interventions to support pupils with SEMH needs, or a complexity of needs including SEMH. Three multi-purpose workrooms off the school hall and library provide a confidential space for dedicated 1-1 sessions for the School's pastoral staff working with vulnerable pupils, as well as for other SEND and EAL support TAs and SENDCo to lead interventions and currently offers a quiet space for some pupils with higher level, complex needs who are unable to access the learning environment of the classroom.
- Children with additional needs generally require support from external services to advise and support the School with recommendations and strategies on how best to meet those needs. This would entail a referral, subject to parental permission e.g. to County Educational Psychology, various branches of the Advisory Teaching Service and/or any relevant Health Services: Occupational Therapy, Speech and Language Therapy, the School Nursing Service, for instance. The child may be seen by the professional concerned in school or, initially, at clinic.
- An external professional may sometimes recommend a request to the Local Authority for an assessment of Education, Health and Care needs. If an Education and Health Care Plan (EHCP) is put in place, it would outline specific support required and how the school should deliver it. EHCP targets would typically be advised by external professionals involved, as well as areas identified by the parents and school.

14. What interventions are currently in place for pupils with SEND at St Mary's?

**Please note that interventions are led on a needs-led basis, so interventions may differ from term to term. This is especially the case for Pastoral support or Speech and Language Therapy, which may only be a short burst series of sessions over a few terms.*

Pupils are well supported and challenged in their learning and social/emotional development through a range of short and longer term, more intensive interventions which are monitored and considered in relation to pupil progress.

The following range of interventions may support identified children with SEND. However, caseload always determines current practice, dependent on pupils' needs.

Social, emotional & mental health (SEMH):

Identified children have access to an 'in-house' pastoral lead, who is ELSA trained, and additional pastoral TA, employed by the School to work on a part-time one-to-one basis each week, offering support for e.g. anger management, emotional well-being programmes/support including strategies to support pupils with anxiety or to promote resilience and enhance self-esteem

Signposting to Early Help, Children's and Young Peoples' Mental Health Service (CYPS 2gether Trust); Let's Talk Well charity (formerly Teens in Crisis (TIC+))

Small group social skills groups – 'in house' (utilising Programmes for a variety of age groups)

Individualised behaviour management systems with related rewards and sanctions;

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Play-ground buddies; social stories;

Calming (de-escalation) measures *advised by County EP Service and Advisory Teaching Service*, such as 'Zones of Regulation'

Lunchtime structured play/responsibilities;

There is also outreach to the Advisory Teaching Service and The Schools' Community Nursing Service.

In order to support the most vulnerable pupils, the School may require bespoke training from the County Educational Psychology Service or Advisory teaching Service as well as outreach from SAND Academies Trust (<https://www.sandmat.uk> / tel. 01452 923800) which provides a wide range of support, subject expertise and school improvement services tailored to both mainstream and Special Educational Provision.

Behaviour Support Solutions Gloucestershire (accessed via Tewkesbury District Partnership of Schools) and Social Services, which the School commissioned over a long time period to support rare cases of severe behavioural dysfunction is no longer available, but valuable advice and training is still useful to support pupils.

For pupils diagnosed with **Autistic Spectrum Disorder or other communication and interaction needs**, the School strives to offer access to a supportive environment e.g. utilising Total Communication approach (Widgit), visual resources such as visual timetables, prompt and reminder cards for organisational purposes, as well as access to the Advisory Teaching Service for Communication and Interaction.

Programmes such as 'Language for Thinking' verbal reasoning Programme and 'Language for Behaviour and Emotions' is available for identified pupils as part of SEND support (usually advised by SALT, EP or Advisory teacher). The Advisory Teaching Service for Communication and Interaction, has provided strong support and training for staff. The School SEND Subject Development Plan (SDP) includes good practice laid out in the Gloucestershire Autism Inclusion Quality Mark for Primary Schools (GAIQM) document, and outreach training and support from Specialist settings, such as SAND Academies Trust is accessed in this regard to ensure best support for pupils with more complex needs on the Autism Spectrum.

