



St. Mary's Catholic Primary School,
Wednesbury

Special Educational Needs and Disabilities (SEND) Information Report

Approved by:	Local Governing Body
Approval date:	October 2026
Last reviewed:	September 2026
Next review due:	September 2027

Our mission

"Our Community, Growing and Learning Together with Christ."

"We are the body of Christ, and each one of us is a part of it." - 1 Corinthians 12:27



St Gabriel
the Archangel
Catholic Multi-Academy Trust

Contents - a parent and carer guide

This report explains how our SEND Policy works in practice. It is designed to help families quickly find out what happens, who to speak to and how support is planned and reviewed.

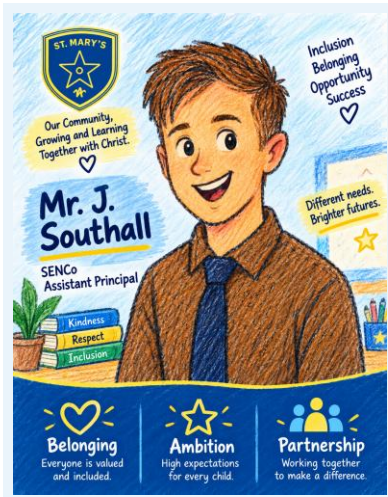
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Read this alongside

Our SEND Policy, Accessibility Plan, Inclusion Strategy Statement, Safeguarding/Child Protection Policy, Behaviour Policy, Attendance Policy and Complaints Policy. Current versions are published through the school website.

School SEND webpage: www.stmaryswednesbury.co.uk/Page/Detail/send

1. Welcome and key contacts



Dear parents and carers,

This report is our practical guide to SEND at St. Mary's. It explains how we notice and understand needs, remove barriers, plan support and work with children and families.

Our starting point is inclusion. We want every child to belong, to experience ambitious learning and to receive the right support at the right time. A diagnosis is not required before reasonable adjustments or appropriate support can begin.

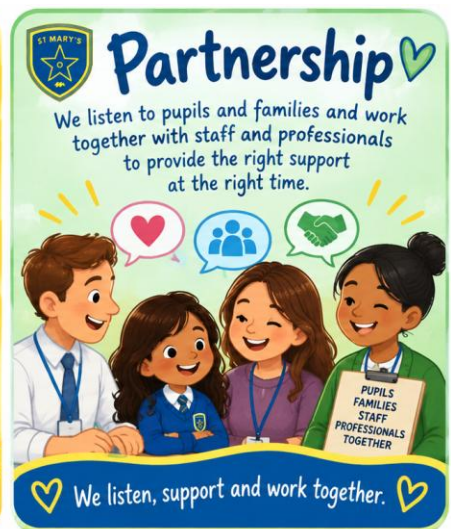
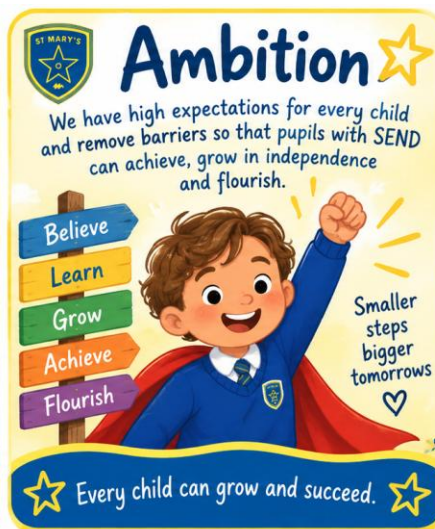
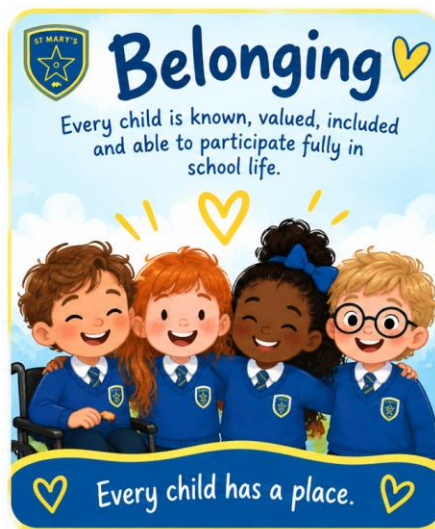
If you are ever worried about your child, or simply want to talk something through, please contact us. Early conversations are helpful and you do not need to wait for a problem to become serious.

