



St Mary's RC Primary School, Battersea

Special Educational Needs and Disability (SEND) Information Report 2026-2027

As a school we work within the Wandsworth guidance on Provision for children with SEN in mainstream schools which explains the ways children with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy and we also have an 'Accessibility' plan.

At St Mary's RC School, Battersea, all pupils, regardless of their particular needs, are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. The staff of our school recognise that the children we teach, often learn in different ways and where a special educational need is identified, we endeavour to put in place appropriate interventions strategies to support the learning needs of the child. Quality teaching is vital; however, for some children there are occasions when further positive support may be needed to help them to achieve. We may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation. We regularly review the provision of support of the children in our care. Such reviews also serve to inform and embed our high expectations amongst staff about quality first teaching and learning.

At St Mary's RC Primary School, our Special Education Needs Co-ordinator is: Mary Gilbride. She can be contacted on 0207 622 5460 or senco@st-marys-pri.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

You should first speak to your child's class teacher.

The class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

The responsibility of our school SENCO is:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Our Headteacher is responsible for:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Our SEN Governor is responsible for:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

How does the school decide whether a child has special education needs and what extra help they need?

The school regularly monitors all pupils' progress and well-being. Class teachers are responsible for identifying pupils who are not making progress in their learning or those whose behaviour is impacting their ability to engage in school activities. This ongoing monitoring is key to recognizing whether a pupil may have special educational needs (SEN). The class teacher will record the area of need on an Initial concerns form which is then shared with parents.

After discussions with parents and key staff, additional support will be put into place to provide enhanced resources and targeted small group and/or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this point.

This additional support is documented in a SEN Provision Map. In consultation with the class teacher, SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed consider each pupil's strengths as well as their difficulties.

In some cases, teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood. Review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings are recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested.

How will I know how my child is doing and how will you help me to support my child's learning?

The process of identifying that a child might need additional support or assessment will involve a conversation between school and parents or carers at the earliest opportunity. This makes sure that parents and carers are always consulted at every step and kept fully informed about the help their child is given, and the results of that help. If your child is receiving additional support because of a Special Educational Need or disability, parents will receive a copy of your child's SEN Provision Map each term when it is reviewed. This gives details of the specific areas your child is working on and how we can work in partnership to support your child's progress and development.

You will also be invited into school to discuss how your child is progressing, what support is working well, and whether any changes may be needed. These meetings take place in addition to our Parents' Evenings. They provide an opportunity to talk in more detail about the support in place for your child, ask questions, and share any information that may help us support them further in a relaxed and unhurried setting.

We are committed to working closely with parents and carers of children with more complex needs to provide the best possible support for them in school, wherever appropriate and feasible. We collaborate with families to learn how to support children with medical conditions, those who require specific equipment or technology, and those who need to continue prescribed therapeutic interventions (such as speech and language therapy, occupational therapy, or physical therapy). We also work with parents to support children who need to attend other schools to access certain parts of the curriculum.

If you have any questions about what is possible, please come and talk to us.

How will my child be involved and consulted?

If a child feels they require additional help, they will normally discuss this with the class teacher. If the child still feels more help is needed they would be invited to talk with Miss Gilbride, SENCO about what help they need. Where they are unable to do so, support will be provided to facilitate this conversation.

During the SEN Provision Map process students' views are sought (where appropriate) as well as views/ideas they may have expressed at home.

How do you assess and review my child's progress?

Your child's progress is continually monitored by their class teacher. Their progress is reviewed formally every term and a National Curriculum standard given in reading, writing, numeracy and

science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour at the end of the school year.

If your child is in Year 1 or above but is not yet working at National Curriculum levels, a more tailored assessment tool will be used. This tool provides a clearer picture of their current level and tracks smaller but significant steps of progress.

At the Key Stage 1, children will complete the optional Standard Assessment Tests (SATs). The results of these tests are shared with parents at the end of Year 2. At the end of Key Stage 2, in Year 6 children will complete the Standard Assessment Test (SATs). as required by the government. The results of these tests are published nationally.

For children receiving SEN support or with an Education Health Care Plan (EHCP), a Provision Map will be maintained and reviewed each term, with your involvement, to assess progress and plan for the following term. For children with a Statement of SEN or an Education, Health and Care Plan (EHCP), their progress is formally reviewed at an Annual Review, where all adults involved in their education are invited.

