ST MARY'S CE NURSERY AND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND)

Information Report

2026–2027

Name/s and job title of reviewer	Date of review	Date of governor approval
Kerry Dunford – Inclusion Manager	April 2024	Sept 2024
Kerry Dunford – Inclusion Manager	Sept 2025	Nov 2025
Kerry Dunford – Inclusion Manager	Sept 2026	Sept 2026

1. Our SEND offer at St Mary's

St Mary's is an inclusive Church of England nursery and primary school. We want every pupil to belong, participate, learn and flourish. Pupils with SEND are first and foremost members of their class and school community. Their needs are met through high-quality adaptive teaching, careful assessment, appropriate targeted or specialist support, partnership with families and, where needed, advice from external professionals.

Our approach is needs-led rather than diagnosis-led. A pupil does not need a diagnosis before reasonable classroom adaptations or appropriate support can begin. We aim to identify barriers early, agree clear outcomes, put provision in place promptly and review whether it is making a difference.

SEND information September 2026

The school SEND register records 23 pupils: 19 receiving SEN Support and 4 with an Education, Health and Care Plan (EHCP). Current needs include communication and interaction, cognition and learning, social, emotional and mental health (including regulation and neurodiversity), and sensory, physical and medical needs. The register is reviewed termly and may change as pupils' needs change.

2. What is SEND?

The SEND Code of Practice defines special educational needs in terms of a learning difficulty or disability that calls for special educational provision to be made. Broadly, this includes pupils who have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from using facilities generally provided for their peers.

The four broad areas of need are:

Communication and interaction

Cognition and learning

Social, emotional and mental health (SEMH)

Sensory and/or physical needs

These areas help us organise support, but pupils may have needs across more than one area. We consider the whole pupil, including strengths, views, wellbeing, attendance, medical needs and environmental factors.

3. Who should parents/carers speak to?

The first point of contact is normally the class teacher, who knows the pupil's day-to-day learning best. If concerns continue, the class teacher and family can involve the Inclusion Manager/SENCO.

Contact	How they help
Class teacher	Identifies barriers, adapts teaching, plans and reviews classroom support, monitors progress and keeps families informed.
Inclusion Manager / SENCO – Mrs Kerry Dunford Kdunford.212@lgflmail.org	Coordinates SEND provision, supports staff, oversees the graduated approach and Provision Mapper, liaises with families and external professionals, and coordinates EHCP processes.
Headteacher and Senior Leadership Team	Retain overall responsibility for the quality of education, inclusion and the effective use of resources.
SEND/Inclusion Governor – Paula Greenwood	Provides governance oversight and challenge regarding SEND provision, access, outcomes and use of resources.

4. How we identify and support SEND: the graduated approach

St Mary's uses the Assess–Plan–Do–Review cycle. This is a continuous process: support is adjusted as our understanding of the pupil grows and as evidence shows what is, or is not, helping.

Assess: The class teacher considers attainment, progress, classroom observation, pupil and parent views, previous information and any relevant specialist advice. Environmental or temporary factors are also considered.

Plan: The teacher, family and pupil (where appropriate) agree priorities, SMART outcomes, adaptations and provision. Information is recorded through the school's SEND/Provision Mapper systems.

Do: The class teacher remains responsible for the pupil's learning. Adaptations and interventions are implemented, with support from teaching assistants, learning support assistants or specialists where appropriate.

Review: Progress towards agreed outcomes and the impact of provision are reviewed. Support is continued, changed, intensified or reduced in response to evidence.

If a pupil continues to make less than expected progress despite appropriate support, the SENCO may seek specialist advice. For a small number of pupils with significant and complex needs, an Education, Health and Care needs assessment may be considered.

EEF Five a Day

Our school uses the Education Endowment Foundation (EEF) Five-a-Day approach as part of our commitment to high-quality, inclusive teaching for all pupils, including those with SEND. The approach supports teachers to make appropriate adaptations within everyday classroom practice, enabling pupils with additional needs to access the curriculum alongside their peers wherever possible.

The Five-a-Day approach promotes five evidence-informed strategies: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the effective use of technology.

This is used alongside our Assess, Plan, Do, Review cycle.

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

5. Levels of support at St Mary's

Our universal offer is designed to anticipate commonly occurring and predictable barriers to learning. In line with DfE Inclusive Mainstream Fund guidance, this includes inclusive leadership, early evidence-based support, high-quality adaptive teaching, accessible enrichment, belonging and participation, partnership with families and wider services, and accessible learning environments.

