



SEND Information Report 2025-2026



CONTENTS

[1. WELCOME FROM THE SENDCO](#)

[2. TYPES OF SEND WE SUPPORT](#)

[3. SEND IDENTIFICATION](#)

[4. SUPPORT AND ADAPTATIONS AVAILABLE](#)

[5. ASSESSMENT](#)

[6. SUPPORT STAFF AND TRAINING](#)

[7. HOW DO WE INVOLVE PUPILS AND THEIR PARENTS/CARERS IN THEIR EDUCATION?](#)

[8. POLICIES](#)

[9. SEND GOVERNORS AND COMPLAINTS](#)

[10. SEND BREAKDOWN](#)

[11. FREQUENTLY ASKED QUESTIONS](#)

[12. JARGON BUSTERS](#)

[13. SEND PARENT FORUM](#)

[14. USEFUL LINKS](#)

'In the light of Christ we will shine together'

Jesus said: I am the light of the world. John 8.12

Live as children of light – for the fruit of light is all that is good and true and right. Ephesians 5.8-9

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

1. Welcome from the SENDCo



Hello, my name is Lucy Blackford and I am the SENDCO at St Mary's CofE Academy.

At St Mary's we are committed to providing the highest quality education for all children. We understand that all children learn differently and some may require additional support to reach their full potential.

My role is to work with pupils, families and staff to ensure children get the right support to be confident, ready to learn and thrive.

In this section of our website you will find information on:

- How we identify and support children with additional needs
- Our Graduate Approach to SEND
- Key documents and policies
- Links to useful local services

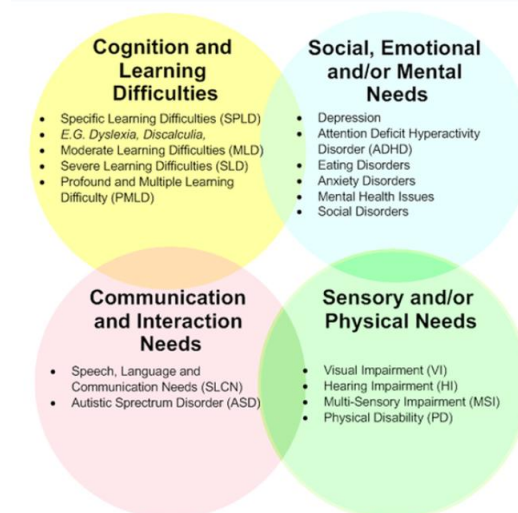
There is a sea of information around SEND and it can often feel overwhelming. We've worked closely with our SEND Parent Forum Group to create a webpage that is user-friendly and gives you clear information about our school.

So whether you are an existing parent, or a family considering us for the new academic year, we hope you find the information here useful.

Lucy Blackford

2. Types of SEND we Support

Areas of SEND are split into 4 key areas as outlined in the diagram below. Many common diagnoses fall into specific categories of SEND however the SEND Code of Practice requires education settings to support pupils with a holistic approach. This means that the child's needs across all areas of SEND not a diagnosis leads the way for support.



