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## *School Information Report*

### *2026-27*

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#### **Context**

School SENCo: Lucy Courtney-Diggins  
School SEN Governor: Maria Elia  
Policy Date: Autumn 2026  
Review Date: Autumn 2027

#### **Vision for Inclusion**

At St Mary's C.E. Primary School, inclusion is at the heart of everything we do. We believe every child is precious and loved by God. Our ambition is that every pupil, including those with SEND, flourishes academically, socially, emotionally and spiritually. We remove barriers to learning through high-quality adaptive teaching, early identification, strong partnerships with families and evidence-informed provision so that every child can let God's light shine.

At St. Mary's C.E. Primary School, we are committed to providing an inclusive, ambitious and nurturing education in which every child is valued, supported and enabled to flourish. Guided by our Christian vision, we believe that every child is precious and loved by God, and that every pupil has the right to participate fully in all aspects of school life, regardless of their individual needs or starting points.

We are committed to identifying special educational needs and disabilities (SEND) early, removing barriers to learning and participation, and ensuring that every pupil receives the support they need to achieve their full potential. Through high-quality adaptive teaching, evidence-informed provision and strong partnerships with pupils, families and external professionals, we strive to ensure that all children experience success, develop confidence and independence, and feel a genuine sense of belonging within our school community.

Our ambition is that all pupils with SEND will:

- achieve the best possible educational, personal and social outcomes;
- develop confidence, resilience and independence;
- participate fully in the life of the school alongside their peers;

- be well prepared for the next stage of their education and, in the longer term, for adulthood, employment and lifelong learning;
- let their light shine by recognising and celebrating their individual strengths, talents and aspirations.

In accordance with the Children and Families Act 2014, the SEND Code of Practice (2015) and the Equality Act 2010, St. Mary's will use its best endeavours to ensure that every pupil with SEND receives the provision, reasonable adjustments and support required to meet their individual needs. We recognise that every teacher is a teacher of pupils with SEND and that inclusive practice is the responsibility of all staff.

## **Aims and Objectives**

Our following School Vision permeates our work:

***We believe that everyone is precious and loved by God.***

***We aspire to let our light shine in all that we do.***

***We nurture and empower one another to flourish.***

***Together we shine in our world by showing compassion and by serving others.***

***Let God's light shine through us.***

## **About this Information Report**

This SEND Information Report provides parents, carers, pupils and other stakeholders with information about how St. Mary's C.E. Primary School identifies, supports and makes provision for children and young people with Special Educational Needs and Disabilities (SEND). It explains our inclusive approach, the support available within our school and how we work in partnership with families and external professionals to ensure every child is able to thrive.

The report has been developed in accordance with the Children and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015) and the Special Educational Needs and Disability Regulations 2014. It reflects the school's ongoing commitment to inclusive practice and has been informed through regular consultation with pupils, parents and carers, governors, school staff, the Local Authority and other professionals who work alongside the school.

This report is reviewed annually to ensure that it reflects current legislation, statutory guidance, best practice and the evolving needs of our school community. We also welcome ongoing feedback from parents, carers and pupils to help us continually improve our SEND provision.

**Review Date:** September 2027

Further information can be found in our SEND Policy, SEND Information Report, Accessibility Plan and Equality Information and Objectives, all of which are available on the school website.

If you would like further information or wish to discuss your child's needs, please contact:

**Lucy Courtney-Diggins**

Leader of Inclusion (SENCO)

