SEN INFORMATION

A welcoming guide for parents & carers

St Mary's Church of England Primary School

2026–2027

Every child is unique.

Supporting pupils with SEND to make the best possible progress.

You’re not alone

Our promise to children and families

Every child is unique — and their needs can be different.

- We provide support, opportunities and reasonable adjustments.
- SEND is everyone’s responsibility across the school.
- We identify needs, assess progress and review support.

A helpful first step

If you have concerns about your child, please talk to their class teacher.

We’re here to listen

Four broad areas of SEND

1

Communication & Interaction

Communication, language and interaction needs.

2

Cognition & Learning

Needs affecting learning and progress.

3

Social, Emotional & Mental Health

Emotional wellbeing and social or behavioural needs.

4

Sensory & Physical Needs

Sensory, physical and neurological access needs.

If you’re worried about your child

What happens?

1 We notice

Regular assessment and pupil progress information help us identify children who may need extra support.

2 We talk

Progress is discussed each half term by the class teacher, SENCo and a member of the Senior Leadership Team.

3 We look closer

If progress or attainment is significantly below age-related expectations, personalised assessment may be needed.

Your first step: arrange a meeting with your child’s class teacher.

What support might my child receive?

In the classroom

- High-quality teaching, carefully planned and adapted.
- Access to all areas of the curriculum.
- Provision maps show planned interventions.
- Small-group or one-to-one support where appropriate.

Working with specialists

Where a child's needs are not fully met, the school may seek advice from professionals such as Speech and Language Therapy or Educational Psychology.

With parental consent

You will be part of the conversation

APDR helps us work together

Assess

Understand needs

Plan

Agree priorities

Do

Put support into practice

Review

Check what is helping

APDR plans are reviewed and shared with parents/carers at least once each term.

Support is matched to your child’s needs

1 **High-Quality Teaching**

Planned adaptations and classroom support.

2 **Additional Need**

Targeted intervention groups, monitored by the class teacher and SENCo.

3 **SEN Support**

Additional provision where targeted support has not resulted in sufficient progress or needs are higher.

4 **Complex Needs**

An EHCP assessment may be requested where Local Authority criteria are met.

Helping children feel safe and supported

Wellbeing matters

Children's health and emotional wellbeing are given high importance.

Kapow! PSHE

Mindfulness

- Pupil voice and conferencing
- A key adult where appropriate
- Additional support when the environment is challenging
- External referrals where needed, including Families First, Family Support Worker and CAMHS
- Consistent routines, expectations and adults

Skilled staff, continually learning

Training includes:

- Autism
- ADHD
- Speech & language
- Anxiety
- Mental health
- Trauma-informed approaches
- Makaton
- ADHD in girls
- EBSA
- Lego Therapy
- SCERTS

The SENCo has completed the National Award for SEN Coordination and regularly attends training.

We can work with specialist services

- ✓ Educational Psychologist
- ✓ Advisory Teacher Service
- ✓ School Family Worker
- ✓ Howe Dell School outreach
- ✓ Counselling services
- ✓ Speech & Language Therapy
- ✓ CAMHS (Step 2)
- ✓ School Nursing Service
- ✓ Swallowdell Support Base
- ✓ Specialist impairment teams

Parents and children have a voice

Share successes, concerns and the things that are difficult.

Talk

Class teachers are available to discuss progress and concerns.

Meet

The SENCo can meet parents/carers for specific advice.

Review

Families can review APDR each term.

Contribute

Parents/carers and children help shape plans.

Being included beyond the classroom

- Transitions and changes in routine are planned for carefully.
- Visual timetables and ‘now and next’ boards can help.
- School trips include a risk assessment and consideration of individual needs.
- Extra-curricular activities are made accessible, with reasonable adjustments where needed.

The aim: a safe, successful and inclusive experience for every child.

Making the school environment accessible

Physical access

- Accessibility Plan reviewed annually
- Disabled parking near the front door
- One-level school with a wide-access front door
- Many accessible areas

Learning access

- Support aids can include hearing aids, pencil grips and preferential seating
- Posture support aids and fidget toys may be used
- InPrint creates visual timetables, task planners, communication books and social stories

Who can I contact?

School Office

Ruth Jones

01707 276725

admin@stmarys565.herts.sch.uk

SENCo

Sian Axon

01707 276725

senco@stmarys565.herts.sch.uk

Independent advice

SENDIASS

01992 555 847

info@hertssendiass.org.uk

If a concern remains, please refer to the school's complaints policy after consultation with staff and governors.

Supporting smooth transitions

Joining St Mary’s

Information from the previous school is shared; children can visit before starting.

Moving classes

Relevant information and APDR records are shared in advance.

Moving school

Support needs, arrangements and relevant records are passed to the new school.

Year 6

Transition learning, secondary-school visits, Primary Transition Day and a DSPL5 booklet support the move.

How resources and support are decided

Resources & funding

- Teaching is adapted to meet pupils' needs.
- Funding contributes to general SEN provision and the Notional SEN Budget.
- Additional funding may include LHNF or Top Up HNF.
- Provision, resources, training and support are reviewed regularly.

How support is agreed

- Teachers, parents/carers and the pupil discuss desired outcomes.
- Provision is agreed around the child's needs.
- Other agencies may be consulted, with parental consent.
- Parents/carers and pupils are fully involved when support is additional or different.

More help beyond school

The Hertfordshire Local Offer provides information about services and provision for children and young people with SEND and their families.

- **Neurodiversity Hub**
- **Early Years**
- **Physical & Neurological Impairment Team**
- **Education Support for Medical Absence**
- **Children & Young People's Therapy Services**
- **School Nursing Duty Line**

Services can change, so the school's offer is reviewed and updated when changes occur.

Five things we want every family to know

1. Start with your child’s class teacher if you have concerns.
2. SEND support is reviewed and adjusted as your child’s needs change.
3. Parents/carers and children are involved in planning and reviewing support.
4. The school can work with specialist services where needed and eligible.
5. Reasonable adjustments help children access, participate and feel included.

A note about this information

This guide is based on the school's supplied SEN Information Report 2026–2027.

The presentation keeps the report's terminology and key information while making it easier for parents and carers to read and navigate.

Services are regularly reviewed and may change. The school states that information will be updated as needed.

Thank you for taking the time to read