3.SEND Identification

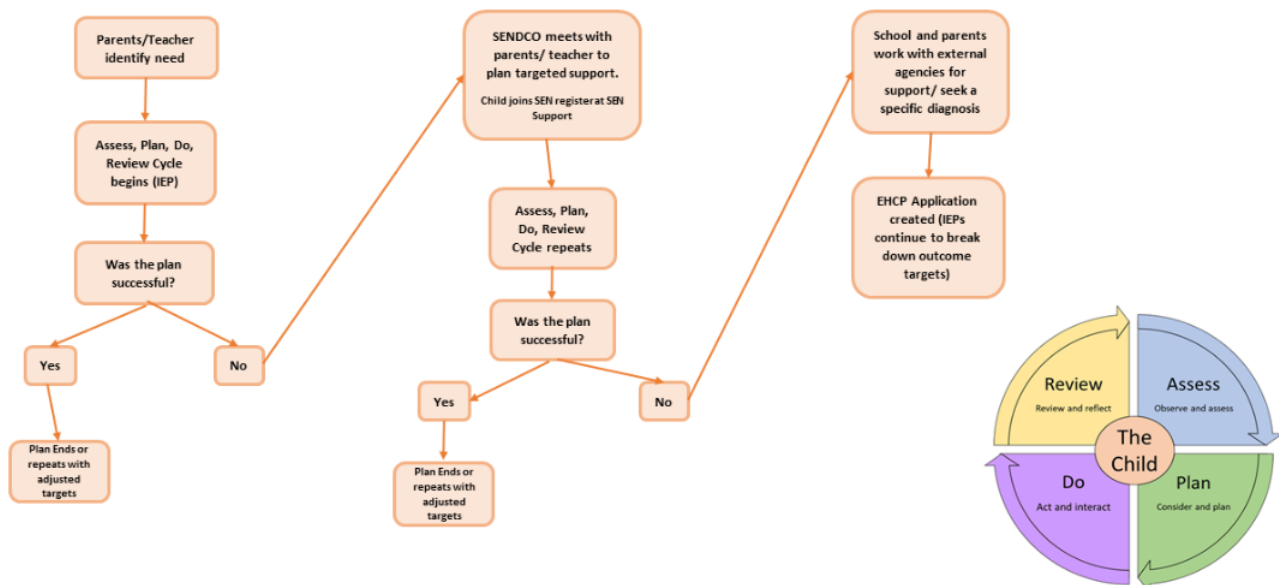
For parents with a concern, the first port of call is always your child's class teacher. They are the person working directly with your child who will be able to suggest and make adaptations in the classroom. In supporting children we work through what is known as the **graduated approach**. The cycle follows an **assess, plan, do review process**.

With early identification it may be that a child needs short, specific support which requires reasonable adjustment to the curriculum. At this point the support would be given, and if reviewed as successful, the child is able to access the appropriate curriculum again.

If the initial support is not successful the process is repeated. This time the process will include a meeting with the SENDCo who will observe the child in class, and work with parents, pupils and staff to create a plan using reasonable adjustments. At this point the pupil is added to the SEN Register at SEN Support. This SEN Support is available for as long as the pupil requires.

If further support is required the SENDCO, teachers, pupils and parents will work with external agencies to obtain additional support or a possible diagnosis. Beyond this, it may be agreed necessary to apply for an EHCP. Further details around EHCPs can be found in the useful links section.

The Graduated Approach



4. Support and Adaptations Available

Equity in Education means ensuring every student has the resources and opportunities they need to succeed, regardless of their background or circumstances. For children with SEN needs, this centres around making reasonable and specific adjustments to the curriculum, learning and school environment. The Suffolk Inclusion Framework can provide you with a detailed list of the adjustments it expects schools to make. This is known as **Universal Offer**.

[Suffolk Mainstream Inclusion Framework](#)

Many of these are part of every-day practice but below are the specific adjustments we are able to offer at St Mary's:

This version of The Universal offer is correct as from September 2025 and may be subject to change. It will be reviewed annually.

Communication and Interaction		
Universal Menu Quality First Teaching and Classroom Intervention for all Children	Targeted Menu Class Teacher Plus SENDCo Advice and Support	Bespoke Menu Class Teacher, SENDCo and External Advice
• Additional Processing time • Breakfast club available each morning • After School Clubs • ELKLAN Communication Friendly Classrooms • WELCOMM Speech, Language and Communication Needs Screening in EY • Communication Friendly seating arrangements • Clear signage and labelling • Access to quiet, distraction-free spaces • Talk Partners • OPAL Lunch time provision • Modelled Interaction • Modelled Speech and Language • Modelled listening behaviours • PSHE curriculum • Structured School and class routines • Targeted Questioning • Key vocabulary is taught explicitly • Access to word banks and vocabulary mats • Transition support between year groups • Visual Class timetable • Planned movement breaks	• IEPs outline pupils strengths and next steps • Phonics Assessment and Support (Sounds Write) • School-based Speech and Language Support • Communication signs, symbols and boards are used where appropriate • Nurture • Thrive • Personalised visual timetables/ resources • Pre-teaching • Soft start transitions when appropriate • Safe Spaces and key adults identified •	• NHS Speech and Language Support • Educational Psychologist • GP/Paediatrician • Specialist Education Services - SLCN • Targeted intervention and regular consultation with outside agencies • TEACHH Intensive intervention • Attention Autism

