St. Mary of the Angels Catholic Primary school

A community of faith and learning following Jesus in all we think, do and say

SEN Information Report (School Offer) for Special Educational Needs and Disabilities (SEND) 2025-2026

Parents/Carer's Questions and Answers

1	Who are the best people to talk to at St. Mary of the Angels school about my child's difficulties with learning, special educational needs or disability?	Page 2
2	How will the school let me know if they have any concerns about my child's learning, special educational need or disability?	Page 2
3	How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational need or disability?	Page 2
4	How does St. Mary of the Angels school ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?	Page 3
5	How will the curriculum and the school environment be matched to my child's needs?	Page 3
6	What types of support may be suitable and available for my child?	Page 4
7	How will you support my child to reach his/her learning goals?	Page 4
8	What is an EHC Plan and who can request one for one for my child?	Page 5
9	How will you help me to support my child's learning?	Page 5
10	How is support allocated to children and how do they move between the different levels of support in school?	Page 5
11	How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?	Page 6
12	What support will there be for my child's happiness and well-being at St. Mary of the Angles school?	Page 6
13	How is my child included in all the same activities as his/her peers at school?	Page 6
14	How will St Mary of the Angels school support my child in transition stages?	Page 7
15	Who can I contact if I have a complaint about the SEN provision made for my child?	Page 7
16	If I have any other questions about my child at St Mary of the Angels school, who can I ask?	Page 7
Appendix A	Provision Flow Chart: Parents' Guide	Page 8
Appendix B	St. Mary of the Angels Provision Map	Page 9

1. **Who are the best people to talk to at St. Mary of the Angels school about my child's difficulties with learning, special educational needs or disability?**

- You can make an appointment with your child's teacher if you have any concerns.
- It is likely that the class teacher will have discussed your concerns with the school SENCo and Inclusion manager Mrs Karen Waine. You may wish to arrange a meeting with Mrs Waine to discuss your concerns further.
- If you continue to have concerns about your child's difficulties with learning, special educational needs or disabilities, please arrange to discuss these with Mrs Hough, Deputy Headteacher.

2. **How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's class teacher may initially speak to you at the end of a normal school day. They may then arrange a time with you to discuss concerns in greater detail.
- Class teachers may also talk to you about any issues or concerns at a parent/teacher consultation meeting.
- The SENCo may also contact parents directly to arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering to support your child.

3. **How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?**

- At St. Mary of the Angels we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We also believe, where possible, in getting your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at Parent/Teacher Consultations.
- If your child has an identified special educational need you may also ask to meet with Mrs Waine termly to discuss current progress, support strategies being used and expected outcomes.
- If your child has an Education, Health and Care plan (EHCP), you and your child will be able to share your views at the Annual Review.

4. How does St. Mary of the Angels ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At St. Mary of the Angels, we believe that your child's learning needs will first be met through the high-quality teaching delivered by their class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs and disabilities.
- The school is able to access training programmes from different organisations including the Bi-borough Training and Outreach team. We also access training from our in-house therapists, our Educational Psychologist and MIND.
- Individual training for teaching and support staff is organised as necessary to support children with particular educational needs or disabilities.

5. How will the curriculum and the school environment be matched to my child's needs?

- At St. Mary of the Angels, we believe that your child's learning needs will first be met through the high-quality teaching delivered by their class teacher.
- We carefully plan our curriculum to match the age, ability and needs of all children. We use a creative curriculum to help children make links between areas of learning and to understand how their learning fits into the 'real world'.
- Each class teacher adapts lesson planning and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate, and when necessary. The school has access to specialist advice from Westminster Schools Advisory Teachers working in the Training and Outreach Team. This includes the Bi- Borough Inclusion Service.
- Accessibility aids and technology may also be used to support your child's learning.
- St. Mary of the Angels regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.
- St. Mary of the Angels has embraced a 'Communication Supportive Environment', which supports all pupils, particularly those with any speech, language or communication needs.

6. What types of support may be suitable and available for my child?

Depending upon the nature of your child's needs and difficulties with learning, our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

➢ At St. Mary of the Angels school we have a 3-tiered approach to supporting a child's learning.

Universal – this is the quality first teaching your child will receive from their class teacher and may include some very minor adaptations to match learning needs.

Targeted - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of

a) **Assessing** your child's needs
b) **Planning** the most effective and appropriate intervention
c) **Providing** this intervention
d) **Reviewing** the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

We have a Specialist Teacher working with children in EYFS and Key stage 1. There are also a number of children in LKS2 who need that specialist support.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include Educational Psychology, Speech and Language Therapy, Occupational Therapy, Sensory Advisory Teachers and the Child Development Service. The school may need to prioritise referrals to these services. However, for a very small number of pupils' access to these specialists may be through an EHC Plan.

We have an in-house Speech and Language Therapist who works with Mrs Waine (SENCO/Inclusion Lead) to help identify children with language needs and to support staff in planning.

The school has a Play Therapist from The Catholic Children's Society employed to work with children across the school.

7. How will you support my child to reach his/her learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach their goals. Your child's learning plan, strategies and progress will be reviewed half termly.
- External agencies and specialists may also review your child's progress and adapt their planning accordingly.

8. **What is an Education Health and Care Plan (EHC Plan) and who can request one for one for my child**?