Where a pupil's needs cannot be met through the universal offer alone, targeted provision is added promptly. Targeted support is linked to an identified need and clear intended outcome and is reviewed using evidence of its impact on access, participation, independence and progress.

Level	What this looks like	Who may access it
Universal / ordinarily available	Adaptive teaching, clear routines, visual supports, modelling, scaffolding, chunked instructions, pre-teaching, appropriate resources and reasonable adjustments.	All pupils, including pupils with SEND.
Targeted	Additional small-group or individual support for identified literacy, maths, communication, social/emotional, regulation, motor or independence needs, reviewed against an outcome.	Pupils who need support additional to universal provision.
Specialist / personalised	Individualised provision informed by specialist advice or assessment, including EHCP provision where applicable.	Pupils with significant, persistent or complex needs.

6. Summary of SEND provision at St Mary's

The examples below describe provision currently available or used at St Mary's. They are not an entitlement to every listed intervention: provision is selected according to assessed need, intended outcome, professional advice, staffing and review of impact.

Communication and interaction

Clear language, visual timetables/prompts, modelling, checking understanding, reduced language load where appropriate, processing time, pre-teaching vocabulary and structured partner/group talk.

Social skills groups, Lego-based activities, targeted speech/language activities and individual or small-group programmes.

Speech and Language Therapy advice/input for pupils on relevant caseloads; Wandsworth Autism Advisory Service (WAAS) advice for eligible pupils; personalised communication systems or visual supports where advised.

Cognition and learning

Adaptive teaching, worked examples, small steps, scaffolds, retrieval and overlearning, concrete/practical resources, sentence stems, alternative ways to record, additional processing time and appropriate assistive technology.

Targeted reading, phonics, spelling, writing and mathematics support; daily reading/spelling/times-table practice where appropriate; pre-/post-teaching; fine-motor/handwriting support.

Specific programmes/resources may include Rapid Reading, Toe-by-Toe, Look-Cover-Say-Write-Check, coloured overlays, Wordshark/ICT-based tools, maths mastery support and dyslexia-friendly strategies.

Social, emotional and mental health

Predictable routines, relational approaches, explicit teaching of emotions and self-regulation, PSHE, circle time, calm spaces/strategies, movement breaks, trusted-adult check-ins and positive behaviour support.

The Thrive Approach, social skills work, transition support, individual or small-group emotional literacy/regulation support and, where appropriate, play/art-based therapeutic support.

Advice or involvement from Educational Psychology, Behaviour and Learning Support Services, CAMHS/health professionals, PRU/outreach or other appropriate services when criteria are met.

Sensory, physical and medical

Reasonable adjustments to seating, movement, pace, environment and access; sensory breaks; visual supports; accessible resources; additional time/quiet space for assessments where appropriate.

Fine-motor activities, adapted pens/pencils and grips, sloping boards, move-and-sit cushions, sensory resources, timers, enlarged text/coloured paper and assistive technology where needed.

Individual healthcare plans and staff training for medical needs; Occupational Therapy, physiotherapy, hearing/visual impairment services, CENMAC or other specialist advice where appropriate.

7. Adaptive teaching and classroom practice

The class teacher is responsible for the progress and development of every pupil in their class, including where pupils receive support from additional adults or specialists. At St Mary's, the priority is to make the classroom and curriculum accessible rather than routinely removing pupils from their peers.

Examples of adaptations currently used across the school include:

- visual timetables, prompts and now/next supports
- small-step or chunked instructions and checks for understanding
- sentence stems, writing frames, word banks and modelled examples
- pre-teaching and repetition of key vocabulary
- practical/concrete resources and alternative recording methods
- movement and sensory breaks, regulation tools and calm routines
- extra processing time and reduced cognitive/language load where appropriate
- targeted literacy/maths support and assistive technology
- carefully planned adult support that develops independence rather than unnecessary dependence

Current improvement focus:

Following the May 2026 inspection, St Mary's is strengthening the consistency and timeliness of SEND planning and review, the precision of classroom adaptations, and leadership/governor monitoring. The school is using Provision Mapper, updated pupil information, parent meetings, inclusion learning walks, intervention reviews and pupil voice to make support more consistent and evidence its impact.