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Cognition and Learning		
Universal Menu Quality First Teaching and Classroom Intervention for all Children	Targeted Menu Class Teacher Plus SENDCo Advice and Support	Bespoke Menu Class Teacher, SENDCo and External Advice
- A broad and balanced curriculum with scaffolded learning and resources to support - Challenging learning opportunities - Teachers who assess children's understanding, strengths and interests, identify gaps in knowledge and adapt teaching accordingly - Well organised classrooms leading to independence for all children - Ongoing staff CPD 1:1 reading/ Guided Reading with an adult - Dictionaries and word mats - Effective marking and feedback - Learning displays with key vocabulary - Communication-friendly classrooms - Clear signage and labelling - Access to quiet, distraction free spaces - A clear synthetic phonics programme - Lesson reviews which activate prior knowledge and overlearning - Dyslexia friendly resources - Use of sensory resources and manipulatives - Pre-Post Teaching	- Additional adult support in the classroom - Coloured Overlays - Writing Slopes - Hand Gym and Handwriting Intervention - Precision Teaching; reading, spelling, maths - Sounds Write Phonics Catch Up - Essex Maths Intervention - Colourful Semantics Writing Intervention - Daily Readers - Assistive Technologies; reading pens, Clicker	- Engagement Model Curriculum - The Orchard Provision - Small Step intervention approach - Beat Dyslexia Intervention - Advice from Specialist Education Services and/or Psychology and Therapeutic Services - High Needs Funding to support additional resources needs

This version of The Universal offer is correct as from September 2025 and may be subject to change. It will be reviewed annually.

Social, Emotional and Mental Health		
Universal Menu Quality First Teaching and Classroom Intervention for all Children	Targeted Menu Class Teacher Plus SENDCo Advice and Support	Bespoke Menu Class Teacher, SENDCo and External Advice
- PSHE Curriculum - Collective Worship - Celebration Assemblies - School Values - Visual Timetable - Designated Safeguarding Lead and Family Support - Routines - Safeguarding - Restorative Practice - Clear Behaviour Policy - Communication Friendly Classrooms - SEMH and Wellbeing woven through the curriculum - Early intervention with attendance - Staff lead by example - Positive relationships - OPAL Play provision - Self-regulation techniques - Mindfulness and brain break opportunities - Support with transitions	- IEPs outline pupil strengths and next steps - Targeted approaches are used at breaks/ social times - Transitions between lessons are supported - Daily Check ins - Individual Visual Timetables/ Now and Next Boards - Identified safe spaces - Thrive - Nurture - Hamish and Milo - Sensory Circuits - Mental Health Support Team Support - Attendance Team Support	- Specialist Education Services Support - Bespoke Family Support - Education Welfare Officer Involvement - Individual Behaviour Support Plan - Orchard Provision – Bespoke Sensory Diet - Access to a personalised timetable

This version of The Universal offer is correct as from September 2025 and may be subject to change. It will be reviewed annually.

Sensory and Physical		
Universal Menu Quality First Teaching and Classroom Intervention for all Children	Targeted Menu Class Teacher Plus SENDCo Advice and Support	Bespoke Menu Class Teacher, SENDCo and External Advice
- Adapted resources; font, size etc... - Coloured overlays - Coloured paper - Accessible classrooms - Access adaptations to classrooms - Disabled toilet access - Fine and Gross Motor Support - Specialist Sports Coach - Pencil Grips - Specialist Scissors - Staff Training for specific medical needs - Visual Supports - Low-sensory classroom displays	- IEPs outline pupil strengths and next steps - Hand Gym Intervention - Handwriting Intervention - Carpet/ Chair Supports - Movement/ Sensory Breaks - Fiddle Toys - Targeted Visual Supports - Additional adult support in classroom - Small group work groups - Ear defenders (on advice) - Sensory Room	- Individual support for pupils eg, sign support/ BSL - Teacher of the Deaf Individual Support - Personalised/ bespoke timetables - External agency involvement eg, nursing team/Specialist Education Services

5. Assessment

Assessment is an important part of the Early Identification Process. These can help to guide support in school or be a crucial piece of evidence in supporting external referrals. The Universal and Targeted assessments below are available in school with the Bespoke being available through external support.

6. Support Staff and Training

We are extremely fortunate to have a large number of experienced support staff who work directly with children in core subject areas every morning.

In the afternoon staff work with children across the school in a specific intervention area that they have been trained in. This allows them to become experts in their field with children working with the best possible member of staff to help them. We hope that over time this will benefit children who will travel through school with the same consistent support. Interventions we offer are outlined in our support and adaptations section.

All staff have access to high quality training opportunities through **Suffolk Special Education Services**.

