SEND Report 2026-2027

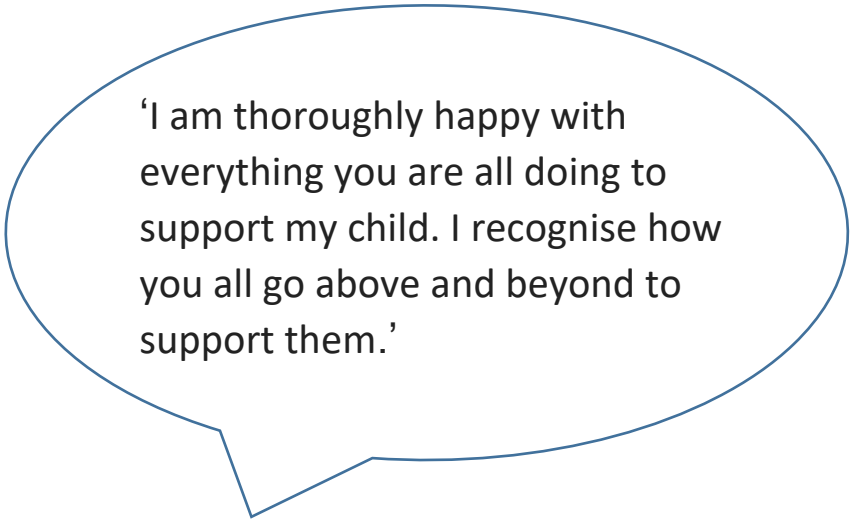
Support for your child at St. Mary's CE Primary School

At St. Mary's CE Primary School we aim to provide a caring and supportive environment where every child matters and is valued equally. We want every learner to strive to 'be the best that can be'. In order to develop their full potential, some children will need additional support, beyond what is provided within everyday school life, for some or all of their time at school.

Children who are identified as requiring additional support may only need a short term intervention to help them 'catch up', but others may have a need or disability which affects their ability to learn in the longer term. In these cases, following consultation with parents/carers, they may be added to our Special Educational Needs and Disabilities (SEND) register which ensures all staff are aware of their needs and in some cases, may enable us to access additional resources or arrangements to support their learning. The level and type of support provided will be guided by the City of York's SEND banding documents and the professional judgement of school staff.

The needs of the children on the SEND register will range from those who only need a limited amount of support and adjustment, to those who have more complex needs. Whatever the level of need, we believe parents/carers must be at the centre of the decisions made about how their child. Parents and carers can expect to be involved in the target setting process.

This document aims to inform you of the types of support available for your child at St. Mary's – to explain who can help if your child needs additional support, and how this support can be accessed.



How we identify Special Educational Needs and Disabilities (SEND)

At St. Mary's, we believe that staff, parents and carers, and outside agencies should work together to identify and support children with Special Educational Needs and Disabilities. There are a number of interconnected routes by which a child with Special Needs may be identified:

Observation and assessment by class teachers

If our teachers think your child may not be making their age-expected progress, and consider this may be the consequence of a special educational need, they will discuss their concerns with you and with our Special Educational Needs Coordinator (SENDCo). Our SENDCo may then carry out observations, implement more specific assessments, and gather further evidence from school ad home in order to establish the exact nature of the difficulty. This information will be used to help put in

Parental and carer input

Parents and carers know their children better than anyone else. If you tell us you think your child has a special educational need, your class teacher will discuss this with you. We will observe your child closely and assess what may be the cause of their difficulty. We will share with you what we find out and what we will do next. Our SENDCo will support you and your child's teacher to make the best provision for your child.

Input from a pre-school or previous school

When a child has an identified SEND before they start at St. Mary's, we will work with the people who already know about their difficulty, and use the information available to identify how we can meet their needs at our school.

Input from a specialist outside professional

Sometimes, with your consent, we may ask for help to assess and support your child from a professional other than a teacher, such as a Speech and Language Therapist, and Educational Psychologist, or a CYC Specialist Teacher. This will never happen without your consent and you will be kept fully informed of their findings and recommendations.

Categories of Special Educational Needs and Disabilities

There are four broad areas of Special Educational Need:

Cognition and learning needs	**Social, emotional and mental health needs**
May present as: - Difficulties with some or all of the work in school - Slow progress in reading, writing or maths - Difficulties with understanding spoken information - Difficulties with concentration and attention	May present as: - Difficulties with anxiety - Difficulties with emotional regulation - Difficulties making friends or relating to adults
Communication and interaction needs	**Sensory, physical or medical needs**
May present as: - Difficulties expressing themselves - Difficulties understanding others - Unclear/delayed speech	May present as: - Vision impairment - Hearing impairment - Physical disability and medical need

Some children may have needs which fall into more than one of the above categories. For example, those whose needs relate to a neuro divergent condition such as autism. If a child's needs are more complex, a multi-agency approach will be used so that there is opportunity to consult with wider range of support services and health professionals. In order to coordinate the views and advice of all those working with the child, a document called a 'My Support Plan' will be created. The views of parents are at the heart of this document; it is focused on what parents feel is important to support their child.

Other professionals who may support a child with SEND

At St. Mary's we work closely with a range of different professionals.

Healthy Child Service - to advise on any medical needs and provision, and to help when a care plan is needed.

Educational Psychologist - to consult with parents and teachers to identify strengths and difficulties and suggest support

Specialist Teachers and Teaching Assistants (CYC Learning Support Hub) - for hearing impaired, visually impaired, physical or medical difficulties, autism spectrum.

Child and Adolescent Mental health Service - to assess and support children with social and emotional needs (including needs relating to ASC and ADHD).



Speech and Language Therapists - to assess and support children with communication difficulties

School Wellbeing Worker - to provide emotional and mental health support.

Specialist Teachers and Teaching Assistants from Enhanced Resource Provision units (ERPs) – Haxby Road Speech and Language Centre and St Oswald's Dyslexia Centre.

How we adapt our curriculum and classroom practice

All pupils at St.Mary's receive 'quality first teaching'. This means that a range of adaptive teaching styles and approaches are used and that learning objectives are matched to individual needs. Children have access to different types of support in lessons, and often work in small groups or one to one with a teacher or teaching assistant.

In addition, individual staff may attend training sessions to develop their understanding of particular learning difficulties or disabilities such as Dyslexia or Autistic Spectrum Condition. They receive guidance from our SENDCo to enable them to tailor their teaching to the specific individual needs of the child concerned. At St. Mary's we believe in meeting the presenting needs of the child rather than relying on a diagnostic label. When planning support, we always view the child as an individual with their own particular learning style and needs. Support for a child with SEND may take a number of forms including:

- Extra help from a Teaching Assistant in class - one to one or small group support
- Adjustments to the type and length of instructions given to the child
- Alternative resources, specialised work stations, ICT access, visual prompts
- Support to manage their emotional regulation
- Individual My Support Plans which specify in detail the goals set for the child and identify who will help them

At every stage of the process, the pupil's voice is at the centre of decision making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals.

What if my child has more complex or severe needs?

Sometimes it becomes clear that a child may have more profound needs and more specialist guidance and support is required. If your child's needs are more complex, we may suggest that we ask the Local Authority for a Statutory Assessment. From September 2014, all children who have significant special needs may undergo an Education Health and Care (EHC) Assessment. This may lead to an EHC Plan if it is decided that your child needs additional support beyond that provided through School Support. However, if their needs can be met through School Support, this will continue to be coordinated through a My Support Plan.

Both the Education Health and Care Plans and the My Support Plans are comprehensive working documents which aim to coordinate your child's needs (in the case of an EHCP this can be in place from 0 – 25 years of age). They will facilitate the long term input and

coordination of the views and requirements of the pupil, parents/carers, school and other specialist professionals involved.

If your child is assessed as needing extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the Local Authority will provide these. This extra provision will be reviewed annually, with parents, teachers, the SENDCo, the pupil and any specialist professional involved being invited to contribute to the annual review meeting.

How is my child's progress assessed and reviewed?

At St. Mary's we work as a team to assess and review the progress of all pupils. All support planned follows the 'graduated approach' of assess, plan, do, review. We aim to ensure that every child achieves their full potential and becomes a confident learner.

Teachers use detailed information from their tracking of children's progress to make sure that all children are making progress at their level. Children are monitored daily during lessons and assessments are carried out regularly. Teachers work together to check that their judgements are correct. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is on track to achieve their full potential.

In addition, teachers of children with SEND review personal targets termly and discuss these with parents/carers. Our SENDCo will oversee provision for any children with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child's needs are being met. Children who have an Education Health and Care Plan will also have an annual meeting to review their needs and provision and update these documents.

How do I get a place at St. Mary's for my child with a disability?

Arrangements for the admission of pupils with disabilities are in accordance with the City of York Admissions Policy. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. The school complies fully with the Equality Act 2010 and the School Admissions Code 2021 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will use its best endeavours to make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to our SENDCo prior to admission to discuss any reasonable adjustments required so that we can plan accordingly.

Our SEND Team

Our team is made up of Stephanie Gee (SENDCo), Richard Moss (Headteacher), Diane Goodwin and Jess Kettlewell (Emotional Literacy Support Assistants) Our SEND school governor who is responsible for liaising with our SENDCo and the Governing Body, is Glynis Ashford.

Visit the Local Offer to find out what is available in York for children & young people with special educational needs/disability

York SEND Local Offer website