Kind regards,
Mr. J. Southall

Contact the SENCO

Telephone: 0121 505 3595 | Email: jsouthall@st-marys.sandwell.sch.uk

You can also contact your child's class teacher through the usual school communication routes, including ClassDojo.



2. What do SEN and SEND mean?

SEND means special educational needs and disabilities. SEN is a specific legal term. A child has SEN when they have a learning difficulty or disability which calls for special educational provision - provision that is additional to, or different from, what is made generally for pupils of the same age.

SEND and disability are related, but they are not the same thing

Some disabled pupils also have SEN. Other disabled pupils may need reasonable adjustments under the Equality Act 2010 but may not require special educational provision. We make reasonable adjustments according to need; a formal diagnosis is not required.

3. What kinds of need do we support?

The SEND Code of Practice describes four broad areas of need. These help us think about barriers and appropriate provision, but they are not fixed labels. A pupil may have needs across more than one area and their profile may change over time.

Broad area	What this may include
Communication and interaction	Understanding or using language; speech; social communication; interaction; pragmatic communication. Autism may affect this area, but autistic pupils can experience barriers across several areas.
Cognition and learning	Literacy, numeracy, memory, processing, organisation, coordination or broader learning difficulties. This can include specific learning difficulties such as dyslexia or dyscalculia.
Social, emotional and mental health	Emotional wellbeing, anxiety, regulation, relationships, participation or persistent changes in behaviour. We seek to understand the underlying need rather than treating behaviour itself as a category of SEN.
Sensory and/or physical	Vision, hearing, multi-sensory, physical or motor needs and health-related barriers to access. Pupils may need specialist equipment, environmental changes, adapted resources or specialist advice.

Needs, not labels

Conditions such as ADHD can affect attention, executive functioning, communication, regulation, sensory processing and learning. We consider the pupil's actual profile of strengths, needs and barriers rather than assuming that a diagnosis belongs in one box.

4. Who will support my child?

SEND is a whole-school responsibility. The class teacher remains responsible and accountable for the progress and development of every pupil in their class, including when additional adults or specialists are involved.

Class teachers Plans and delivers high-quality inclusive teaching, makes reasonable adjustments, knows the pupil's agreed strategies and outcomes, and reviews whether support is making a difference.	SENCO - Mr J. Southall Coordinates SEND provision, advises staff and families, supports assessment and the graduated approach, liaises with professionals and the Local Authority, and monitors SEND across the school.
Teaching assistants and support staff Implement agreed strategies under the direction of teachers, support access and independence, provide useful observations and help pupils transfer learning back into the classroom.	Principal, Trust and governors Provide strategic oversight, make sure statutory duties are met, scrutinise provision and resources and support a whole-school culture of inclusion.
External professionals May include educational psychology, speech and language therapy, occupational therapy, physiotherapy, specialist teachers, school nursing, paediatrics, mental health services, early help and social care.	Pupils and families Bring essential knowledge about strengths, aspirations, what works, what is difficult and what matters most. Their views are part of planning and review.

Mr Southall is a qualified teacher and experienced school leader and gained the NPQ for SENCOs. Staff training is reviewed in response to the needs of the current cohort and the school's inclusion priorities.

5. What should I do if I have a concern?

Please tell us. You do not need to have a diagnosis, assessment report or a particular phrase to describe your concern. Start with what you are noticing and what you would like us to understand.