8. How we assess progress and review support

Teachers assess learning continuously and use school assessment systems to monitor progress. Pupil progress meetings and SEND review processes help leaders identify pupils who may need additional support and check whether existing support is effective.

- SEND needs, outcomes, adaptations and provision are reviewed at least termly and updated when needs change.
- Parents/carers are involved in SEND target-setting and review, including through the school's SEND parent meeting cycle and ordinary parent meetings.
- Pupil voice is gathered so that support reflects what pupils say helps them learn, feel safe and become more independent.
- Pupils with an EHCP have a statutory annual review. Reviews for younger children may be held more frequently where appropriate.
- Interventions should have a clear purpose and review point; continuing an intervention is based on evidence of need and impact, not simply because it has been delivered before.

9. Working with parents, carers and pupils

Families know their children well and are essential partners in identifying needs and evaluating support. We aim to communicate clearly, listen to concerns, agree priorities together and explain what the school is doing and why. If you have a concern regarding a potential special educational need you should:

- Speak to the class teacher as soon as a concern arises.
- Request involvement from the Inclusion Manager/SENCO where concerns persist or needs are more complex.
- Attend SEND review meetings and share what is working or difficult at home.
- Contribute to EHCP annual reviews and specialist assessments where relevant.
- Pupils are supported to express their views through age-appropriate discussion, pupil voice, profiles and annual review contributions.

10. Specialist services and external agencies

Depending on need, eligibility and referral criteria, St Mary's may work with or seek advice from:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Educational Psychology / Schools and Community Psychology Service
- Wandsworth Autism Advisory Service (WAAS)
- Behaviour and Learning Support Services (BLSS)
- Community Paediatrics and health services
- School Nursing
- Hearing and visual impairment services
- Physiotherapy
- CENMAC / assistive technology services
- CAMHS or other mental-health services
- Social care / Early Help
- PRU, outreach or alternative provision services where appropriate
- commissioned therapeutic or specialist services where the school considers this appropriate

Parents/carers are normally consulted before a school referral is made. Specialist recommendations are translated into classroom provision and reviewed for impact.

11. Accessibility, equality and participation

St Mary's makes reasonable adjustments so disabled pupils and pupils with SEND can access education, school life and information. The school's Accessibility Plan is reviewed alongside individual needs. Adaptations and supports in place include:

- stair lift, accessible toilets and accessible classrooms
- visual contrast on steps and environmental adaptations where needed
- adapted equipment and resources, including sensory and writing supports

- enlarged text, coloured paper or alternative formats where required
- additional time, rest breaks or a quieter space for assessments where appropriate and permitted
- individual risk assessment and planning for trips, clubs and off-site activities
- personal care, medical and safety support where required

Pupils with SEND are encouraged to take part in clubs, trips, collective worship, curriculum enrichment and wider school life. Adjustments are considered so participation is as inclusive as reasonably possible.

12. Transition

Transitions are planned carefully because change can create additional barriers for some pupils. We share information securely and involve families and pupils in planning. The following can be put in place if required which may include:

- additional visits or familiarisation for pupils who need them
- transition books, photographs, visual supports or social stories
- handover meetings between teachers and support staff
- liaison with previous or receiving settings and SENCOs
- inviting secondary SENCOs to relevant Year 6 EHCP annual reviews
- early sharing of specialist reports, provision information and successful strategies

13. Medical needs

Parents/carers should tell the school about medical needs on admission and whenever circumstances change. Pupils with more complex medical needs may require an Individual Healthcare Plan or treatment plan. The school follows its First Aid, Medicines and Supporting Pupils with Medical Conditions procedures and arranges staff training where required.

14. Education, Health and Care Plans (EHCPs)

Most pupils with SEND have their needs met through SEN Support and ordinarily available provision. Where a pupil has significant and complex needs that may require provision beyond what a mainstream school can ordinarily provide, an Education, Health and Care needs assessment may be considered. An EHCP is a legal plan describing needs, outcomes and specified provision. The local authority decides whether to assess and whether to issue a plan.

For pupils with an EHCP, St Mary's uses the plan to organise provision, monitor progress towards outcomes and contribute to the statutory annual review. Funding is used flexibly to deliver the provision in the plan and to promote access and independence; an EHCP does not automatically mean continuous 1:1 adult support.

