Dioceses of Sheffield Academies Trust

SEN Information Report 2026-2027

St Mary's C of E Academy

At St Marys C of E Primary School, we are proud of our inclusive ethos and provision. We welcome everybody into our community, regardless of any barriers to learning. We believe that for the vast majority of pupils learning barriers can be overcome sufficiently to allow pupils to narrow the attainment gap. When this is too big a step to overcome, we still firmly believe that pupils can, by making smaller step gains and receiving appropriate support, make good progress given their starting point and be successful.

• The Staff, Local School Board, pupils and parents/carers work together to make a happy, welcoming place where pupils and adults can achieve their full potential and develop as confident individuals.

• This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention we pay to the different groups of pupils within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

• We are committed to narrowing the attainment gap between SEND and non-SEND pupils. All pupils are entitled to an education that enables them to make progress and achieve, both academically and within their personal development.

What kinds of special education needs are provided for?	We support a range of needs which may relate to: • Communication and interaction • Cognition and Learning • Social, Emotional and Mental Health needs • Sensory or Physical conditions Currently we provide for children with a diagnosis of autism, cerebral palsy, hearing impairment, mobility problems, dyslexia, attention deficit hyperactivity disorder (ADHD), visual impairment, mental health difficulties, learning difficulties, emotional & behavioural difficulties and communication difficulties and physical disabilities,. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.

How does the school identify children with special educational needs?	Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team etc as appropriate to the child. Concerns from parents are discussed and recorded and the child is monitored further by the SENDCO following the graduated response approach. All parental concerns are acted upon. Some children arrive at St Mary's C of E Primary with their SEN needs already identified from their previous setting. The named SENDCO at St Mary's C of E Primary is Miss Katie Hancock. They can be contacted on 0114 2344461.
What are the arrangements for consulting parents of children with SEND and involving them in their child's education?	Within school we use the Assess, Plan, Do, Review process to provide support for children with SEND. All children will have 3 reviews per year where we discuss with parents the progress their child has made against previous targets set and together set new targets. We strive to include parents and pupil view points and preferences when setting these targets and will sometimes create an Extended Support Plan for individual children, where this is felt to be appropriate or is required by the Sheffield Assess, Plan, Do, Review process. We use Support Plans for all children on the SEND register and One Page Profiles for some children, which include parent's views on how they would like their child to be supported, as well as the things that are important to their child. Please speak to the SENDCO if you feel that an Extended Support Plan, Support Plan or a One Page Profile may suit your child. All parents have additional parent's consultation times through the year and are welcome to contact school at any time to discuss their child. Where a child has an EHCP these targets, parents are invited to the 3 SEN reviews, with a larger annual review taking place each year.
What are the arrangements for consulting young people with SEND and involving them in their education?	We use support plans which identify the outcomes the children are working towards and the provision in place to support them meeting those targets. These are shared with teachers, teaching assistants, the child and parents. Pupils' views are collected on the review notes, and on a One Page Profile if this is an appropriate tool for the child. All children with an Extended Support Plan or EHCP will have a Preparation for Adulthood conversation.
What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEND policy 2025) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEND support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to for an individual child.

How many children have met the exit criteria and no longer need this support?	SEND is a very transient state; some children may need support for their entire time at St Mary's C of E Primary. Some may make good progress so that their attainments are in line with their peers and no longer require SEND support. We liaise with parents and other professional to decide whether SEND support is to be continued.
What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND, the SENDCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Secondary School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. Where appropriate and if possible, the Autism outreach team will support the transition of specific pupils from primary to secondary. Friendships groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria. Some children will have additional transition support from the Inclusion and Attendance team.
What is the approach to teaching children with SEND?	We strive to be as inclusive as possible at St Mary's C of E Primary and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEND can access. St Mary's has a whole school approach of small step, adaptive teaching, in line with the DSAT 'teach simply model'. In addition, differentiation, where the learning is adapted to meet every learner's needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, scaffolding, access to specific resources etc. Some children with SEND receive learning through interventions and this can be ongoing or for a block of support. The Birmingham Toolkit is used to support planning, teaching and monitoring of a child's specific gaps in learning. Class teachers and teaching assistants are involved in the SEND reviews and feed their opinions into the outcomes set for each child.
What adaptations are made to the curriculum and learning environment of children with SEND?	The SENDCO and class teacher, together with parents, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary. The school ensures that all lessons are appropriately planned and scaffolded. In some cases learning where is differentiated so that the curriculum meets the needs of all learners with SEND. We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND. We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy.

How does school ensure that staff have the relevant training to support children with SEND?	St Mary's C of E Primary aims to ensure that all staff have access to a variety of training over each school year. This can sometimes be provided through the locality and other times through the Academy Trust. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.
How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?	Annual parent questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents and learners. We refer closely to the Sheffield Support Grid that is now in place to ensure that we are doing everything expected for individual pupils. The Trust (DSAT), Senior Leadership Team and Local School Board monitor performance through sub-committees and reports to set targets for performance.
How do you ensure learners with SEND are included in non-classroom based activities?	Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included. Close consultation with parents when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. Where necessary school will make physical adaptations to allow learners with SEND to be included.
What support is available for improving social and emotional development?	All children in school work on their social and emotional needs through classroom activities, such as Zones of Regulation and modelling from teachers as well as PSHE lessons within classrooms. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, input from the school council and CREW council, from the NSPCC and Kooth, and events such as litter picks and cake sales for Children in Need. Where a child requires a higher level of support than this, school will plan a programme of support written around an individual child's needs and supported by the Learning Mentor, Mrs Emma Tweddle. This may involve one to one interventions, group support or the running of specific programmes, e.g. Lego therapy and Mighty Minds. Support is also available to families to support the emotional wellbeing and behaviour of their children. The school has a trained ELSA (Emotional, Literacy, Support Assistant).
How does the school involve other agencies in meeting children's SEND and supporting their families?	Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate. This may be initiated by: • A child continuing to make inadequate progress or continuing to work below age related expectations • A child having emotional or behavioural difficulties which regularly impact on the child's learning or mental health and well-being • A child having sensory or physical needs which require specialist advice • A child having communication or interaction difficulties which impact on their academic progress or social development. • A child having medical needs which regularly impact on the child's learning or mental health and well-being School has excellent links with a wide range of professionals and agencies such as:

	• Family Intervention Service • Speech and Language Therapy (UCAN Centre) • Educational Psychology • Fusion Team • Autism Team • Hearing/Visual Support • Ryegate Children's hospital • CAMHS • Let's Verbalise – for Speech and Language Therapy service • Let's Verbalise –for Occupational Therapy services • Diabetic nursing service etc