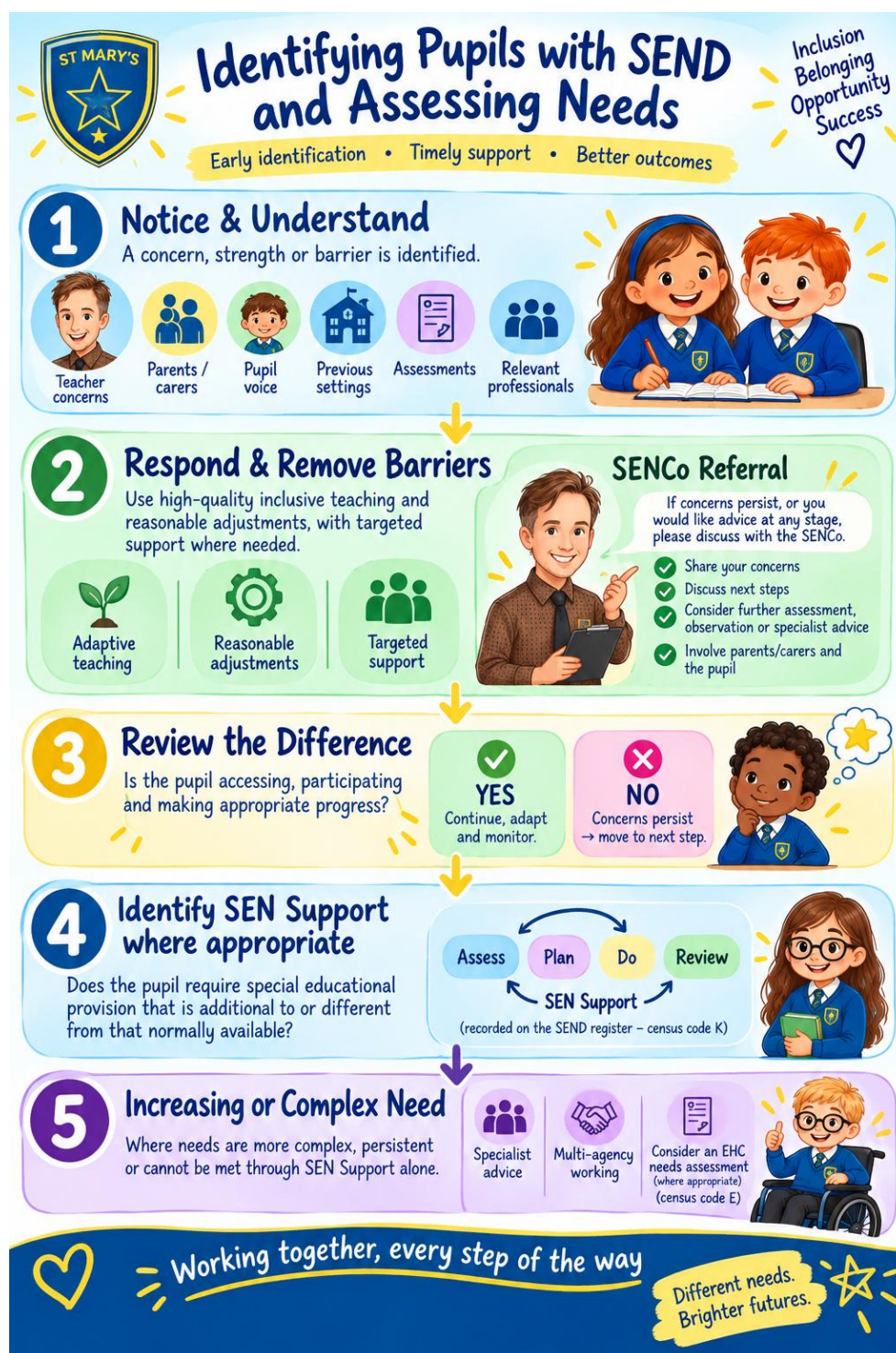
1. Talk Speak to your child's class teacher or contact Mr Southall. You can use ClassDojo or ring/email the school office to arrange a conversation.	2. Understand We will listen to you and your child, consider strengths as well as difficulties, and look at learning, participation, communication, wellbeing and other relevant information.
3. Agree next steps This may include changes to teaching, reasonable adjustments, targeted support, a SENCO referral, further observation/assessment or specialist advice. Support can begin before a child is identified as having SEN.	You can contact us at any stage If concerns persist, needs change or you would simply value advice, please get back in touch. Communication continues between formal review points.
Remember Slow progress or low attainment does not automatically mean SEN - and working at or above age-related expectations does not rule SEN out. We look at the whole child and the barriers they are experiencing.	

6. How do we identify pupils with SEND?

Identification begins with noticing and understanding. Information may come from the pupil, family, teacher, previous setting, assessment, attendance and participation information or relevant professionals.

Before deciding that SEN Support is required

We consider the quality and accessibility of teaching and other factors that may affect the pupil, such as attendance, health, bullying, bereavement, trauma, family circumstances, interrupted education or language acquisition. Difficulties related solely to English as an additional language are not SEN. Distressed, withdrawn or disruptive behaviour is not itself a category of SEN; we seek to understand the underlying cause.



7. What support can happen before SEN Support?

A pupil does not need to be on the SEND register before we remove barriers. Universal inclusive practice, reasonable adjustments and targeted support can all be used before the statutory definition of SEN is met.



- High-quality adaptive teaching, clear routines, explicit instruction, scaffolding and accessible resources.
- Reasonable adjustments to teaching, communication, routines, assessment, the environment or school activities.
- Timely targeted teaching or support for an identified barrier - sometimes short-term and sometimes longer.
- Reviewing whether the pupil is accessing learning, participating, becoming more independent and making appropriate progress.

The SEND register has a specific purpose

A pupil is recorded as receiving SEN Support (census code K) when they meet the statutory definition of SEN and require special educational provision that is additional to, or different from, the school's general offer. Targeted support or reasonable adjustments alone do not automatically mean that a pupil has SEN.

8. What happens when my child receives SEN Support?

When it is agreed that a pupil requires SEN Support, parents/carers are formally informed. The pupil is recorded on the SEND register (census code K) and support is planned and reviewed through repeated Assess-Plan-Do-Review cycles.

- We agree meaningful outcomes with the pupil and family.
- We record the reasonable adjustments, teaching strategies and additional or different provision that will be used.
- The class teacher remains responsible for the pupil's learning and progress.
- Parents/carers are involved in meaningful SEND reviews at least three times each year, with communication between reviews when needed.
- Support may be maintained, adapted, intensified, reduced or ceased according to evidence of impact and the pupil's changing needs.

9. How does Assess-Plan-Do-Review work?



Stage	In practice at St Mary's
Assess	Understand strengths, needs and barriers using assessment, observation, pupil and parent views and relevant professional advice.
Plan	Agree outcomes, reasonable adjustments, teaching approaches, additional provision, who will deliver it, how impact will be measured and the review date.
Do	Put the plan into action. The class teacher retains overall responsibility and additional support connects back to everyday classroom learning.
Review	Check whether provision was delivered as intended and, importantly, what changed for the pupil. Agree the next cycle.

10. What are ILPs and ProvisionMap?

For pupils receiving SEN Support, St. Mary's normally records the graduated approach through an Individual Learning Plan (ILP) using ProvisionMap. The ILP is a working document, not a one-off form.



Our online tool for planning,
recording and reviewing SEND
provision

A typical ILP records:

- strengths, needs and pupil/parent views
- priority outcomes and success criteria
- reasonable adjustments and teaching strategies
- additional or different provision and responsible adults
- how impact will be assessed and the review date
- review outcomes and agreed next steps

Strengths and needs	Priority outcome	Support / strategies	Review
What is going well? What is getting in the way?	A specific, meaningful change we want to see.	What adults will do, how often, and any reasonable adjustments.	What changed? What should we maintain, adapt or stop?

Shared and reviewed

ILPs are normally reviewed at least termly as part of the graduated approach. They are shared with parents/carers and made accessible to staff who work with the pupil. We focus on impact - recording that an intervention happened is not evidence that it worked.

11. How are pupils and families involved? - Co-production

We put pupils and families at the heart of decisions about SEND provision. Early conversations explore strengths, difficulties, aspirations, what is already working, the outcomes sought and the next steps.



- Parents/carers of pupils receiving SEN Support are involved in meaningful SEND reviews at least three times each year.
- Parents receive accessible information and enough opportunity to contribute; communication continues between formal reviews where needed.
- Pupil views are gathered in ways that are appropriate to age, development and communication. This can include talking, drawing, visuals, symbols, communication aids, observation or support from a trusted adult.
- Where possible, we explain to pupils how their views have influenced decisions.