Additionally, the SENCO will regularly monitor your child's progress in both individual work and group activities. This is done through ongoing meetings with the staff delivering the programmes and the Class Teacher to ensure they are making good progress.

A range of ways will be used to keep you informed, which may include:

- Home/school book
- Letters/certificates sent home
- Additional meetings as required
- Reports

How is teaching and the curriculum adapted to my child's needs?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning considers individual pupil's needs and requirements. Lessons are scaffolded to support the needs of all children to ensure access to the curriculum. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Opportunities to share views and provide advice will be given to parents / carers which relates to the child's progress and their needs can be met, in the form of a parent meeting or Team around the Child Meeting (TAC). We may, with parents' consent, make referrals to specialist services as required to further support your child's needs.

All our staff are trained in order that we can adapt to a range of SEND - specific learning difficulties, including dyslexia, (SpLD); autistic spectrum disorder (ASD); speech, language and communication

needs (SLCN); and behavioural, emotional and social difficulties (BESD). When teaching, we use different approaches to learning: these are visual, aural and kinaesthetic methods.

Teachers are trained according to the needs of the children in their care. Additional training includes delivering speech and language programmes, Occupational Therapy exercises, Strategies to support well-being.

As a school, we firmly believe that additional staff can benefit teaching and learning and students should have access to learning support staff. Classes are allocated support staff for all or part of the school day, and have access to guided group work. Some students who have an EHCP, may also have access to additional adults to specifically work with them to participate in class.

Strategies/programmes to support speech and language

- Staff carry out strategies suggested by speech and language therapist

Strategies to support/develop literacy including reading

- Phonics intervention groups
- Small booster groups
- Additional Reading Support
- Precision teaching interventions

Strategies to support/develop numeracy

- In class group support
- Small booster groups
- Mathematics

Provision to facilitate/support access to the curriculum

- General SEN resources (e.g. move and sit cushions, pencil grips, reading rulers etc.)

What support is there for my child's emotional well-being?

Appropriate curriculum and provision underpins the social and emotional wellbeing of the students. St Mary's follows the PATHS programme from Nursery to Year 6.

Positive behaviour plans are drawn up to support individual pupils. Social, Moral, Cultural, Spiritual activities are identified on Medium-Term Planning for each subject PHSE is a subject with a high profile throughout the whole school. Achievement and success is regularly celebrated in the form of certificates awarded at a weekly Celebration Assembly.

Emotional well-being is supported by making sure that children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class, they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a 'circle of friends' or 'circle time' involving the whole class. Our Learning Mentor, Mrs Cadden, is here to support pupils and families with emotional needs. She supports children in 1:1 and small groups.

What training and specialist skills do the staff supporting children with SEND have or are having?

The SENCO's job is to support the class teacher in planning for children with SEN. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with any SEND needs. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the GPAS Outreach service, LSS, and Sensory service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO or Associate Headteacher.

What do we do to make the school environment and curriculum accessible for all children?

The Senior Leadership team (SLT) review the curriculum annually to ensure that it meets the needs of all children. Regular meetings are held with the subject leaders and SLT to review practice and impact.

Within the classroom specialist equipment is used as and when required. We use workstations; visual timetables and cues; PECS; various ICT Programs and countdown timers for children who need it. We deliver speech & language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will then be taught and assessed after a given period of time. We deliver Occupational Therapy programmes provided by the Occupational Therapy service.

We use ICT equipment and programs to support specific needs. We use a range of software to help children engage with subjects they find difficult. This helps children to become independent learners. Any specific physical requirements will be assessed individually and equipment will be provided to meet those needs with the help of Local Authority SEND services.

Access to strategies/programmes to support occupational/physiotherapy needs

- Handwriting groups
- OT clubs (when possible)
- Ramps
- Visual Paint
- Rails

The curriculum is also adapted through differentiation, class groupings, interventions and use of resources.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by Wandsworth LEA can be accepted for access arrangements for public examinations.

How will my child be included in activities outside of the classroom?

We have a number of after school activities, which are open to all children. Should any child need support to access these activities, school will try to make the necessary arrangements.

We have a breakfast club in school and any child can access this providing space is available. We have regular educational visits as well as people coming into school to support different topic areas. We usually have one residential trip each year in Key Stage 2. All children, as well as those with SEND are always included in these. We provide any support required for their full inclusion. We choose visits that are accessible to all.