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school, usually the SENCo, can request that the local authority conduct an **Education Health and Care Needs Assessment** of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- Your child's class teacher, SENCo or specialist advisors may suggest strategies or activities for you to do at home to support your child's learning.
- We sometimes run parent/carer workshops on topics such as phonics, maths and reading in school to help you understand the strategies used in school.
- The SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- St. Mary of the Angels receives funding from the Local Authority. These funds include money to support the learning of children with SEN and/or disabilities.
- The Headteacher, in consultation with the school's Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The senior management team review the school's interventions and provisions and organise interventions, staff training and equipment needs as appropriate to ensure the most effective use of the SEN budget.
- Pupil progress is reviewed regularly, after which the effectiveness of the school's provision is also reviewed and adapted to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes.
- At pupil progress meetings, the impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at St. Mary of the Angels school?

- At St. Mary of the Angels, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants and the SENCo are available to provide support to match your child's needs.
- You should feel free to contact your child's class teacher if you have any concerns.
- We work with West London Central Mind (Mental Health Support Team) providing support to parents, small groups of pupils and in whole class projects.

13. How is my child included in all the same activities as his/her peers at school?

- St. Mary of the Angels is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, educational visits and residential trips are available to all children.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will St. Mary of the Angels support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child. Where possible we will visit your child in their nursery to observe them in a familiar setting and have the opportunity to meet professionals and parents face to face.
- For older children, we can sometimes arrange transition visits prior to their official start to support them in becoming familiar with the environment.
- For Children starting in our Foundation Stage, we organise Stay and Play visits before your child begins with us. This is an opportunity for you to meet the class teacher and to share any information.
- While at St. Mary of the Angels, we take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils' needs, attainment and progress and best support strategies.
- St. Mary of the Angels holds transition meetings to ensure there is a smooth transition when your child transfers to his/her secondary school of choice. You can contact the Headteacher for further information about individual cases.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews. The secondary school will be invited to the final annual review meeting.

15. If I have any other questions about my child at St. Mary of the Angels, who can I ask?

At St. Mary of the Angels, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order;

- Class teacher
- Key Stage Leader (Foundation Stage – Miss O'Brien; Key Stage 1 – Miss Cox; Lower Key Stage 2 Ms Noori; Upper Key Stage2 – Miss Brown)
- The SENCo –Mrs Waine
- Deputy Headteacher – Mrs Hough
- The Headteacher- Mrs Alley

16. Who can I contact if I have a complaint about the SEN provision made for my child?

- Initially speak with your child's teacher and/or the SENCo. Hopefully they will be able to address your concerns.
- If after this you still have concerns you can then contact the Headteacher who will listen to your concerns and address them. The Headteacher may refer you to the school's Complaints Policy and procedure.

St. Mary of the Angels Provision Map: Parents' Guide

Provision Map Flow Chart

1. The school assesses all pupils' strengths and areas for development.

2. Teachers and SENCo discuss individual pupil learning needs and whether additional support would be appropriate and effective.

3. Meet/speak with parents and pupil to agree a support intervention plan.

4. SENCo & SMT plans and resources the intervention. Teachers and/or TAs deliver the support.

5. Teacher/TA monitor pupil progress to outcomes. Adapt if necessary.

6. Teacher, SMT and SENCo evaluate effectiveness of provision within time period agreed. Report to parents. Next steps?

Appendix B

Area of need	All pupils, where appropriate	Catch up	SEND
Cognitive and Learning	• Differentiated curriculum planning, activities and outcome • Visual timetables • Use of writing frames • Access to ICT • Word banks • Illustrated dictionaries • In class support from Teaching Assistant (TA) • Focused group work with Class Teacher (CT) • Visual aids/ modelling • Widgit (Communicate in Print)	• Rapid Maths Group • Rapid Writing Group • Phonics group • In class support from TA • Individual reading/ spelling programme with TA/ CT • Reading volunteers • MeeMo Working Memory Programme • 'Book Talk' Intervention	• Reading support with reading volunteer • 5 Minute Box (English) • Number Box (Maths) • Phonics support • Input from outside agencies including ➢ Educational Psychologist, ➢ Speech and Language Therapist (SALT) ➢ Specialist teachers (Westminster Outreach Team)
Communication and Interaction	• Communication Supportive Environment • Differentiated curriculum planning, activities and outcome • Use of symbols • Visual timetables • Structured school and class routines	• In class support from TA with main focus supporting speech and language. • Zones of Regulation	• Speech and Language support from SALT followed up in school through programmes and targets. • Westminster Outreach Team • 1-1 support with Drama/Play Therapist • Social Skills Programmes e.g. ➢ Talkabout ➢ Socially Speaking ➢ Lego Therapy
Social, Mental and Emotional Health	• Whole school Behaviour Policy • School/class rules • Class reward and sanctions • Personal Social Health Education curriculum • Circle Time • Trailblazers/Brain Buddies	• Small group Circle Time • Support for unstructured/ independent activities	• Individual Target/ Reward system • Support from Educational Psychologist • 1-1 support with Play Therapist • MIND Practitioner is able to deliver 1- 1 support for parents and for children in UKS2. She also delivers group and whole class interventions.
Sensory and/or Physical	• Wheelchair accessible (all areas) • Classroom resources	• Additional handwriting practice/fine motor skills intervention • Access to resources/ equipment e.g. pencil grips or sensory box • In class support from TA • 'What's in the box' intervention	• Individual support in class and PE • Movement group with TA • Specific resources to support particular needs e.g. Air cushion to support sitting/Writing Wedge • Access to bespoke resources to support learning/targets • Input from external services such as Occupational Therapy, Physiotherapy services and advisory teachers e.g. Teacher of the Deaf.