Our co-production promise

Pupil voice is not a box to tick. Parent voice is not simply information we collect. We use both to improve outcomes, provision and the pupil's experience of school.

12. How do we adapt teaching and make reasonable adjustments?

High-quality inclusive teaching is our first response to need. Reasonable adjustments are made where a disabled pupil would otherwise be placed at a substantial disadvantage. The duty is anticipatory: we try to think about likely barriers before they cause difficulty.



Examples may include:

- additional processing time, chunked instructions, visual supports or pre-teaching vocabulary;
- adapted recording methods, assistive technology, enlarged or accessible resources;
- changes to seating, routines, the physical environment or sensory demands;
- flexible grouping, structured practice, scaffolds and carefully planned adult support;
- adaptations to communication, behaviour or attendance approaches where appropriate;
- access arrangements for statutory assessment where they reflect the pupil's normal way of working and current assessment guidance.

Adjustments are individual

A diagnosis does not prescribe a standard package. We consider the actual barrier, the pupil's needs and the school context. Support should increase access, confidence and independence rather than create unnecessary dependence on adults.

13. What is our Inclusion Base?

The Nest - additionally resourced / inclusion provision

The Nest is part of St. Mary's wider commitment to inclusion. It provides a more specialist or targeted environment for pupils whose needs require this level of provision.

- Pupils remain valued members of the wider St. Mary's community.
- Provision is purposeful, needs-led and linked to clear outcomes.
- Pupils have meaningful opportunities to learn, play, worship, socialise and participate with peers, with the balance determined by individual need rather than a fixed model.
- Movement between The Nest and mainstream classes is carefully planned, prepared and reviewed.
- Additional adult or specialist support is used to promote communication, access and independence.
- Parents, pupils, teachers and relevant professionals contribute to review and transition planning.
- The Nest is not used as an informal sanction, exclusion space or substitute for reasonable adjustments in the classroom.

The Nest operates in line with the school's agreed commissioning and Local Authority arrangements. Access to specialist/resourced provision is therefore not simply a school choice or an automatic consequence of a diagnosis.

How we evaluate The Nest

We look at progress towards individual outcomes, participation and belonging, attendance, wellbeing, independence, family views and successful access to the wider curriculum and school community.

14. How do we use expertise, external professionals and resources?

The Principal and SENCO review staff development needs and plan ongoing professional learning so that teachers and support staff can meet the needs of the current cohort. Training may include inclusive/adaptive teaching, communication, literacy and numeracy difficulties, autism/neurodiversity, sensory and physical needs, SEMH, assistive technology, safeguarding, de-escalation and specific individual needs.

Where school-based assessment and expertise are not sufficient, we may seek advice from:

Education Educational psychology; specialist teachers; Local Authority SEND services.	Communication and therapies Speech and language therapy; occupational therapy; physiotherapy; sensory/physical specialist services.
Health School nursing; GPs; paediatrics; children and young people's mental health services.	Family and wider support Early help; social care; attendance/welfare services; other commissioned or voluntary-sector organisations.

External advice supports - it does not replace - school responsibility

Recommendations are considered alongside the pupil's needs, the school environment, reasonable-adjustment duties and the provision that can be implemented consistently in everyday school life.

How SEND provision is funded

Mainstream school funding includes a notional SEN budget within the school's overall budget. This is not a separate pot for individual pupils and the £6,000 high-needs threshold is not an entitlement of £6,000 for every pupil with SEN. Where needs are more complex and costs exceed the usual mainstream threshold, additional high-needs/top-up funding may be sought through Local Authority arrangements.

For 2026/27, the school also publishes an Inclusion Strategy Statement alongside this report and the SEND Policy. It explains how inclusion funding and planned activities support barriers to learning and participation.

15. How do we know whether support is making a difference?

We evaluate provision by asking what has changed for the pupil - not simply whether an intervention took place.