15. Wandsworth Ordinarily Available Provision (OAP)

Wandsworth describes Ordinarily Available Provision as the support that schools and settings should be able to provide for children and young people, including those with SEND, from within their own resources. It sets a shared expectation for inclusive practice across Wandsworth and helps families understand what support should normally be available without an EHCP.

At St Mary's, the OAP principles are reflected in our universal and targeted offer, including:

- high-quality adaptive teaching and reasonable adjustments
- early identification and a graduated response
- visual, communication, literacy, numeracy, sensory and regulation supports matched to need
- planned use of teaching assistants and learning support assistants to increase access and independence
- targeted interventions with clear intended outcomes and review points
- partnership with parents/carers and pupil voice
- seeking specialist advice when ordinarily available strategies are not sufficient

National inclusion developments 2026–2027

The DfE Inclusive Mainstream Fund guidance supports schools to strengthen whole-school inclusive practice and develop targeted evidence-based support where the universal offer alone is not sufficient. From December 2026, schools will be required to publish an inclusion strategy explaining their whole-school approach and how Inclusive Mainstream Fund funding is used to improve the universal offer and remove barriers to learning.

> ***Important*** *Ordinarily Available Provision is not a fixed checklist for an individual pupil. The right provision depends on assessed need, the barriers a pupil is experiencing, and evidence about what helps them make progress and participate.*

16. Useful links for families

Wandsworth Ordinarily Available Provision Guide: https://fis.wandsworth.gov.uk/all-services/Mr-ordinarily-available-provision-guide/ — includes the full school/settings guide and a shorter parent/carer guide

Wandsworth SEND Local Offer: https://fis.wandsworth.gov.uk/advice-and-support-about/send-local-offer/ — local education, health, support and SEND services for ages 0–25

Wandsworth – What if my child needs extra help at school?: https://fis.wandsworth.gov.uk/advice/what-if-my-child-needs-extra-help-at-school-or-has-special-educational-needs-sen/ — parent-friendly explanation of SEN Support and the graduated approach

Wandsworth EHCP information: https://fis.wandsworth.gov.uk/advice/education-health-and-care-plans/ — information about EHC needs assessments and plans

Wandsworth Information, Advice and Support Service (WIASS): https://fis.wandsworth.gov.uk/all-services/SX-wandsworth-information-advice-and-support-service-wiass/ — free, confidential and impartial SEND information, advice and support; telephone 020 8871 8065

SEND Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 — statutory guidance for England

St Mary's policies: https://www.stmarysschoolputney.co.uk/policy-documents — including relevant school policies and procedures

EEF Five a Day: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send

DfE Inclusive Mainstream Fund – best practice for schools: https://www.gov.uk/government/publications/inclusive-mainstream-fund-support-for-school-leaders/inclusive-mainstream-fund-best-practice-for-schools

17. If you are concerned or wish to complain

We encourage families to raise concerns early so that they can be addressed collaboratively. Concerns about a pupil's learning or SEND provision should normally be discussed with the class teacher first, then the Inclusion Manager/SENCO if needed. If the concern remains unresolved, parents/carers may speak to the Headteacher and use the school's formal complaints procedure.

St Mary's complaints/policy documents: https://www.stmarysschoolputney.co.uk/policy-documents

Wandsworth Council complaints: https://www.wandsworth.gov.uk/the-council/have-your-say/make-a-complaint

18. Monitoring and review of this report

This SEND Information Report is reviewed at least annually and updated sooner if significant information changes. The Inclusion Manager/SENCO leads the review, with oversight from the Headteacher, Senior Leadership Team and Governing Body. The school's SEND provision is needs-led and may change during the year as pupil needs, staffing, specialist advice and evidence of impact change.

19. Acronyms and Abbreviations

SEND – Special Educational Needs and Disability
COP – Code of Practice (SEN statutory guidelines)
EHCP – Education Health and Care Plan (replacing Statements and outlines areas of need and provision)
EYFS – Early Years Foundation Stage (YN-YR)
KS1 – Key Stage One (Y1-Y2 Infants)
KS2 – Key stage Two (Y3-Y6 Juniors)
TA – Teaching Assistant
LSA – Learning Support Assistant
SLT – Senior Leadership Team

DFA – Designated First Aider
TAC – Team Around the Pupil Meeting
TAF – Team Around the Family Meeting
CLA – Pupils that are looked after by the local authority
LAC – Looked after pupils
EAL – English as an Additional Language
Ofsted – Office for Standards in Education
ELSA – Emotional English Support Assistant
Areas of Need
C&I – Communication and Interaction (includes speech and language, social communication, ASD)
C&L – Cognition and Learning (includes specific learning difficulties e.g. Dyslexia)
SEMH – Social, Emotional and Mental Health (includes anxiety and depression)
SP – Sensory and/or Physical (includes visual and hearing impairment)

Outside Agencies

SALT - Speech and Language Therapists
OT - Occupational Therapists
EP - Educational Psychologists
SCPS – Schools and Community Psychology Service
WAAS – Wandsworth Autism Advisory Service
HV - Health Visitors
EWO - Education Welfare Officer
EYC - Early Years Centre
VIS - Visual Impaired Services
HIS - Hearing Impaired
CAMHS - Pupils and Adult Mental Health Service
BLSS - Behaviour and Learning Support Services
PRU – Pupil Referral Unit
Physiotherapists
CENMAC – assistive technology
Shine Again – Play Psychotherapy

Summary of the SEND Provision at St Mary's 2026–2027

Provision is needs-led and selected according to assessed need, intended outcome, professional advice and review of impact.

Communication and Interaction	Cognition and Learning
Universal: • Clear language and reduced language load where appropriate • Visual timetables, prompts and personalised visual supports • Modelling and checking understanding • Additional processing time • Pre-teaching of key vocabulary • Structured partner/group talk • EEF Five-a-Day strategies: explicit instruction, scaffolding, flexible grouping, metacognitive strategies and technology	***Universal:*** • Adaptive teaching using small steps, worked examples and scaffolds • Retrieval, repetition and overlearning • Concrete/practical resources • Sentence stems, writing frames and word banks • Alternative methods of recording • Additional processing time • Appropriate assistive technology • Pre- and post-teaching where appropriate
Targeted: • Social skills groups • Lego-based activities • Targeted speech and language activities • Individual or small-group communication programmes	***Targeted:*** • Targeted reading, phonics, spelling, writing and mathematics support • Daily reading, spelling and times-table practice where appropriate • Fine-motor and handwriting support • Rapid Reading and Toe-by-Toe • Look-Cover-Say-Write-Check • Maths mastery support • Dyslexia-friendly strategies, coloured overlays and Wordshark/ICT-based tools
Specialist: • Speech and Language Therapy (SALT) advice/input for pupils on relevant caseloads • Wandsworth Autism Advisory Service (WAAS) advice for eligible pupils • Personalised communication systems or visual supports where advised	***Specialist:*** • Individualised provision informed by specialist assessment/advice • Educational Psychology / Schools and Community Psychology Service advice where appropriate • Assistive technology/CENMAC advice where appropriate • EHCP provision where specified

Social, Emotional and Mental Health	Sensory, Physical and Medical
Universal: • Predictable routines and relational approaches • Explicit teaching of emotions and self-regulation • PSHE and circle time • Calm spaces and regulation strategies • Movement breaks • Trusted-adult check-ins • Positive behaviour support	***Universal:*** • Reasonable adjustments to seating, movement, pace, environment and access • Sensory and movement breaks • Visual supports and accessible resources • Additional time or quiet space for assessments where appropriate • Adapted pens/pencils and grips, sloping boards and move-and-sit cushions • Sensory resources, timers, enlarged text and coloured paper
Targeted: • The Thrive Approach • Social skills work • Transition support • Individual or small-group emotional literacy/regulation support • Play/art-based therapeutic support where appropriate	***Targeted:*** • Fine-motor activities • Individual sensory resources/programmes matched to need • Assistive technology where needed • Individual Healthcare Plans and medical support • Risk assessment and planning for trips, clubs and off-site activities • Personal care, medical and safety support where required
Specialist: • Educational Psychology advice/involvement • Behaviour and Learning Support Services (BLSS) • CAMHS/health professionals where criteria are met • PRU/outreach or alternative provision where appropriate • Commissioned therapeutic or specialist services where appropriate • EHCP provision where specified	***Specialist:*** • Occupational Therapy and physiotherapy advice/input • Hearing and visual impairment services • CENMAC / specialist assistive technology advice • Community Paediatrics, School Nursing and other health services • Staff training for specific medical needs • EHCP provision where specified