Since 2022-23, demand for referrals by parents and carers seeking a clinical opinion around Autism and also ADHD has seen a meteoric rise nationally, and, as a result, thresholds for referral have also been raised, so that a pupil must have a well-established My Plan+ with at least two reviews in place and which, typically, includes external professional advice with supporting reports. Since January 2025, Gloucestershire Children's Autism and ADHD Service (CAAAS) is commissioned only to offer assessment when the child/young person's difficulties are having significant impact on every-day life across multiple settings and may only be accepted from any Educational, Health or Care professional working with the child/young person. Health Services continue to be overwhelmed and wait times are very long (up to 3 years in Gloucestershire), with at least a 4-5 month wait for the referral to even be processed.

Speech, language and communication: Provision is made through advice and recommendations from the Speech and Language Therapy Service.

St Mary's employs the SENDCo to lead 'in-house' Speech and Language sessions for identified pupils. She works in liaison with, and under the jurisdiction of, the Speech and Language Service, and is able to provide support for Speech and Language targets, sometimes set in the form of structured language programmes for listening, attention, memory and expressive and receptive language. She is also available (with parental consent) to see other pupils for short burst therapy support (e.g. articulation of speech sounds) and to help decide if a formal referral or re-referral to the Speech and language Therapy Service is required.

Pupils with more complex speech and language needs may require additional internal referrals through the Speech and Language Therapy Service, for instance, for support for stammering or support from the Augmentative and Alternative (AAC) Team for conditions like Developmental Disorder (DLD) where a communication aid may be required.

Identified pupils may join a small social communication support Programme e.g. 'Time to Talk' for KS1 pupils or 'Talkabout', Friendship Formula or 'Socially Speaking' for KS2, when required). 'Talk Boost' Programme may be run for small groups of identified KS1 pupils (focusing on either/or speaking and listening skills) *when this is appropriate*, and NELI Programme for EYFS (introduced in 2021-2) which runs throughout Spring and Summer Terms.

Co-ordination, fine and gross motor skills: The School provides weekly Occupational Therapy devised 'FIZZY' Programme (run by a trained HLTA) for selected pupils. Previously, the Programme has been adapted to incorporate aspects of the Smart Moves Programme for the visually impaired. Other interventions available include handwriting programmes e.g. Teodorescu 'Write from the Start', use of IT e.g. BBC Dancemat touch-typing Programme, adapted equipment for handwriting, cutting and cutlery skills. The School also values outreach to both privately commissioned and NHS Occupational Therapy advice, the latter via a weekly helpline (where it may be required).

Literacy:

'Lola Leopard' listening and attention Programme and NELI for EYFS *has previously been used*

'Talk Boost' (support speaking and listening Programme for KS1) *where needed*

NELI Programme for pupils with delayed speech and language in EYFS (commenced in 2021-2 *is ongoing*)

Daily differentiated Phonics catch up groups from EYFS – Y2

Clearly differentiated guided reading and writing activities, with high level guided adult support,

RAPID Reading and Writing Programmes,

Precision Teaching Reading Programmes e.g. phonic-based Dancing Bears; Bearing Away' (pre-reading), and

'Apples and Pears' related spelling Programme strengthens this support.

'Better Reading Partnership' approach may support pupils with EAL or those with diagnosed Dyslexia or who have poor reading accuracy and phonological awareness across both KS1 and 2.

Some pupils may require access to technology, such as a reader pen if Dyslexia needs are significant. In such cases, the Advisory Teacher would also give bespoke advice.

Mathematics:

The School follows a Mastery Mathematics Scheme called 'Maths – no Problem', which offers greater depth tasks via a mastery approach. Where a child may be exceptionally well below ARE in Mathematics, and unable to access the 'Maths – no Problem' programme of study for his/her year group, they are supported in class to work from/revise the programme of study for younger pupils where appropriate e.g. for number work to ensure consolidation and progress in learning.

Alongside 'Maths – no problem' SOW, resources from RAPID Maths may be used as an intervention tool on a 1-1 basis to support gaps in pupil knowledge *where this is also required*;

A variety of other supporting resources are available for KS1 and lower KS2 to differentiate aspects of Numeracy for pupils: Numicon, Number Box, Number Shark.

The 'Sumdog' app is used to provide pupils with opportunities to practise maths skills at home in Y1, whilst EYFS use Numbots and other classes use Rock Stars times tables. This is automatically adapted for different abilities within each class, and can also be tailored adapted by teachers to focus on key skills being taught.