We look at	Questions we ask
Progress towards individual outcomes	Is the pupil moving towards the specific outcomes agreed with them and their family?
Curriculum learning	Is the pupil learning more, remembering more and able to use what they have learned?
Access and participation	Can the pupil access lessons, communicate, join in and take part in the wider life of school?
Independence	Is support helping the pupil do more for themselves rather than increasing dependence?
Wellbeing and belonging	Does the pupil feel safe, valued, confident and included?
Attendance and engagement	Are barriers to attendance, punctuality or engagement reducing?
Pupil and family views	Does the pupil feel support is helping? What are parents/carers noticing at home?
Implementation	Was the support actually delivered with the frequency, quality and intensity planned?

Review leads to action

Depending on the evidence, we may maintain, adapt, intensify, reduce or cease provision. Where needs are persistent or increasingly complex, we may seek further specialist advice or consider whether an EHC needs assessment is appropriate.

16. How will my child be included in school life?

Our aim is meaningful participation, not simply physical presence. Pupils with SEND and disabilities are encouraged and supported to take part in the curriculum and wider life of the school alongside their peers wherever reasonably possible.

- Trips, residential, clubs, PE, sports day, performances, collective worship, workshops and themed days are planned with inclusion in mind.
- If an activity presents a barrier or risk, we consider reasonable adjustments and alternative ways of enabling participation before deciding that a pupil cannot take part.
- No pupil will be excluded from an activity solely because of SEN or disability.
- Admissions arrangements do not unlawfully discriminate because of SEN or disability. A maintained school or academy named in a final EHC plan must admit the child in accordance with the statutory framework.
- The Accessibility Plan sets out how we increase access to the curriculum, physical environment and information over time.

Facilities, equipment and auxiliary aids

According to individual need, support may include adapted or enlarged resources, technology, specialist equipment, seating/environment changes, sensory provision, accessible information and other auxiliary aids or services. The Accessibility Plan on our SEND webpage gives further information about accessibility priorities and improvements.

Accessibility Plan and SEND information: [School SEND webpage](#)

17. How do we support wellbeing, attendance, behaviour and safeguarding?

Some pupils with SEND or disabilities experience additional barriers to attendance, engagement, communication, regulation or behaviour. We apply high expectations alongside timely, appropriate reasonable adjustments and support.

Attendance We work with pupils and families to understand barriers and avoid assuming that absence is simply a matter of choice. Attendance approaches are adjusted where reasonable and appropriate.	Behaviour and regulation Distressed, withdrawn or disruptive behaviour is not itself a category of SEN. Staff consider communication, regulation, disability, unmet need, safeguarding and contextual factors.
Wellbeing and belonging Pupils can access pastoral support, trusted adults, regulation strategies, friendship/social support and specialist input where needed. Pupils with SEND are encouraged to take part in pupil leadership and school groups.	Safeguarding Staff recognise that pupils with SEND and certain medical conditions can face additional vulnerabilities, including communication barriers, bullying, isolation, online risks and difficulties recognising or reporting harm.

Safeguarding always comes first

Any safeguarding concern is responded to under the school's Safeguarding/Child Protection Policy. The DSL and SENCO work closely where appropriate, but SEND processes never delay safeguarding action.

Restrictive intervention and reasonable force

Our starting point is prevention. Staff use knowledge of the pupil, reasonable adjustments, communication support, environmental changes, co-regulation and de-escalation to reduce the need for restrictive intervention. Any use of reasonable force must be lawful, necessary, proportionate, for the least amount of time required and never used as punishment.

18. How do we support transition, EHC plans and looked-after pupils?

Transition is planned according to individual need. This includes starting Nursery/Reception, moving between year groups and teachers, moving into or out of The Nest or other specialist provision, changing school and Year 6 to Year 7 transition.

- early information sharing between current and receiving staff/settings;
- pupil and parent meetings and accessible transition information;
- additional visits, photographs, visual supports, social narratives or familiarisation;
- joint planning with the receiving SENCO, teachers and external professionals;
- transfer of relevant ILPs, assessments, specialist advice, safeguarding information and provision records;
- planning for equipment, staffing, transport, medical needs or reasonable adjustments before the pupil starts.

Preparing for adulthood begins in primary school

We help pupils build communication, confidence, independence, self-advocacy, relationships, life skills and aspirations. Transition planning should help each child understand themselves as a learner and communicate what helps them succeed.

Education, Health and Care (EHC) plans

An EHC plan is for children and young people who need more support than is available through SEN Support. Where needs are complex, persistent or cannot be met appropriately through SEN Support alone, the school may work with the family and Local Authority regarding an EHC needs assessment. Parents/carers also have the right to ask the Local Authority directly for an EHC needs assessment. The Local Authority decides whether an assessment and, subsequently, an EHC plan are required.

For pupils with an EHC plan, the school contributes to statutory annual reviews and delivers the educational provision specified in the plan. The Local Authority is responsible for maintaining and amending the plan.

Looked-after and previously looked-after pupils

The Principal/Designated Teacher and SENCO work together so that care circumstances, SEN and any relevant safeguarding or wellbeing needs are understood together. For looked-after pupils, the Personal Education Plan (PEP), SEN Support/ILP and any EHC plan should complement one another.

19. What if I am worried or need more help?

We want concerns to be raised early and resolved constructively. You will never be treated less favourably because you have raised a concern or complaint in good faith.

Step	Who to contact
1	Your child's class teacher - usually the best starting point for day-to-day concerns.
2	Mr Southall, SENCO - if the concern relates specifically to SEND identification, provision or review, or remains unresolved.
3	Mrs Pritchard, Principal - if the concern remains unresolved.
4	Use the school/Trust formal Complaints Policy where the matter cannot be resolved informally.

Some matters about EHC needs assessments or EHC plans are decisions of the Local Authority rather than the school. Separate disagreement-resolution, mediation and SEND Tribunal routes may apply. Disability-discrimination claims may also be considered by the First-tier Tribunal (SEND).

Free, impartial support

Sandwell SENDIASS provides free, confidential and impartial information, advice and support to children, young people and families about SEND, SEN Support, EHC plans, meetings and disagreement resolution.

Useful contact	Details
St Mary's SENCO	Mr Southall 0121 505 3595 office@st-marys.sandwell.sch.uk
School SEND webpage	https://www.stmaryswednesbury.co.uk/Page/Detail/send
Sandwell SEND Local Offer	https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page
Sandwell SENDIASS	https://www.sandwellsendiass.co.uk/ 0121 289 2566
GOV.UK SEND information	https://www.gov.uk/children-with-special-educational-needs

Glossary

A few of the terms you may hear when talking about SEND at school:

Term	Meaning
Adaptive teaching	Teaching that responds to pupils' strengths and needs while keeping ambitious curriculum goals.
Annual review	The statutory review of an EHC plan, usually held at least once every 12 months.
Assess-Plan-Do-Review	The repeated graduated cycle used to understand needs, agree provision, put it in place and evaluate impact.
Co-production	Pupils, families and professionals working together as meaningful partners in decisions.
EHC needs assessment	A statutory assessment carried out by the Local Authority to decide whether an EHC plan is needed.
EHC plan / EHCP	A legal plan setting out a child or young person's education, health and care needs, outcomes and specified provision.
ILP	Individual Learning Plan - St. Mary's working record of strengths, needs, outcomes, provision and review for pupils receiving SEN Support.
Local Offer	The Local Authority's information about SEND services and support available in the area.
ProvisionMap	The online system St. Mary's uses to support recording, planning and review of SEND provision and ILPs.
Reasonable adjustment	A change made to avoid a disabled pupil being placed at a substantial disadvantage.
SEN	Special educational needs.
SEN Support (K)	The school-census category used when a pupil with SEN receives special educational provision through the graduated approach.
SEND	Special educational needs and disabilities.
SENCO	Special Educational Needs Co-ordinator.
Special educational provision	Educational or training provision that is additional to, or different from, that made generally for pupils of the same age.
The Nest	St. Mary's additionally resourced/inclusion provision, operating within agreed commissioning and Local Authority arrangements.
Transition	Movement between classes, year groups, schools, phases, provisions or life stages.

Keeping this report up to date

This report is reviewed at least annually and will be updated sooner where there is a material change to the information it contains. It reflects the current statutory SEND framework as at September 2026. If legislation or statutory guidance changes, the school will update its published information.