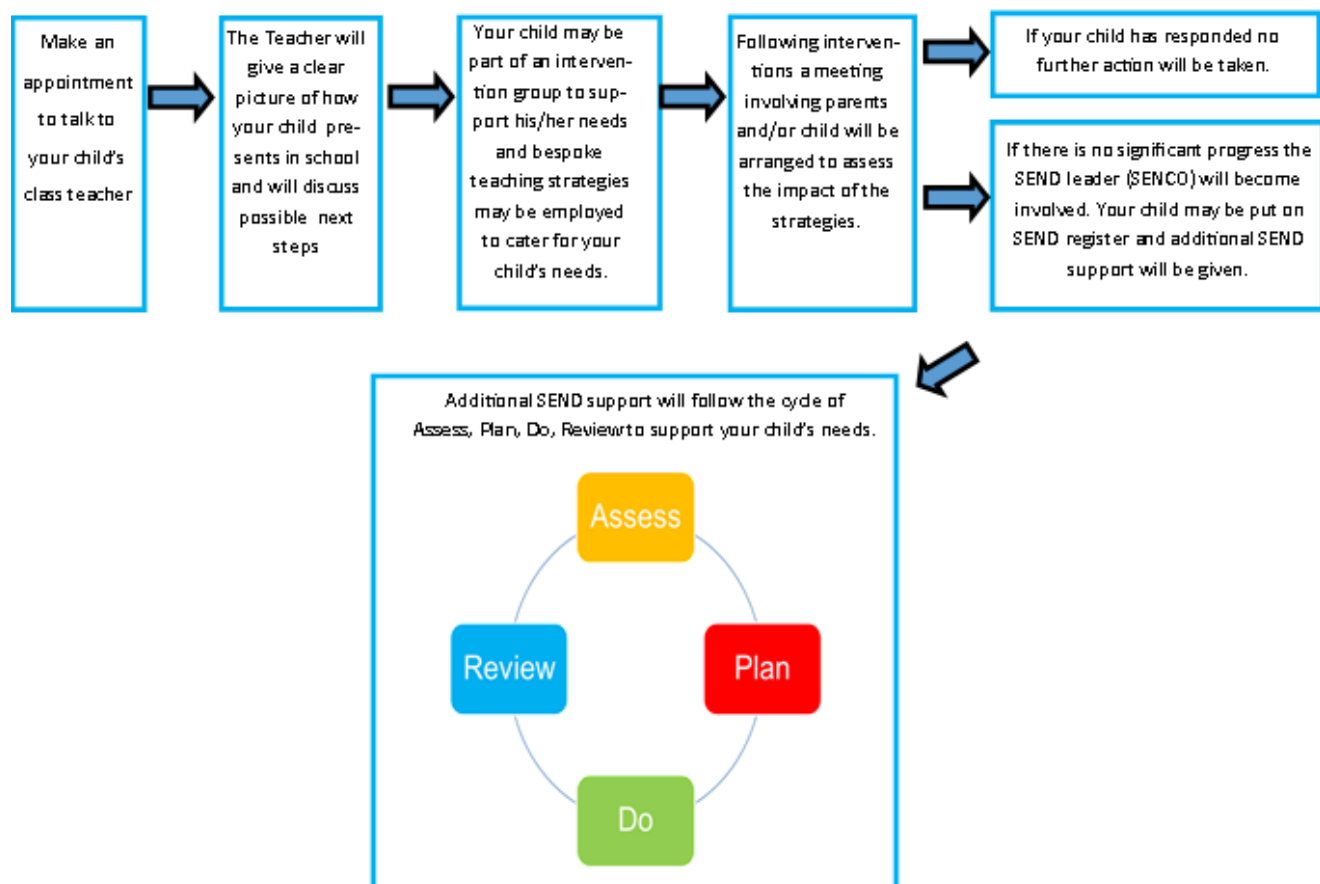
St. Mary's C.E. Primary School

Telephone: **020 7359 1870**

Email: [school@stmarys.islington.sch.uk](mailto:school@stmarys.islington.sch.uk)

### What do I do if I'm concerned about my child?

*SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools*



For more information on how Assess, Plan, Do, Review works watch this short video:

<https://www.youtube.com/watch?v=1sJveEuMHc&feature=youtu.be>

## **Frequently Asked Questions**

### **1. What kinds of Special Educational Needs (SEN) does the school cater for?**

St Mary's C of E Primary is a mainstream primary school and welcomes children with SEN in one or more of the following areas:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Asperger's Syndrome
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, Emotional and Mental Health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or Physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy.
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

### **2. What are the school's policies for the identification and assessment of pupils with Special Educational Needs (SEN)?**

At St. Mary's C.E. Primary School, we believe that early identification is fundamental to ensuring that every child receives the right support at the right time. We are committed to identifying emerging needs as early as possible through a graduated, evidence-informed approach that places the child and family at the centre of decision-making.

Identification of SEND is viewed as a whole-school responsibility. Every teacher is responsible and accountable for the progress and development of all pupils in their class, including those who may have SEND. Teachers are supported by the Leader of Inclusion (SENCO) to identify, assess and respond to emerging needs promptly and effectively. We recognise that children should not have to fail before support is provided, and that a formal diagnosis is not required for appropriate provision to begin.

Children are identified through a range of evidence rather than relying on a single assessment or diagnosis. Information is gathered from multiple sources to build a holistic understanding of each child's strengths, barriers to learning and individual needs. Our approach to early identification includes:

- Knowing every child well through positive relationships, careful observation and daily formative assessment.
- Delivering high-quality adaptive teaching and monitoring pupils' progress closely to identify where additional support may be required.
- Regular assessment and progress reviews, including attainment, progress, attendance, behaviour, wellbeing and engagement.
- Listening carefully to the views of parents and carers, recognising that they know their child best and are essential partners in the identification process.
- Listening to the voice of the child to understand their experiences, aspirations and any barriers they may be facing.
- Gathering detailed transition information from nurseries, previous schools and external agencies to ensure support begins as early as possible.
- Sharing information effectively between teachers and the Leader of Inclusion during transition between year groups to ensure continuity of provision.
- Using professional observations from teachers, support staff and the SENCO to identify patterns relating to learning, communication, interaction, emotional wellbeing, sensory processing, physical development and independence.
- Using targeted school-based assessments and screening tools, where appropriate, to explore barriers to learning and inform next steps.
- Working collaboratively with external professionals, including Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, Health Services, Social Care and Local Authority support services, where additional advice is required.

When concerns are identified, St. Mary's follows the graduated approach described within the SEND Code of Practice (2015). This ensures that support is implemented early, reviewed regularly and adapted according to the child's changing needs.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:



When considering if a child needs SEN support the school takes into account :

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

At St. Mary's School we also use The Graduated Approach:

### **The Graduated Approach: Assess – Plan – Do – Review**

The Graduated Approach is a cyclical process that enables provision to be carefully planned, implemented, evaluated and refined. At St. Mary's, this approach ensures that support is responsive, evidence-informed and focused on achieving the very best outcomes for every child.

#### **Assess**

The class teacher, working alongside the Leader of Inclusion (SENCO), gathers information from a range of sources to develop a comprehensive understanding of the child's strengths and needs. This includes classroom observations, assessment information, progress data, attendance, behaviour, discussions with parents and the child's own views. Where appropriate, advice from external professionals is sought to further inform assessment. We consider what the child can do well, the barriers they may be experiencing and the support that will enable them to make progress.

## **Plan**

Following assessment, the class teacher, SENCO, parents and, where appropriate, the child agree clear outcomes and the provision required to achieve them. Reasonable adjustments, adaptive teaching strategies, targeted interventions and any specialist support are planned collaboratively. Responsibilities are clearly identified, success criteria are agreed and review dates are established.

## **Do**

The agreed provision is implemented by the class teacher, who remains responsible and accountable for the child's progress, even where interventions are delivered by teaching assistants or specialist staff. The SENCO provides guidance, coaching and support to ensure provision is delivered consistently and effectively. High-quality teaching remains the foundation of support for every pupil.

## **Review**

Provision is reviewed regularly to evaluate its impact on the child's progress, participation and wellbeing. Teachers, parents, the child and the SENCO work together to consider what has been successful, whether outcomes have been achieved and what further support may be required. The information gathered during the review informs the next cycle of Assess, Plan, Do, Review, ensuring that provision continually evolves to meet the child's needs.

