



ST MARY'S C.E. PRIMARY & NURSERY SCHOOL

SEN INFORMATION REPORT 2025-26

The governing bodies of maintained schools and maintained nursery schools **must** publish information on their websites about the **implementation of the governing body's policy for pupils with SEN.** The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school

Under the New SEN Code of Practice 2014, a child has a special educational need if they have a provision that is 'additional to or different' from that made generally for others the same age.

The SEN code of Practice 2014 also explains that Special Educational needs provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Many children have difficulties fitting into one or more of these areas.

The name and contact details of the SENCO and further contacts where parents/ carers may have concerns

For issues or concerns relating to SEN and inclusion, parents / carers are encouraged to contact the **class teacher** in the first instance.

The SENCo at Tickhill St Mary's C of E Primary and Nursery is Mrs H. Kabesh and she has SENCo responsibility for the whole school. She may be contacted at the school on 01302 742569.

For any Safeguarding concerns please contact the Designated Safeguarding Lead / Children in Care (Mrs Kemdrew-Jones – Headteacher), Mrs A Over and Mrs H Kabesh (Deputy Designated Safeguarding Lead and Senior Leaders) or Mrs Jenny Hosker (Governors with a responsibility for Safeguarding)

Other Useful Contacts :

Educational Psychology Service – 01302 737291

Local Authority SEN Team – 01302 737209

Attendance and Pupil Welfare Service – 01302 737235



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School Nursing Service – 01709 856526

Parent Partnership - 01302 736920

Integrated Family Support Service – 01302 737777

Policies for identifying children and young people with SEN and assessing their needs

At Tickhill St Mary's C of E Primary and Nursery School we have several policies that directly and indirectly affect pupils with SEN. Many of our policies may be found on our School website.

Useful Policies / Plans:

Accessibility Plan

Admissions Policy

Attendance Policy

Behaviour Policy

Disability Equality Duty

Health and Safety Policy

Single Equality Policy

Safeguarding Policy

Arrangements for consulting parents of children with SEN and involving them in their child's education

If there are any concerns regarding the progress a child is making, this will be discussed with parents and child where appropriate with their class teacher. This will be an opportunity to share information and discuss concerns and plan any additional support the child may need. The involvement of outside professionals may be discussed if it is felt that these would benefit the child.

Parents are actively involved in the planning, target setting and reviewing of progress of pupils who are supported with a SEN Support Plan (SSP) or Education Health & Care Plan (EHCP) through the process of APDR (Access, Plan, Do, Review.)

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

We aim to provide every child with high quality teaching and this is monitored by the Senior Leadership Team. Every child's progress is continually monitored by their class teacher. Progress of all pupils in reading, writing and maths is reviewed several times a year by the class teacher, subject leaders, SENCo, and Headteacher.

Children identified with SEN will have a SEN Support Plan (SSP) with targets set that are designed to accelerate learning and close the gap. Progress towards these targets will be reviewed regularly, with the child and their parents following an 'Assess, Plan, Do, Review' model. These are monitored and evaluated by the class teacher and/or SENCo and interventions will be implemented as necessary.



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In addition, pupils who currently have an EHC Plan will be formally reviewed at an Annual Review, with the pupil, parents and all adults involved with the child's education.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We aim to make every transition between phases of education as smooth as possible.

Moving from another school:

The SENCo or class teacher will liaise with the previous school / setting to ensure approaches and support remain consistent (wherever possible) and arrangements to support the child will be made. Information will be shared and discussed.

Moving year groups within school:

Teachers have SEN planning meetings to share information on identified pupils. SSPs are written by the previous teacher towards the end of the Summer Term to ensure consistency as the child moves into the next year group and shared with the new class teacher.

Some children are involved in making a passport/one page profile to take to their new class, to explain about them and their needs.

Moving to another school:

If we are provided with the contact details of the new school, the SENCo or class teacher will contact them and discuss the specific needs of the child and share information, before official documentation is sent to the new school.

When pupils are leaving Year 6 and transferring into Secondary school, the SENCo and/or Year 6 teachers will discuss the needs and provision for pupils with SEN with the SENCos of the receiving Secondary schools. Information / SSPs will be shared and discussed.

Some children are involved in making a passport to take to their new class, to explain about them and their needs and may be involved in additional transition visits if required.

If the child has an EHC Plan the SENCo or member of Pastoral Team from the child's preferred secondary school may be invited to the Annual Review Meetings in Year 5 and Year 6.

Transition opportunities will be provided for all pupils on the transfer to Secondary school and additional visits etc. arranged for pupils with SEN as required.

Approach to teaching children and young people with SEN

We aim to provide high quality teaching for all pupils. The curriculum is adjusted to meet the specific needs of pupils in the class / group.



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Needs may be met through:

Use of additional adults to support individuals / groups of learners.

Additional resources to enable children to access learning.

Engagement with other professionals and outside agencies.

Provision of additional interventions including support with Speech and Language development, Occupational Therapy and Physiotherapy sessions, Social and Emotional development, Gross and Fine motor skill development.

Support for the child and their family through the Early Help as necessary.

Additional support through home learning tasks etc.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

We aim to adapt the curriculum wherever necessary to try and ensure it can be accessed by all pupils. This may be achieved through use of adaptive resources or by altering tasks to ensure all pupils can access learning appropriately.

This may also involve adaptations being made to the learning environment, such as specialist lighting, markings on floorings etc., as far as this is practical to do so.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

To ensure all staff are equipped to adapt the curriculum appropriately, teaching and support staff work closely with outside agencies when needed. They receive the appropriate training in SEN issues when necessary, such as Dyslexia, Dyspraxia, Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, Visual, Physical and Hearing Impairments etc.

Evaluating the effectiveness of the provision made for children and young people with SEN

The Headteacher decides how to allocate money received from the Local Authority to support the learning of pupils with SEND, in consultation with staff and governors. This then informs the provision and training needs that need to be provided for pupils and staff. This is recorded on a whole school provision map which identifies all additional support provided across school and is evaluated and reviewed regularly. The effectiveness of this training and interventions is then evaluated in terms of progress made by individuals or groups of pupils.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN



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We aim to provide an accessible curriculum for all pupils, regardless of their individual needs. We employ a range of strategies and resources to enable this to happen, alongside high-quality teaching for all pupils.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The emotional and social development of every child is fostered through the ethos of the school. We implement a range of supportive practices, including therapeutic and positive language, together with material from the PSHE Association, across the school to promote positive attitudes and wellbeing. We teach awareness of how to foster good mental health from Key Stage One onwards. Enrichment lunchtime clubs are available to access for those who wish to.

Further interventions may be implemented as the needs of children are identified.

Should you have any concerns about your child, please contact your class teacher.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

We actively engage with other professionals and outside agencies including:

Educational Psychology Service

Social Care

Support services for pupils with Visual Impairment, Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder etc.

Parent Partnership Service

Outreach Support from Special Schools

School Nursing Service

Child Epilepsy Nurses

Child Diabetic Nurses

Speech and Language Therapy

Occupational Therapy

Physiotherapy

Child and Adolescent Mental Health Services

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

The provision made for all children, including those with SEN, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.



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If you feel that you would like to discuss the provision in place for your child then please contact your **child's teacher** or the SENCo, Mrs Kabesh.

If you still need to discuss concerns, then you can ask for a further appointment with the Headteacher, Mrs Kendrew-Jones.

Please see the school Complaints Policy for any further information – copies available on the school website and from the school office.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

What is the Local Offer?

In accordance with the Children and Families Act 2014, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEN Information Report utilises the Local Authorities 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view the Doncaster's 'Local Offer' please view;

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

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