7. How do we involve pupils and their parents/carers in their education?

This year we are aiming to make big improvements in the way we involve our families around SEN.

We have set up a new SEND Parent Forum which aims to build a group of parents and staff who advocate for our SEND children, share challenges and experiences and build a better understanding of the local and national picture of SEND.

This year we have also introduced a new IEP (Individual Education Plan) format to make SEN targets, clearer and more manageable for families and children. Parents will be able to interact with and contribute towards these plans online and are entitled to 3 meetings a year to discuss their child's plan face to face with their teacher. ISet up a Provision Map Account here: [Provision Map Parent Login](#)

Please speak to your child's classteacher for the access code to their IEP.

From this Year we will be holding an IEP Review Week each term where appointments will be available for parents and carers to book a meeting slot.

<i>Term</i>	<i>IEP Review Week</i>
Autumn	22nd September 2025
Spring	9th February 2026
Summer	18th May 2026

In addition to IEP Review Meetings parents and carers continue to have the opportunity to meet with their child's class teacher to discuss any queries or concerns they have. The SENDCO is available for any questions or concerns the class teacher may not be able to answer including being available at Parents Evening.

8. Policies

Follow the link for policies directly relating to SEND at St Mary's

[Accessibility Plan](#)

[Behaviour and Relationships Policy](#)

[Child Protection and Safeguarding Policy](#)

[Equality Information and Objectives Policy](#)

[Special Educational Needs and Disability \(SEND\) Policy](#)



9. SEND Governor and Complaints

SEND Governor: Mrs Lauren Nightingale-Roffe

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Stage 1: Concerns raised informally with a staff member.

Stage 2: Formal complaint heard by the Principal

Stage 3: Formal complaint heard by the Chair of Governors

Stage 4: Formal complaint is heard by the Governing Body's Hearing Committee.

Our full complaints policy can be found in the policy section of the website.

10. SEND Breakdown

SEN population of school: 23%

Percentage of SEN at Each Status: SEN Support: 65.7% | EHCP: 26.7%

Percentage Within Specific Needs:

SEN Need	No of Students	Percentage of SEN Students With This Need	Percentage of Students With This Need
Speech, Language and Communication Needs	56	49.12%	13.63%
SEN Support, No Specialist Assessment	17	14.91%	4.14%
Autistic Spectrum Disorder	13	11.4%	3.16%
Social, Emotional & Mental Health	10	8.77%	2.43%
Memory Difficulties	7	6.14%	1.7%
Hearing Impairment	7	6.14%	1.7%
Attention Deficit (Hyperactivity) Disorder	7	6.14%	1.7%
Dyslexia	6	5.26%	1.46%
Slow Progressing	5	4.39%	1.22%
Attachment Disorder	5	4.39%	1.22%
Vision Impairment	3	2.63%	0.73%

Moderate Learning Difficulty	3	2.63%	0.73%
Physical Disability	2	1.75%	0.49%
Other Difficulty / Disability	2	1.75%	0.49%
Specific Learning Difficulty	2	1.75%	0.49%
Developmental Delay	2	1.75%	0.49%
Anxiety Disorder	2	1.75%	0.49%
Sensory Processing Disorder	1	0.88%	0.24%
Selective Mutism	1	0.88%	0.24%
Multi-Sensory Impairment	1	0.88%	0.24%
Cystic Fibrosis	1	0.88%	0.24%
Down Syndrome	1	0.88%	0.24%
Global Developmental Delay	1	0.88%	0.24%
Epilepsy	1	0.88%	0.24%

11. Frequently Asked Questions

There are often lots of questions about the SEND System. Here are some of the questions other parents have asked which you may find helpful:

[FAQs](#)

12. Jargon Busters

Confused around all the acronyms, abbreviations and jargon in SEND? This acronym checklist created by Suffolk Parent Carers Forum may be useful

[SEND Acronyms](#)

13. St Mary's SEND Parent Forum

This year we have launched the St Mary's SEND Parent Forum



If you are interested in joining the wider SEND conversation, get involved with the Suffolk SEND Parent Carer Forum here: [SPCF](#)

Their website also contains lots of useful information for families.

14. Useful Links

Follow the links for some useful information regarding SEND Information in Suffolk

[Sendiass in Suffolk](#)

[Suffolk Local Offer](#)

[Suffolk Family Hubs](#)

[Suffolk Educational Services](#)

[Suffolk EHCPs](#)

[Specialist Education in Suffolk](#)