This graduated approach is embedded across the school and enables St. Mary's to identify needs early, respond promptly and provide increasingly personalised support where required. Through ongoing collaboration with families, staff and external professionals, we ensure that every child is supported to achieve their potential, participate fully in school life and truly let their light shine.

## **Resources**

The school is allocated a notional SEN budget (a combination of funding streams specifically to support SEND children and a proportion of other income is assumed to be used to support SEND pupils). In addition, additional funding is sometimes awarded to support pupils with higher needs.

The principles which guide the governing body in allocating resources are SENCo recommendation, Teacher Assessments and Pupil Progress Meetings.

## **Parent Participation**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will discuss with parents when we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

### Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services: The Bridge, Samuel Rhodes, Richard Cloudesley, New River College, School Wellbeing Service
- Educational Psychologist
- Child Adolescent Mental Health Service
- Speech and Language Therapists
- Pupil Services
- Health Service (school nurse, dietician, therapists)
- Bright Start and Bright Futures

### Early Help

Most of the time families cope well with the demands of family life, but when circumstances change, or their usual networks of support let them down, there is help available. Islington is committed to making sure that families get support when they need it, quickly and with the minimum of fuss. This is referred to as Early Help and is available to families with children aged 0-19, to 'nip problems in the bud' before they become more serious.

Lots of families won't need a formal service and will get the help they need through advice or information, for example through The Family Information Service or their local Bright Start children's centre or local Bright Start community venue. These services are referred to as 'universal' meaning they are open to everyone.

When additional support is needed, for example with physical or mental ill health parenting or practical challenges like debt, rent arrears and unemployment, Early Help Services can step in. This support is delivered by a lead professional, usually a Family Support Worker, and is tailored to individual families with an emphasis on building skills and resilience to manage and solve problems.

Early Help thinks about the needs of the whole family and coordinates this support so there is one lead person bringing together other services as a team around the family. This means the family don't have to keep repeating their story and there is better communication between professionals.

- Bright Start for 0-5 year olds

Support for families from pregnancy until your child is five.

**Family Support Surgeries, Monday-Friday between 9am-12noon:** if you have a question, need some information, advice or guidance our family engagement workers are still here to talk over the phone. If lines are busy, leave a message we will get back to you when we can.

- Monday, Wednesday and Friday, 9am-12noon
- Tel: 020 7527 8376

If you are not sure which Bright Start area you are in, please contact Islington Family Information Service: 020 75275959; [fis@islington.gov.uk](mailto:fis@islington.gov.uk)

We are encouraging all parents to sign up to our fortnightly Bright Start, Bright Ideas **newsletter and Quick Tips**

- Bright Futures, Early Help for 5-19 year olds

Family Support, primary and secondary school age: **020 7527 4343**.

**If you think a child may be at risk of neglect or abuse** call the Children's Services Contact Team (CSCT) on 020 7527 7400 who will make sure the family are referred to the right service including Children's Social Care teams.

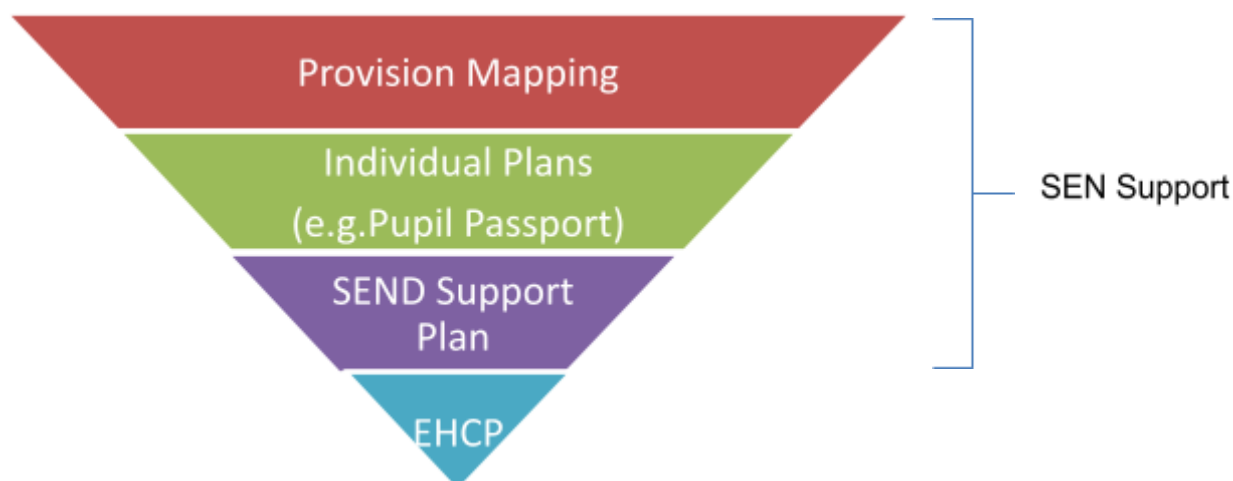
Further information is set out in our SEN Policy on the school website.

### 3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



**Intervention Mapping:** A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

**Provision Mapping:** These are the adaptations, resources and support that an adult makes to their delivery to promote participation. Support can include access to physical resources such as pencil grips, laptops, fidget/sensory toys, electronic tablets, sensory cushions, voice recorders etc., as well as support from adults or other learners when additional time is made available.

**Learning Support Plan, which may also be referred to as a Pupil Passport:** This is a 1 page 'all about me' profile and an action plan describing the goals and provision to meet the SEN.

**Enhanced Learning Support Plan, which may also be referred to as a SEND Support Plan:** A document containing a 1 page profile for learners with more complex needs. There is a detailed action plan describing the goals and provision from a range of professionals to meet the SEND.