Some pupils with SEND are also pupils in receipt of Pupil Premium or Services Premium funding, so may qualify for further support and intervention. This is generally in the form of **one-to-one targeted tutoring with a qualified teacher for identified KS2 pupils for Reading, Writing or Mathematics**

Differentiated SATS booster groups also run during the Spring and Summer Terms **for any Y6 pupils who may benefit.**

15. Who will work with and support your child in school?

At St Mary's, your child will have a class teacher and a class teaching assistant. They may also work with the SENDCO, who is overseeing their SEND provision, or pastoral staff, or another SEND TA or HLTA e.g. for EAL or-FIZZY Programme; they may work with a professional from a variety of external agencies listed below, subject to parental/carers consent.

External agencies and professionals currently supporting pupils with SEND at St Mary's

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**Please note that since 1.9.19 there has been a vision of changes to Education, Inclusion and Specialist Support for schools.*

The new structure and model of working adopts a single integrated model of management for inclusion and specialist support services, which aims to help improve inclusive practice in Gloucestershire. It brings together and incorporates three important Services: Advisory Teaching Service, Educational Psychology and MASH Safeguarding (Education) officers.

The new structure aims to better

- *support families and education settings in the development of inclusive practice and environments*
- *Ensure early holistic action to address emerging issues and prevent escalation*
- *Provide specialist support to support pupils to access learning (Advisory teachers and Educational Psychology)*
- *Support schools to meet statutory duties for attendance, exclusion, home education*

Currently, the School maintains close and effective links with a wide variety of agencies to support pupils, parents/carers and the School in addressing pupils' differing needs, most recently:

- SEND Casework/EHCP Team at Gloucestershire County Council *has recently been re-structured, which has improved effectiveness of processing the EHCP annual review process enormously.* The school's new link SEND Casework Officer is lead case work officer is Rachael Orchard Rachael.Orchard@gloucestershire.gov.uk
- Special Educational Needs and Disabilities Information and Support Service (SENDIASS) <https://sendiassglos.org.uk> tel: 0800 158 3603
- Social Care via referrals to Early Help <https://www.gloucestershire.gov.uk> Tel: Tewkesbury 01452 328250 tewkesburyearlyhelp@gloucestershire.gov.uk
- The Virtual School, Gloucestershire (for provision for LAC & PLAC) <https://www.gloucestershire.gov.uk/vschool/>
- Counselling for identified pupils provided by Young Gloucestershire (Therapeutic Mentor) and counsellors from Let's Talk Well <https://www.letstalkwell.org.uk/> (formerly TIC+) Tel: 01594 372777/text 07520 634063
- Educational Psychology Service (EP) ** a traded Service in the County since 2013, has now reverted back (September 2023) to providing a termly allocation to schools, who may use this funding for EP assessment of pupils and staff training* The school now has a named link Educational Psychologist: currently Sabina Meah Sabina.Meah@gloucestershire.gov.uk
- Various branches of the Advisory Teaching Service – i.e. currently (June 2026) the School is working with Advisory Teachers for Cognition, Learning and Social, Emotional and Mental Health, the Advisory Teacher for Physical Disabilities and liaising with the link Advisory Teacher for Communication and Interaction for pupils on the Social Communication and Autism Spectrum (CAAAS) Pathway. *The School has also previously worked closely with the Advisory Teaching Service for Visual impairment.*
- NHS Speech and Language Therapy Service
- Augmentative and Alternative Communication Team (via internal Speech and Language Therapy referral) *until 2025*
- NHS Occupational Therapy Service and privately commissioned OT (by school and parents) for two pupils: Faith Newton ND Kids Occupational Therapy (email faith@ndkids.co.uk)
- NHS Physiotherapy Service, as well as working with a privately commissioned Physiotherapist for one pupil. **This provision is through private commission via a special grant funding from Children's Disability Service*
- Privately commissioned Educational Psychologists: Emma Soares emma.soares@live.com and Carol Heath-Smith carolheathsmith@gmail.com (Discovering the Power of You), the latter specialising in Dyslexia assessments
- Communication and ADHD Service (CAAAS) within Gloucestershire is now a single Service for delivery of children/young people's Autism and incorporated ADHD assessments since 1st January 2025 *providing assessments for children/young people age 2-17years for Autism and 6-17 years for ADHD.* It replaces and brings together the previous Social Communication and Autism Service (SCAAS) for under 11's, CAMHS Neurodiversity Team and Paediatrics' (under 11's) ADHD clinic within the hospital. Increased requests for a