All children take part in fundraising and charity work within the school.

How will the school prepare my child to join the school or transfer to a new school?

When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it. If you tell us you think your child has a SEN we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child. If our staff thinks that your child has a SEN this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions or answer questions. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty.

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All SEN Support records will be shared with the new teacher.

- If your child would be helped by a book to support them understand moving on then it will be made for them.
- A meeting is held in the new term. This is an opportunity for parents to meet their child's new class teacher and find out about the expectations etc. for the new academic year.
- Further home visits may be carried out for pupils leaving Nursery school to attend reception to ensure up to date information is shared between parents and the school

In Year 6

- The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

What specialist services from outside does the school use to help meet children's needs

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met.

This list is the external agencies currently working with our school.

Agency	Description of support
Education Psychology Service	Ms Cuprie is the Educational Psychologists assigned to school. They are allocated a number of visits per year. The school will prioritise their caseload based on the requirements of children within the school.
NHS Speech and Language Service	Visits are allocated based on the caseload of the school. Children are referred to this service where appropriate.
NHS Occupational Therapy Service	Children are referred to this clinic which is held at Queen Mary Hospital, Roehampton. A panel will convene to review referrals and decide if their service will be appropriate for the child
NHS School Nurse	Please contact the office if you would like to speak to her.

Victoria Drive Pupil Referral Unit	Children are referred as needed to this service to support social, emotional and mental health needs.
Early Years Inclusion team e	Children are referred as needed to this service through the Signs of Wellbeing form (SWOB). A panel will then consider the case and how the service can help.
Wandsworth Sensory Service (WSS)	This service is only available to students who have a diagnosis of hearing loss, visual or sensory needs. A case worker will be allocated at the time of the discovery of the loss and they will continue to work with your child in school.
CAMHS (Child and Adolescent Mental Health Service)	Children are referred as needed to this service through the Signs of Wellbeing form (SWOB). A panel will then consider the case and how the service can help.
NHS Paediatric Services	Children are referred as needed to this service
Up Foundation	Sarah, is the Up Team Leader in school. Children can be referred for play therapy.

What will you do if my child has medical needs?

If a pupil has a medical need then a detailed Care Plan is compiled by the school in consultation with parents/carers. These are discussed with all staff who is involved with the pupil. All staff will receive basic First Aid training in addition to those that are already fully trained.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medication agreement in line with the medication policy is in place to ensure the safety of both child and staff member.

What should I do if I am unhappy with my child's support or progress?

Discussion between parents and the school is encouraged at all times, but especially in order to resolve issues at an early stage.

As parents are involved throughout the implementation of SEND provision, it is hoped that there will be no cause for complaints through misunderstanding or lack of agreement about how best to help the child.

However, if a parent has a complaint the following procedure takes place:

(1) The parent speaks to the class teacher about the problem. The class teacher investigates giving the parent a date for a follow up appointment.

(2) If the parent is still not happy, an appointment to see SENCO/Head Teacher will be made.

(3) If the parent is still not satisfied, the parent will be given the name and address of the Chairman of the Governors. Members of the Governing body will hear the complaint.

4) If the problem is still unresolved, the parent may contact the Director of Education at the Town Hall and/or the Diocesan Board.

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint

Where can I go for further advice and support?

- The Wandsworth Information Advice and Support Service (WIASS) provides an impartial free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email wiass@wandsworth.gov.uk or telephone 020 2271 8065
- Contact a Family- Independent support. Contact a Family Wandsworth (CaF) provide impartial, free and confidential support services to provide information and support for Wandsworth families who are going through the process of getting an Education Health and Care Needs Assessment. To book an appointment with an independent Support worker telephone 020 8947 5260 or email iswandsworth@cafamily.org.uk
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEND and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260. Or email infor@positiveparentaction.org.uk
- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website. www.wandsworth.gov.uk/localoffer.
- The Family Information Service (FIS) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899 or email fis@wandsworth.gov.uk. Text 07797805456 with 'FIS' at the beginning of your message.
- Up Play therapy – contact Sarah, team leader for more details 020 7622 5460

Due to the highly- differentiated nature of our support for learners with SEND programmes may change as needed. Also, not every programme will be available to every child with SEND. Allocation of specialist services and interventions will be dependent on need, funding, and availability of specialist support services.

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email our school office senco@st-marys-pri.wandsworth.sch.uk.