**Education Health and Care Plan (EHCP) :** Where the school has done everything it can to identify, assess and meet the SEN of the child using the school and local offer resources and they are still not making the any progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

Example here: [Education-Health-and-Care-EHC-Plan-example.pdf](http://Education-Health-and-Care-EHC-Plan-example.pdf)  
([creativeschools.co.uk](http://creativeschools.co.uk))

The following table shows the number of pupils with SEN in the school in September 2026 and the type of tools we use to plan SEN provision:

| SEN Planning Tool                      | Number of pupils<br>(September 2026) |
|----------------------------------------|--------------------------------------|
| Learning Support Plan                  | 55 pupils                            |
| Education Health and Care Plans (EHCP) | 10 pupils                            |

These numbers on the SEN register and the plans used change throughout the academic year as children's needs are reviewed and planned for.

#### **a) How does the school evaluate the effectiveness of its provision for SEN?**

At St. Mary's C.E. Primary School, we are committed to ensuring that every pupil with SEND receives high-quality, evidence-informed provision that enables them to achieve ambitious outcomes, participate fully in school life and flourish as individuals. The effectiveness of our SEND provision is evaluated through an ongoing cycle of monitoring, review and improvement, ensuring that support remains responsive to each child's changing needs.

High-quality adaptive teaching is the foundation of our inclusive practice. School leaders regularly monitor the quality of teaching and learning across the school to ensure that all teachers are delivering inclusive, ambitious and appropriately adapted learning experiences. We recognise that every teacher is responsible and accountable for the progress and attainment of every pupil in their class, including those with SEND.

The impact of SEND provision is reviewed through the Graduated Approach (Assess – Plan – Do – Review). Teachers, supported by the Leader of Inclusion (SENCO), evaluate whether agreed provision is enabling pupils to make progress towards their individual outcomes, develop greater independence and participate successfully within the wider life of the school. Where provision is not having the intended impact, it is reviewed, refined or replaced to ensure support remains effective and proportionate to the child's needs.

We evaluate the effectiveness of our provision through a range of evidence, including:

- progress towards individual SEND outcomes and provision plan targets;
- attainment and progress from individual starting points;
- the quality of adaptive teaching within classrooms;
- pupils' engagement, attendance, wellbeing, behaviour and participation in school life;
- pupil voice, ensuring children are actively involved in evaluating the support they receive;
- feedback from parents and carers through regular review meetings and ongoing communication;
- advice and recommendations from external professionals, where appropriate;
- lesson visits, learning walks, provision reviews, work scrutiny and monitoring by senior leaders and the Leader of Inclusion.

The Leader of Inclusion works collaboratively with teachers, families and external agencies to ensure provision is evidence-informed, appropriately targeted and continually evaluated. This collaborative approach enables the school to respond quickly to changing needs and ensures that support remains centred around the individual child.

Strategic oversight of SEND is provided by the Headteacher, Leader of Inclusion and Governing Body. Governors receive regular reports on the effectiveness of SEND

provision, including information about pupils' progress, attendance, wellbeing, inclusion and the impact of interventions. This enables governors to fulfil their statutory responsibilities by providing appropriate support and challenge, ensuring that resources are used effectively and that all pupils with SEND receive the highest quality provision.

At St. Mary's, we believe that successful SEND provision is measured not only by academic progress but also by the extent to which pupils develop confidence, independence, resilience, positive relationships and a strong sense of belonging within our inclusive school community.

## **b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?**

### **What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

At St. Mary's C.E. Primary School, we believe that effective assessment and review are central to ensuring that every pupil with SEND receives the right support at the right time. We continuously monitor pupils' academic progress, personal development, wellbeing, independence and participation so that provision remains responsive, ambitious and evidence-informed.

All pupils' progress is reviewed regularly through ongoing teacher assessment, formative assessment, pupil progress meetings and wider monitoring of attendance, behaviour, engagement and wellbeing. Parents receive a written report on their child's progress each year and are invited to attend Parents' Evenings to discuss their child's learning and development.

For pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP), assessment and review take place more frequently through the Graduated Approach (Assess – Plan – Do – Review). This cyclical process ensures that support is continually evaluated and refined to meet each child's changing needs.

We believe that successful SEND provision is built upon strong partnerships with families. Parents and carers are kept informed through regular conversations, review meetings, telephone calls, emails and, where appropriate, home-school communication books. We recognise parents as equal partners in decision-making and value the knowledge and insights they bring about their child.

Formal SEND review meetings are normally held at least three times each academic year for pupils receiving SEND Support. Pupils with more complex needs, or where concerns arise, may have additional review meetings as required. Annual Reviews are held for all pupils with an Education, Health and Care Plan in accordance with statutory guidance.

Reviews are led by the class teacher, who knows the child best and remains responsible and accountable for their progress, supported by the Leader of Inclusion (SENCO) where appropriate. Other professionals involved with the child may also

contribute to reviews to ensure that support is joined-up and reflects the most up-to-date professional advice.

Each review considers a wide range of evidence, including:

- progress towards individual outcomes and agreed provision plan targets;
- attainment and progress from the child's individual starting point;
- the effectiveness of adaptive teaching and reasonable adjustments;
- attendance, behaviour, engagement, emotional wellbeing and participation in school life;
- the child's own views, aspirations and experiences;
- feedback from parents and carers;
- advice from external professionals, where appropriate.

Review meetings provide an opportunity to:

- celebrate strengths, achievements and progress;
- evaluate the impact of current provision and interventions;
- identify any barriers to learning, participation or wellbeing;
- review whether agreed outcomes have been achieved;
- agree new ambitious but achievable outcomes;
- refine or adapt provision where necessary;
- identify any additional assessments, referrals or specialist advice required;
- agree how home and school will continue to work together to support the child's development.

Following each review, an updated record of agreed outcomes, provision, responsibilities and next steps is shared with parents, relevant school staff and, where appropriate, external professionals. This ensures that everyone involved has a shared understanding of the child's strengths, needs and agreed priorities.

At St. Mary's, assessment and review are viewed as an ongoing process rather than a single meeting. We use the information gathered through each Assess – Plan – Do – Review cycle to evaluate the effectiveness of provision, inform future planning and ensure that every pupil continues to receive high-quality, personalised support that enables them to achieve ambitious outcomes, develop independence and flourish within our inclusive school community.

Parents can find further information about Annual Reviews for Education, Health and Care Plans through the Islington Local Offer, and links to relevant guidance are available on the school's website.

This is called the **Assess, Plan, Do, Review** process.



### **c) What is the school's approach to teaching pupils with SEN?**

At St. Mary's C.E. Primary School, we believe that every child has the right to access a broad, balanced and ambitious curriculum that enables them to achieve their potential and flourish as individuals. We are committed to creating an inclusive learning environment where barriers to learning, participation and achievement are identified early and removed wherever possible, enabling every pupil to fully participate in school life alongside their peers.

High-quality adaptive teaching is the foundation of our SEND provision and is the first response to meeting the needs of all learners. We recognise that every teacher is a teacher of pupils with SEND and is responsible and accountable for the progress, attainment and wellbeing of every child in their class.

Teachers use ongoing assessment, professional knowledge and information gathered through the Graduated Approach (Assess – Plan – Do – Review) to identify individual strengths, recognise potential barriers to learning and adapt teaching accordingly. Rather than lowering expectations, teachers maintain ambitious outcomes for every pupil while making appropriate adaptations that enable children to successfully access learning.

Our teaching approaches are evidence-informed and may include:

- adaptive teaching that responds to pupils' individual strengths and needs;
- explicit teaching and carefully scaffolded learning;
- modelling and breaking learning into manageable steps;
- the use of visual supports, concrete resources and assistive technology where appropriate;
- pre-teaching and overlearning of key vocabulary and concepts;
- carefully planned opportunities for repetition, retrieval and consolidation;
- flexible grouping and collaborative learning;
- reasonable adjustments to the learning environment, routines and curriculum;
- strategies that promote communication, emotional regulation, independence and self-confidence.

Teachers work proactively to identify and remove barriers that may affect a child's learning or participation. These barriers may relate to communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical

needs, attendance, emotional wellbeing or wider contextual factors. By identifying barriers early, we are able to provide timely support and ensure that children remain fully included within the life of the school.

Teaching Assistants and other specialist staff work under the direction of the class teacher to complement high-quality classroom teaching. Their role is to facilitate learning, promote independence, reinforce learning and enable pupils to become increasingly confident and successful learners. We are committed to avoiding unnecessary dependence on adult support and instead focus on developing pupils' independence, resilience and confidence.

Where additional provision or targeted intervention is required, it is carefully selected using the best available evidence and is implemented alongside, rather than instead of, high-quality classroom teaching. The impact of all provision is reviewed regularly to ensure that it is meeting pupils' individual needs and contributing to improved outcomes.

The Leader of Inclusion (SENCO), working within St. Mary's Senior Leadership Team, supports staff through coaching, professional development, collaborative planning and specialist advice to ensure that inclusive practice continues to develop across the school. Staff receive regular Professional Development and training to strengthen their knowledge of adaptive teaching, SEND, child development and evidence-informed practice so that every classroom is an inclusive classroom.

At St. Mary's, we believe that successful teaching enables every pupil with SEND to experience success, develop independence, participate confidently alongside their peers and truly let their light shine.

#### **d) How does the school adapt the curriculum and learning environment for pupils with SEN?**

At St. Mary's C.E. Primary School, we are committed to ensuring that every pupil can access an ambitious, broad and balanced curriculum within an inclusive learning environment. We believe that inclusion is achieved by identifying and removing barriers to learning, participation and achievement, enabling every child to fully engage in school life and experience success.

Our approach is underpinned by the **Children and Families Act 2014**, the **SEND Code of Practice: 0–25 years (2015)**, the **Equality Act 2010** and the **Special Educational Needs and Disability Regulations 2014**. We are committed to meeting our statutory duty to use our **best endeavours** to secure the special educational provision that pupils with SEND require and to make **reasonable adjustments** so that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Inclusive practice begins with high-quality adaptive teaching. Teachers carefully assess pupils' strengths, needs and potential barriers to learning, using this information to adapt teaching, the curriculum and the learning environment so that all pupils can participate fully and achieve ambitious outcomes. Adaptations are planned through the Graduated Approach (Assess – Plan – Do – Review) and are regularly evaluated to ensure they remain effective.

Where appropriate, the school works closely with parents, carers, pupils and external professionals before a child joins St. Mary's to identify any adjustments that may be required. Early planning helps ensure that pupils experience a smooth transition into school and that appropriate support is in place from the outset.

Adaptations are personalised to meet individual needs and may include:

- adaptive teaching strategies and scaffolded learning;
- reasonable adjustments to classroom routines, organisation and expectations;
- visual timetables, communication aids and other visual supports;
- adapted resources, specialist equipment and assistive technology;
- sensory strategies and environmental adaptations to support regulation and engagement;
- quiet workspaces or low-distraction learning environments where appropriate;
- flexible seating, movement breaks and alternative methods of recording learning;
- adapted teaching materials, pre-teaching and overlearning of key concepts and vocabulary;
- accessibility adaptations to the physical environment where required;
- specialist advice and programmes recommended by external agencies.

We recognise that barriers to learning may arise from many different factors, including communication, cognition and learning, social, emotional and mental health needs, sensory or physical needs, attendance, emotional wellbeing or wider life experiences. Staff work proactively to identify these barriers and implement timely, evidence-informed strategies that enable pupils to access learning successfully and participate confidently alongside their peers.

The Leader of Inclusion (SENCO) works closely with teachers, the Senior Leadership Team, governors and external professionals to ensure that adaptations are appropriate, effective and regularly reviewed. Professional development is provided to all staff so that inclusive practice continues to develop across the school and every classroom is equipped to meet the needs of diverse learners.

The Governing Body has strategic responsibility for ensuring that the school fulfils its duties under the Equality Act 2010 and the Children and Families Act 2014. The school's Accessibility Plan, Equality Information and Objectives, and SEND Policy are reviewed regularly to ensure that the curriculum, learning environment and wider school experience remain accessible and inclusive for all pupils.

At St. Mary's, our aim is not simply to make adjustments for individual pupils, but to create a learning environment where barriers are anticipated and removed, diversity is celebrated, and every child is supported to achieve, belong and let their light shine.

#### **e) What additional support for learning is available to pupils with SEN?**

At St. Mary's C.E. Primary School, we believe that every pupil should receive the support they need to achieve ambitious outcomes, participate fully in school life and become confident, independent learners. Additional support is carefully planned through the Graduated Approach (Assess – Plan – Do – Review) and is based on each pupil's individual strengths, needs and identified barriers to learning.

Our provision is organised through three levels of support, ensuring that provision is proportionate, evidence-informed and regularly reviewed.

#### **Universal Inclusive Provision (Ordinarily Available Provision)**

Universal provision is available to every pupil and forms the foundation of our inclusive practice. High-quality adaptive teaching is the first response to meeting the needs of all learners and is the responsibility of every teacher.

Universal provision may include:

- adaptive teaching and scaffolded learning;
- clear modelling and explicit instruction;
- visual timetables and visual supports;
- adapted resources and concrete learning materials;
- flexible grouping;
- communication-friendly classrooms;
- opportunities for retrieval, repetition and overlearning;
- sensory and environmental adaptations where appropriate;
- reasonable adjustments that enable pupils to access learning alongside their peers.

Many pupils with SEND make excellent progress through high-quality classroom practice and do not always require additional intervention.

### **Targeted Provision**

Where assessment shows that a pupil requires support that is additional to, or different from, universal provision, targeted interventions may be introduced for a defined period. These interventions are carefully matched to the child's identified needs and are delivered alongside high-quality classroom teaching, not instead of it.

Targeted provision may include:

- small-group teaching;
- evidence-informed intervention programmes;
- pre-teaching and overlearning;
- social communication groups;
- speech and language programmes;
- emotional wellbeing and self-regulation support;
- precision teaching;
- structured literacy and numeracy interventions;
- mentoring and pastoral support.

The impact of targeted provision is reviewed regularly through the Assess – Plan – Do – Review cycle to determine whether the support should continue, be adapted or no longer be required.

### **Specialist Provision**

Some pupils require highly personalised provision because of more complex or long-term needs. Specialist provision is planned collaboratively with parents, the pupil and, where appropriate, external professionals.

Specialist provision may include:

- individualised programmes recommended by specialist teachers or therapists;
- advice and support from Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists or other professionals;
- specialist equipment, communication aids or assistive technology;
- personalised sensory or regulation programmes;
- individual risk assessments and healthcare plans where appropriate;
- provision specified within an Education, Health and Care Plan (EHCP).

Specialist provision is regularly reviewed to ensure it remains appropriate, effective and focused on helping pupils develop increasing independence, confidence and participation within the wider life of the school.

We recognise that additional adult support is sometimes necessary. However, where adults provide support, their role is to facilitate learning, promote independence and help pupils develop the knowledge, skills and confidence to become successful learners. We carefully avoid creating unnecessary dependence on adult support wherever possible.

The school is able to administer prescribed medication and provide medical support in line with our **Supporting Pupils with Medical Conditions Policy**, following guidance set out in the **Children and Families Act 2014**, the **Equality Act 2010** and the Department for Education's statutory guidance *Supporting Pupils at School with Medical Conditions* (2015). Individual Healthcare Plans are developed where required in partnership with families and health professionals.

The Leader of Inclusion (SENCO) is a member of the Senior Leadership Team and works closely with teachers, families and external agencies to ensure that provision is evidence-informed, responsive and regularly evaluated, so that every pupil receives the right support at the right time and is enabled to achieve their full potential.

#### **f) What extra curricular activities are available for pupils with SEN?**

At St. Mary's C.E. Primary School, we believe that every child should have the opportunity to participate fully in the wider life of the school. We recognise that learning extends beyond the classroom and that extra-curricular activities, educational visits, clubs and enrichment opportunities play an important role in developing confidence, independence, friendships, wellbeing and a sense of belonging.

St. Mary's School has a wide range of extra circular activities including:

- Breakfast club each morning from 8am
- A range of extra curricular activities and clubs after school – see termly timetable
- After school provision until 6pm

We are committed to ensuring that pupils with SEND are able to access and enjoy the same opportunities as their peers. We work proactively to identify and remove any barriers that may prevent participation and make reasonable adjustments where required so that all pupils can engage as fully as possible in school life.

Our approach is underpinned by the **Children and Families Act 2014**, the **SEND Code of Practice: 0–25 years (2015)** and the **Equality Act 2010**, which require schools to promote inclusion, participation and equality of opportunity for all pupils. Where appropriate, reasonable adjustments may include:

- adapting activities to meet individual needs;
- providing visual supports or adapted resources;
- making environmental or sensory adjustments;
- providing additional preparation or familiarisation before activities;
- adapting staffing arrangements where appropriate;
- using specialist equipment or resources;
- working closely with parents and external professionals to ensure that appropriate support is in place.

We offer a wide range of clubs, enrichment activities, educational visits, sporting events, performances and leadership opportunities throughout the year. We encourage pupils with SEND to participate alongside their peers and carefully consider any adjustments that may be required to ensure they can access these experiences successfully.

Educational visits, day trips and residential experiences are planned in partnership with pupils, parents and carers to identify any potential barriers and agree appropriate support and reasonable adjustments. Individual risk assessments are completed where necessary, ensuring that pupils with SEND are able to participate safely and confidently while maintaining high aspirations for inclusion.

Our annual Year 6 residential visit is planned to Stubbers every Summer Term to ensure that every pupil has the opportunity to participate wherever possible. The school works collaboratively with families and, where appropriate, external professionals to ensure that any additional support, equipment or planning required is in place before the visit.

Where participation in an enrichment activity contributes directly to achieving a pupil's identified SEND outcomes, the school will consider what additional provision, resources or reasonable adjustments may be required to enable successful participation.

Where families access wraparound childcare or holiday provision, we work collaboratively with parents, providers and relevant agencies to identify and remove barriers to participation wherever possible. We will share appropriate information, with parental consent, to support continuity of provision and help ensure that children with SEND are fully included in these opportunities.

At St. Mary's, we believe that inclusion extends beyond the classroom. Our aim is for every pupil with SEND to feel valued, participate confidently, develop positive relationships and enjoy the full range of experiences that school life has to offer, enabling every child to let their light shine.

#### **g) What support is available for improving the emotional and social development of pupils with SEN?**

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- peer mentoring - mentors run activities in the summer term in the morning, conducting one to one meetings or small group sessions
- individual plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information please see our behaviour policy.

#### 4. Who is the SEN Co-Ordinator and how do I contact them?

The school's **Leader of Inclusion (SENCO)** is **Lucy Courtney-Diggins**, who is also the **Assistant Headteacher** and a member of the **Senior Leadership Team**. As part of the school's strategic leadership, the Leader of Inclusion works closely with the Headteacher, governors, teaching staff, support staff, families and external professionals to ensure that every pupil receives the support they need to achieve ambitious outcomes and flourish within our inclusive school community.

Parents and carers are encouraged to discuss any concerns about their child's learning, development or wellbeing with the **class teacher** in the first instance, as the class teacher is responsible and accountable for the progress and attainment of every pupil in their class, including those with SEND. Where additional advice or support is required, the class teacher will work closely with the Leader of Inclusion (SENCO) to ensure that appropriate support is identified and implemented.

The Leader of Inclusion can be contacted via the school office:

**Lucy Courtney-Diggins**

Assistant Headteacher & Leader of Inclusion (SENCO)

St. Mary's C.E. Primary School

Telephone: **020 7359 1870**

Email: [school@stmarys.islington.sch.uk](mailto:school@stmarys.islington.sch.uk)

[The role of the Leader of Inclusion \(SENCO\)](#)

The Leader of Inclusion provides strategic leadership for SEND and inclusion across the school. Working collaboratively with the Headteacher, Senior Leadership Team and Governing Body, the SENCO ensures that inclusive practice is embedded throughout the school and that barriers to learning, participation and achievement are identified and removed as early as possible.

The Leader of Inclusion is responsible for:

- leading the strategic development and implementation of the school's SEND and Inclusion Policy;
- promoting an inclusive culture where every child is valued, belongs and is supported to achieve ambitious outcomes;
- ensuring the effective implementation of the Graduated Approach (Assess – Plan – Do – Review);
- working alongside teachers to identify and remove barriers to learning, participation and wellbeing through high-quality adaptive teaching and evidence-informed provision;
- coordinating and evaluating SEND provision to ensure that support is responsive, effective and has a positive impact on pupils' outcomes;
- supporting teachers through coaching, professional development and specialist advice to strengthen inclusive classroom practice;
- monitoring the progress, participation, wellbeing and personal development of pupils with SEND and evaluating the effectiveness of provision across the school;
- working in partnership with pupils and families to ensure that their views, aspirations and lived experiences inform planning and decision-making;
- coordinating Education, Health and Care (EHC) needs assessments, Annual Reviews and statutory processes in line with national guidance;
- liaising with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, health services, social care and other specialist agencies, to ensure coordinated support for pupils and families;
- leading effective transition arrangements between classes, key stages and schools so that pupils experience continuity of support;
- maintaining accurate SEND records and ensuring that statutory responsibilities are fulfilled;
- working with governors and senior leaders to monitor the quality and impact of SEND provision and contribute to whole-school improvement.

At St. Mary's, inclusion is a shared responsibility. The Leader of Inclusion works collaboratively with all staff to build expertise, promote evidence-informed practice and ensure that every classroom is an inclusive classroom where pupils with SEND are supported to achieve, participate fully and let their light shine.

## 5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

At St. Mary's C.E. Primary School, we recognise that high-quality professional development is fundamental to ensuring that every pupil with SEND receives effective, evidence-informed support. We are committed to developing the expertise of all staff so that inclusive practice is embedded across the school and barriers to learning, participation and achievement are identified and removed at the earliest opportunity.

Professional development is carefully planned to reflect the needs of our pupils, current educational research, national guidance and the priorities identified through our School Development Plan. The Headteacher, Leader of Inclusion (SENCO) and Governing Body work together to ensure that staff receive high-quality training, coaching and ongoing professional support to continually strengthen inclusive practice.

We place great value on collaborative working with specialist outreach services and external professionals, ensuring that staff benefit from current best practice and specialist expertise. This enables teachers and support staff to confidently adapt teaching, implement evidence-informed strategies and meet the diverse needs of learners within our inclusive classrooms.

### Specialist SEND training and professional development

Our staff regularly receive specialist training from a wide range of external professionals, including:

#### Autism Education

Autism outreach training, coaching and consultation provided by **Menita Sekhon**, Outreach Teacher from **The Bridge School**, supporting staff to develop autism-inclusive classroom practice and personalised approaches for autistic pupils.

#### Social, Emotional and Mental Health (SEMH)

**Zones of Regulation** whole-school training delivered by **Hannah Wright**, Outreach Teacher from **New River College**, supporting staff to develop pupils' emotional literacy, self-regulation and wellbeing.

Ongoing consultation and training from **CAMHS clinician Kehinde Afuape**, supporting staff in understanding children's mental health, trauma-informed practice and emotional wellbeing.

#### Moderate Learning Difficulties (MLD)

Specialist training and consultation from **Caroline Needham**, Outreach Teacher from **Samuel Rhodes School**, supporting adaptive teaching, curriculum access and evidence-informed approaches for pupils with moderate learning difficulties.

#### Speech, Language and Communication Needs (SLCN)

Specialist support and training from our Speech and Language Therapist, **Amrita Battoo**, including:

- Developmental Language Disorder (DLD);
- Attention Builders (Attention Autism principles);
- Number Box intervention;
- speech, language and communication strategies;
- communication-friendly classrooms;
- advice for individual pupils.

### **Occupational Therapy**

Whole-school occupational therapy training and consultation provided by **Caroline Lavin**, Occupational Therapist, supporting sensory processing, fine and gross motor development, classroom adaptations and strategies to promote regulation and participation.

### **Educational Psychology**

The Educational Psychologist, **Riddhi Sahityani**, provides consultation, assessment and recommendations for individual pupils.

Staff receive training and coaching to confidently implement educational psychology recommendations and evidence-informed interventions within everyday classroom practice.

### **Emotional Literacy Support (ELSA)**

Our trained Emotional Literacy Support Assistant (ELSA) has completed accredited ELSA training with the Educational Psychology Service and will participate in regular professional supervision from **Spring 2027**, ensuring continued professional development and high-quality emotional wellbeing support for pupils.

### **Communication and Inclusive Classroom Practice**

To promote a communication-friendly learning environment, staff receive training in:

Widgit Online to develop the effective use of visual supports across the curriculum;

Total Communication approaches to ensure that communication is accessible for all learners;

Inclusive classroom strategies that promote understanding, participation and independence.

## Medical Needs Training

To ensure pupils with medical needs are safe, supported and able to access learning, all staff receive regular statutory and practical training, including:

- Epilepsy awareness and emergency response;
- Asthma awareness and inhaler training;
- Anaphylaxis and allergy awareness;
- Adrenaline auto-injector (EpiPen) training.

## Specialist Qualifications

St. Mary's also benefits from additional specialist expertise within the staff team, including:

- one teacher who holds **Accredited Teacher Status for Specific Learning Difficulties (Dyslexia)**, providing specialist advice and support for pupils with literacy difficulties and supporting colleagues to develop inclusive classroom practice.

## First Aid Qualifications

To ensure pupils' health and wellbeing needs are met safely:

- **4 Teaching Assistants** hold **Paediatric First Aid** qualifications.
- **4 Teaching Assistants** hold **Emergency First Aid at Work** qualifications.

## Leadership and Continuous Professional Development

The Leader of Inclusion (SENCO) is committed to maintaining current knowledge of national policy, legislation and evidence-informed practice. The SENCO regularly attends the **Islington SENCO Network**, led by **Helen Heery, Area SENDCo**, alongside additional Local Authority briefings, professional networks and specialist training.

The knowledge gained through these networks is shared with staff through ongoing coaching, professional development, collaborative planning and whole-school training, ensuring that inclusive practice continues to evolve in response to pupils' needs and emerging national guidance.

At St. Mary's, we believe that developing staff expertise is one of the most effective ways of improving outcomes for pupils with SEND. Through high-quality professional development, collaborative working and specialist partnerships, we continue to strengthen our inclusive practice so that every child is supported to achieve, participate, belong and let their light shine.

The following tables show the training and expertise of the school staff:

| Staff | Type of Training |
|-------|------------------|
|-------|------------------|

|                                                                    |                                                                                           |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1 Teacher                                                          | Accredited Teacher for Specific Learning Difficulties (Dyslexia)                          |
| 1 Teaching Assistant                                               | Emotional Literacy Support Assistant (ELSA Qualified)                                     |
| All Staff                                                          | Little Wandle Rapid Catch up Intervention                                                 |
| All Teaching Assistants                                            | Number Box                                                                                |
| All Teaching Assistants                                            | Attention Builders                                                                        |
| All Staff                                                          | Use of Visuals and Widgit                                                                 |
| All Teaching Assistants                                            | Development Language Disorder                                                             |
| All Staff                                                          | Asthma Training<br>Anaphylaxis Training<br>Epi Pen Training<br>Epilepsy Training          |
| All Staff                                                          | Autism Training                                                                           |
| 4 Teaching Assistants                                              | Paediatric First Aid                                                                      |
| 4 Teaching Assistants and Head of School and Assistant Headteacher | Emergency First Aid                                                                       |
| All Teaching Assistants                                            | BOX Clever                                                                                |
| All Staff                                                          | Zones of Regulation Training                                                              |
| All Staff                                                          | Samuel Rhodes Adaptive Teaching for children with moderate learning difficulties training |
| SENCO                                                              | Regular SENCO Network Meetings at Local Authority with Helen Heery                        |

## 6. What equipment and facilities are available to support pupils with SEN?

At St. Mary's C.E. Primary School, we are committed to creating a safe, welcoming and inclusive environment where barriers to learning, participation and independence are identified and removed wherever possible. Our learning environments are designed to enable every pupil to access an ambitious curriculum, participate fully in school life and develop confidence as independent learners.

Our school is fully accessible and provides a range of indoor and outdoor learning environments that support pupils' educational, social, emotional and sensory development. The school building is primarily situated on one level with step-free access to classrooms and communal areas, enabling pupils to move safely and independently throughout the school. The site includes accessible entrances, accessible toilet facilities, dedicated intervention spaces, small-group teaching rooms and calm working environments where pupils can receive additional support when required.

We are fortunate to have extensive outdoor learning spaces, including two playgrounds, soft grass areas adjoining Key Stage 2 classrooms and our Secret Garden. These spaces are used throughout the school day to support outdoor learning, sensory regulation,

wellbeing, social development and therapeutic interventions, helping many pupils to regulate, engage and successfully return to learning.

The school regularly reviews its learning environment and resources to ensure that pupils with SEND have equitable access to all aspects of school life. Equipment and specialist resources are considered through the Graduated Approach (Assess – Plan – Do – Review) and are introduced where they help to remove barriers to learning, communication, participation or independence. Decisions are made collaboratively with families and, where appropriate, external professionals.

Depending on individual needs, pupils may access a range of specialist equipment and resources, including:

### **Communication and Learning Resources**

- laptops and iPads with accessibility features;
- visual timetables, