



SEND Report 2025 - 2026

School:	St Mary's C of E Primary Academy
SENCO with mandatory qualification/experience	Ms Jessica Crisp – Head of School Mrs Angela Smith – Director for SEND (Collaborative Learning Trust)
Date of report:	1 st September 2025
SEN Governor:	Donna Shaw
Key Information:	<p>Our SEND Policy can be found here.</p> <p>Our policy for supporting children with medical needs can be found here.</p> <p>Our Intimate Care Policy can be found here.</p> <p>Our Admissions Policy for 2025-2026 can be found here.</p> <p>Our Admissions Policy for 2026-2027 can be found here.</p> <p>Our Equality and Diversity Policy and Objectives can be found here.</p> <p>The Leeds Local Offer for children with SEND can be found here.</p> <p>Complaints should follow our Trust Complaints Policy, which can be found here.</p>

St Mary's C of E Primary Academy definition of SEND

“Young people with a barrier to learning that requires specific additional intervention over and above our universal strategies and quality first teaching for an identified fixed period of time or continuously up to the age of 25, or by the time they leave education, to achieve their full potential.”

Intent Statement

Let your light shine before others, that they may see your good deeds and glorify your Father in heaven, *Matthew 5:16*

St Mary's C of E Primary Academy is an inclusive mainstream primary school. At St Mary's we are passionate in the belief that all children can make good progress from their starting points. All of our children can be independent learners who have the tools to manage any barriers identified that impact on their life, so that they can be successful independent adults in the future.

All children may have difficulties learning at some stage. For most children, their challenges can be overcome with support from home and adults in school. At St Mary's, we aim for early identification of any barriers to learning and we use our clearly defined identification process, graduated response, specialist training and close working relationships with parents, carers and supporting outside agencies to achieve this. Our systems, processes and actions aim to empower our children to understand their challenges and to be able to communicate that understanding to others. We provide support to help them gather a toolbox of strategies, techniques, knowledge, skills and understanding they can use independently to achieve a high level of success in all areas of the curriculum.

Implementation Statement	
What do I do if I am concerned my child has a barrier to learning?	<p>Contact your child's class teacher in the first instance.</p> <p>Contact our SENDCo on 0113 2717204 so an appointment can be made to discuss your child in more detail. Your child will be placed on our tracking system.</p> <p>If a member of staff has concerns about your child they will discuss this with the SENDCo and you will be contacted directly to discuss the concerns.</p>
How does the school identify children with Special Educational Needs?	<p>We follow a comprehensive identification process using our Identification Flow Chart.</p> <p>Your child's class teacher and the SENDCO will guide and support you through this process. At the point of investigation, your child's name will be added to our SEND Tracker, not the SEND Register.</p> <p>To identify, as early as possible, we look out for particular 'red flags' such as:</p> <ul style="list-style-type: none"> • poor learning behaviours • slow progress • working well below expected levels (at least 2 years, even with additional catch up support) • changes in behaviour • developmental delay (speech, physical, social-emotional) <p>We will consider whether a child has a disability under the Equality Act 2010 and what reasonable adjustments might be necessary.</p> <p>It is recognised that children with a disability may or may not have a special education need. Children who have an identified disability only will have their needs met under the Accessibility Plan.</p> <p>If a child reaches stage 3 of our flow chart, a decision will be made whether the child has SEND in one of more of the four 'broad areas of need' as defined in the SEND Code of Practice and, at this point, they are placed on our SEND Register. This will be in discussion with the parent/carer.</p>
Provision, Access and Support	<p>A full list of SEND provision that we offer can be found on our Provision Map here.</p> <p>All children have access to a broad and balanced curriculum which is adapted to support individual needs when appropriate.</p> <p>Quality first teaching ensures an inclusive environment as far as possible. This is monitored closely by class teacher and senior leaders to ensure children with SEND receive high quality learning with consistent use of effective support and resources.</p> <p>Evidence based interventions are used where a need has been identified. Some children may need an individual timetable, curriculum or other individualised resources. We work hard to ensure these needs are met within the constraints of our mainstream setting.</p> <p>Supported is personalised to individual children and is reviewed regularly using an assess, plan, do, review cycle.</p> <p>Staff are trained to use specific interventions. These are identified using our graduated approach and allocated according to need by the class teacher, SENDCo or outside agency. We have a range of external specialist services who work closely with our school.</p> <p>Additional funding may be applied for when children reach stage 4 of our identification process.</p>
Quality of Provision	<p>School leaders are responsible for monitoring the quality of SEND provision. Class teachers continually assess the quality and effectiveness of provision for children with SEND and adjust where necessary.</p>

	<p>The quality and effectiveness of provision is monitored by:</p> <ul style="list-style-type: none"> • daily and weekly checks by the class teacher • termly check in meetings between the class teacher and parent/carer • termly data and progress discussions between the SENDCo and teaching staff • calendared lesson visits by the SENDCo and senior leaders who will look at the effectiveness of teaching for children with SEND • at least once a year, the SENDCo reports on how well children with SEND have achieved to the Head teacher and Local Governing Committee <p>The outcome of this monitoring informs the impact of provision and any changes to adaptations, resources and staffing that is necessary and it highlights any further referrals to supporting agencies that are required. We ensure staff are trained to the level appropriate to their role and we have lead practitioners in different areas of SEND.</p>
<p>Child and Parent/Carer Voice</p>	<p>Parents/carers are vital partners in their child's journey through school. Our identification process clearly outlines points with a child's SEND identification process where parents/carers will be invited in to meet and discuss progress and provision. If a child is placed on our SEND Register, then parents/carers should expect to meet three times a year to review Individual Provision Maps (IPMs).</p> <p>Any children with an EHCP will have an annual review that includes any outside agency reporting and local authority support.</p> <p>If any parent/carer has any concerns or questions, or wishes to meet with the school SENDCo then they should contact the school office on 0113 2717204 to make an appointment.</p> <p>We offer parent/carer information sessions, workshops and open days at different times during the school year.</p>
<p>Transition</p>	<p>It is essential that children transition smoothly to ensure continued progression and to reduce anxiety.</p> <p>Children with SEND transitioning to and from our school are supported in the following ways:</p> <ul style="list-style-type: none"> • documentation is sent and received from transferring and receiving schools • SENDCo speaks directly with transferring school or nursery • Parent/carer is offered a 1:1 meeting with the SENDCo • Class teacher and/or SENDCO visit child in current setting • Child attends pre-planned transition visits • 'Pupil Portrait' is completed (preferable before arrival) leading to placement on our school SEND Tracker and the relevant documentation is completed.