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clinical opinion around Autism and ADHD over the past few years at St Mary's reflect the national picture, and combined with raised thresholds for referral take up a greater amount of time comparatively*

**The requirements for a referral demand a lot of work on the part of the school and the wait time for assessment is now standing at @ 3 years in Gloucestershire. This is due to backlogs from Covid-19 pandemic, but also a huge rise in requests nationally. Only one pupil so far (of those referred to SCAAS team) at St Mary's has had a diagnosis established (August 2023) following a series of assessments by a multi-professional team. Other privately commissioned referrals (by parents) have rendered positive diagnoses of both Autism and ADHD for 4 pupils in the past academic year, whilst NHS referrals remain on a long-wait list.*

- [Psicon | Am I Neurodivergent? ADHD & Autism Diagnosis UK](#) privately commissioned Educational Psychology (where required)
 - Supporting documentation for parents accessing private referrals through Specialist agencies compliant with NICE for assessments for ADHD and Autism e.g. Psicon <https://www.psicon.co.uk> and The Owl Centre <https://www.theowl.org> or via Gloucester Assessment Centre www.thegloucestershireautismcentre.co.uk * because there is currently a 3-year wait in Gloucestershire from the point of NHS referral for Autism/ADHD to assessment.
 - NHS – Community Paediatric Consultants and other Health professionals e.g. Schools' Community Nursing service, Audiology, Continence Team, Nutrition and Dietetic Department and Epilepsy and Neurodisability nurse practitioners *Annual (now online training) is currently led by Epilepsy Nurse practitioners to key staff for one pupil at the start of the academic year
- CYP Disability Service (which is accessed for one identified pupil via grant funding) to provide adult support for pupils with physical disabilities at after-school activities. However, this is not widely available.
- *Previously, when funding was required to support pupils with additional needs at an after-school activity, a referral had to be made; funding was accessed through the Enablement Team. Now only some pupils with listed Disabilities are entitled and assessments in school and at home are required. Funding is given as a direct payment to parents.*
- SAND Academies Trust <https://www.sandmat.uk> tel: 01452 923800 or contactus@sandmat.uk for outreach for pupils with additional complex needs
 - Alternative Provision for some pupils with complex additional needs:

> Elmtree Learning Partnership <https://elmtree-learning.org.uk/gloucestershire> tel 01452 530600

> Connections2Independence Ltd <https://connections2independence.com> Tel 01452 924946

Other Services the School has accessed previously:

- Children and Young People's Service for Mental Health (CYPS 2gether NHS Foundation Trust) www.2gether.nhs.uk/cyps
- Families First Plus Gloucester (part of Early Help for Children, Young People and Families)
- Hospital Schools' Service

In addition:

- The School employs 'in house' a pastoral lead for 4.5 hours each week and a pastoral support TA for 5 hours each week
- The School employs the SENDCo and part of her work is to work in liaison with and under the jurisdiction of the Speech and Language Therapy Service to supervise and lead dedicated speech and language interventions.
- The School also accesses support from: Winston's Wish (for bereavement) and Young Gloucestershire for pupil counselling as required
- The School has strong links with the Parish, and the Parish Priest, who lives on site and may be available, upon request, to support families at significant times of difficulty e.g. loss.

16. How are adults in school supported and trained to work with pupils with SEND?

Part of the SENDCO's role is to support the class teacher in planning for children with SEND. The SENDCO at St Mary's is a qualified teacher; she also holds a PGCE (M level) Certificate in 'Vulnerable Learners & Inclusion' (awarded from Bath Spa University) and associated National Award for SEN co-ordination from Best Practice Network (2013) She is part of the Tewkesbury District Partnership SENDCO cluster and has training in Nurture.

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The SENDCO leads Performance Management of some SEND support TAs and works closely with them to discuss continual professional development (CPD) or to organise or cascade relevant training.

The SENDCO liaises with a range of external Education and Health and Care Services and professionals, including outreach to Specialist providers via SAND Academies Trust to ensure best advice and provision to support pupils with SEND. Sometimes external professionals deliver bespoke training to SEND staff in school e.g. for pupils with communication and interaction needs; staff may also be invited to attend bespoke or specialist training offered by the Advisory Teaching Service at the Advisory Teaching Centre (e.g. networking meetings for pupils with Physical disabilities, early Numeracy or Literacy skills) or relevant courses run by a range of Health Services, such as Occupational Therapy, Physiotherapy and Speech and Language Therapy.

The School has a duty to provide continual professional development (CPD) opportunities to all staff and has a SEND Development Plan in place which includes identified training needs for all staff to improve the learning and teaching of all pupils, including those with SEND. This may include whole school in-house (twilight or INSET) training on SEND issues e.g. Emotion Coaching, Autism awareness training, or to support identified groups of learners in school such as those with Dyslexia, or managing behaviour and de-escalation techniques and ensure clear dissemination of knowledge, strategies and consistency of the School's approach.

17. How will teaching be adapted for my child with SEND?

All pupils at St Mary's have access to a broad and balanced curriculum and study the curriculum appropriate to their needs. All teaching and support staff understand the Early Years Foundation Stage Outcomes and the National Curriculum Statements around which their teaching is based and strive to differentiate planning according to the specific needs of all groups of children in the class, ensuring that children are provided with suitable learning challenges, that barriers to learning and assessment are removed and children can access their learning as independently as possible. The school advocates a mastery approach to learning as best practice.

Learning objectives are carefully tailored to the needs and abilities of pupils, and staff are skilful in using and adapting a range of strategies to develop pupils' knowledge, understanding and skills. This may mean that materials may need to be modified, specific resources may be required or a variety of support is provided to enable pupils with SEND equal access to the learning or assessment process. In some instances, external professional support is required, for example training for touch-typing for a pupil with visual impairment or other physical disabilities, or managing sensory and behavioural needs of pupils with communication and interaction difficulties.

The School acknowledges that its practice makes a difference, and, because of this, staff regularly review issues related to pupils with SEND i.e. classroom organisation, teaching styles and methods, materials and tasks to determine how these can be improved.

18. How will the School monitor and assess progress?

(a) *Progress of pupils with SEND*

The School is committed to continual rigorous monitoring of pupil progress – both formative and summative. This takes place in a number of ways:

- *Continual monitoring of progress through **on-going (formative) assessment*** i.e. use of Insight Pupil Tracker Online (which replaced School Pupil tracker Online (SPTO) from December 2019, which informs Termly reports to parents. Pupil data is recorded as judgments against age- related expectations (ARE) within National Curriculum requirements (or skills outcomes for RE), and updated in whole school tracking in December, March and June (each long Term); this enables appropriate support to be put in place quickly e.g. extra reading or

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Mathematics support may be needed for pupils not making adequate progress, or a different approach/Programme may be required to support a child who has difficulty learning to read.

- Children in Early Years Foundation Stage (EYFS) will be judged using the Reception Baseline, transition records and practitioner observations to inform an 'on-entry' assessment of whether a child is working at or below age related expectations. Progress (from baseline) is monitored throughout the year and recorded via teacher assessment judgements (identifying whether children are on-track to achieve the Early Learning Goals). In June children are assessed using the Early Years Foundation Stage Profile (EYFSP).
- The Head Teacher works closely with class teachers and the SENDCO and uses this tracking carefully to monitor progress and make any adjustments to the interventions for pupils with SEND. Children with SEND in KS1 (Y1 and 2) who may be working below test level may also be assessed against the EYFS Early Learning Goals in order to show smaller but significant steps of progress.
- *Termly progress meetings are held with class teachers and the Head Teacher* to analyse and discuss pupil progress in relation to targets set. Slower-moving pupils sit diagnostic tests to inform any possible tailored support via 1-1 tutoring.
- *Formal assessment using Key Stage Statutory Assessment Tests (summative assessment)* – At the end of each Key Stage (Y2 and Y6) all pupils are required to be formally assessed using Standardised Assessment Tests (SATS). This is required by the Government, and the results are published nationally. Children in Y3-5 also take optional SATS tests in the Summer Term, when children in Y1 complete a Phonics screening check.
- Selected upper KS2 pupils sit CATS testing
- *Children on the SEND register* who receive extra support will have their SEND targets reviewed with staff followed by a meeting (with their class teacher, staff, parents/carers, any relevant external professionals) every long Term to ensure the support is effective and updated to meet needs. *Where appropriate*, pupils may attend part of/the whole meeting also.
- The progress of children with an EHCP is formally reviewed at an Annual Review meeting with the involvement of the pupil for part of the meeting (where this is possible), parents/carers and all external professionals invited to attend/contribute.
- In addition to review meetings for pupils with SEND, information is shared with parents/carers at parent consultation evenings, in Termly and end of year reports.

(b) Monitoring and evaluating the success of the Education provided for pupils with SEND

The School employs a series of methods, which are frequently reviewed, to gather data for analysis, including:

- Regular observation of teaching by head teacher & SLT.
- Analysis of the attainment and achievement of different groups of pupils with SEND
- Scrutiny of teacher's planning and pupils' work in different subjects (by subject leaders/SLT)
- The views of parents/carers and the pupils
- Regular monitoring by the Governing Body/ SEND Governor. (The School, including the Governing Body is committed to regular and systematic evaluation of the effectiveness of its work, and reports annually to the parents/carers upon the quality of education provided for, and the achievements of pupils with SEND.)
- Maintenance of assessment records that illustrate progress over time
- Meetings between SENDCO, class teachers and teaching assistants, both informally throughout the term, and prior to termly reviews and at transition.
- The SEND governor also meets with the SENDCO and has access to observe interventions or attend some SEND meetings* (*with parental permission*).

As a result of the above, the School reports annually upon its successes and identifies aspects for future development. This is recorded in the annual SEND Subject Development Plan (SDP) and the annual SEND Information report to Governors.

19. How will children with SEND be supported at times of transition?

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The School recognises that transition of any sort can be difficult for you and your child and will take steps to ensure that this process is as smooth as possible.

For children with SEND starting school at St Mary's in EYFS – there is strong liaison between the SENDCO, EYFS lead teacher and the St Mary's Playgroup leader (on campus).

All pre-school children at St Mary's playgroup have regular visits to their new class for story time and 'stay and play' mornings. Special needs are discussed with pre-school SENDCOs at their respective settings so that the SENDCO and EYFS teachers are aware of intervention/support that needs to be put in place at the beginning of the year e.g. Speech and Language support.

Where pre-school children require, or already have an EHCP, the Pre-School worker may come into school to support the transition process, and/or the SENDCO and EYFS teacher liaises with Playgroup and any external professionals, including Early Years Team, Health or Social Care as appropriate. The involvement of the Early Years Support Advisor may continue throughout part of EYFS. The parent/carer, SENDCO, EYFS lead teacher and SEND support TA may also attend a 'Starting Out' Conference (led by the Advisory Teaching Service) if children in need of an Education and Health Care Plan (EHCP) have communication and interaction difficulties. Here they meet with parents/carers and pre-school staff to ensure all information is clearly communicated.

For children with SEND starting school at St Mary's in EYFS from other pre-school settings, the EYFS teacher and/or SENDCO may wish to visit the setting or home (if it is local) to observe the pupil and/or meet with the SENDCO and key staff, and, *if possible*, attend any review or TAC meeting to ensure careful transition arrangements and necessary support can be put in place *before* the child starts school.

For children with SEND moving to St Mary's at any given time from another setting – the SENDCO will use records or contact the previous school to ensure information is clear on how best to support and meet the needs of your child and organise a My Plan or My Plan+ meeting. It may be necessary to contact the previous school.

For children with SEND moving to a new setting – the School ensures that all records are passed on as soon as possible. It may be necessary for either of the class teacher/SENDCo/SEN support staff to visit or contact the new school if special arrangements are required e.g. for visual impairment or Autism Spectrum needs.

For children with SEND moving classes within the school – handover meetings are held between staff, so that teachers are fully aware of your child's needs well in advance. The SENDCO may be involved in these meetings to discuss strategies and materials that have worked well. Children will have opportunities to visit their new class and meet their new teacher. There is also an open evening during the Summer Term for parent/carers and their children to meet their new teachers more informally and visit their new classrooms.

Some children – i.e. those with Communication and Interaction needs or anxiety may benefit from extra visits or phased transition to their new class to reduce anxiety to a minimum. This may include taking photographs and a TA helping them to make a book of their new setting, or short visits to do an activity with the new class TA to prepare, and gradually get used to the change of class and staff. This includes pupils moving from pre-school into EYFS especially.

For children with SEND moving from Y6 to KS3 – All pupils moving on to KS3 will have visits (taster days) to their new school, and staff from their new school will visit St Mary's; for children with SEND, extra visits to their new setting may be appropriate e.g. Chosen Hill's Strawberry Day in the Summer Term.

There is strong liaison between the SENDCO at St Mary's, St Peter's and local Chosen Hill and Churchdown Schools, which are chosen as popular KS3 settings.

All SENDCOs or SEND team staff from KS3 schools are invited to Y6 Summer SEND reviews. *This may via online platform, such as TEAMS.*

All SEN records are passed on to pupils' new schools before the start of Term.

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For pupils on the Autism Spectrum moving to KS3: the SENDCO attends the Primary Transition Conference arranged by the Advisory Teaching Service to meet together with parents and KS3 staff and discuss specific needs of pupils.

Some Y6 pupils with SEND may require access to further social skills support, which may be run in school individually or as a small group (as need is required) to help prepare for the move to KS3. Resources from the Speech and Language Therapy Service are used to support preparing for changes at transition, and other resources aimed to engage pupils in sharing their feelings about moving on and reducing and managing any anxiety about a variety of possible scenarios: homework, making friends, travelling on the bus, getting lost etc.

20. How is extra support allocated to children?

The school budget, received from Gloucestershire Local Authority, includes money for supporting children with SEND.

The Head Teacher decides on a budget for SEND in consultation with the school Business Manager and Governing Body on the basis of the needs of the children currently in the school.

Funding is used for employing SEND support TAs to work with children with EHC plans, target individuals (e.g. for commissioning an Educational Psychology report where a full cognitive assessment may be required or private Occupational Therapy assessment) and groups, and for relevant staff training. Other resources are purchased for use with individuals or groups where appropriate. Resources, training and support are reviewed regularly and changes made as needed.

21. The Pupil Premium

All schools receive **additional funding** for students **if pupils are in receipt of free school meals, in a Services family or are in Local Authority care** (Looked After-LAC or Previously Looked After-PLAC). This is called the Pupil Premium (or Services Premium for pupils of Service families). At St Mary's, this funding is issued to further support pupils reach their full potential. For children with SEND this may be used to help them narrow their learning gaps and input intervention to overcome any learning barriers. Not all pupils who qualify for Pupil Premium, or Services Premium, have SEND. All categories of need are indicated on the SEND and pre-SEND registers i.e. if a pupil has SEND and is in receipt of Pupil Premium or receiving pastoral support etc.

22. Personnel

Head Teacher/DSL – Mr Liam Jordan

SEND Governor – Mr Richard Wallace

Deputy Head Teacher/English Subject Leader– Mrs Jenny Fredrickson

Infant Team Leader / Deputy DSL/ Curriculum Leader – Rebecca Lansdown

School Business Manager – Mrs Louise James

SENDSCO/leading Speech and Language and some SEN interventions– Miss Janet Marie Payne

SEND support TAs leading targeted SEN interventions: Mrs Caroline Lewis; Mrs Rachael Jones; Mrs Charlotte Clubley, Mrs Kathleen Pitts (HLTA) and Mrs Jasmine Hobbs

EYFS lead teacher and Phonics lead – Mrs Joanna Marsh

1-2-1 / paired Tutoring - Mr Tony Wadley (a qualified teacher)

Pastoral lead (ELSA trained) – Miss Hollie Dew

Pastoral TA – Mrs Rachael Jones

HLTA and FIZZY leader – Mrs Kathleen Pitts

EAL support TA (TEFL trained) – Mrs Sam McGuire

23. Review

This School Offer will be reviewed on an annual basis, and updated appropriately. However, if a weakness is identified in School procedures, it will be reviewed and revised immediately.

Date of this SEND School Offer: [June 2026](#)

Date when next review is due: [June 2027](#)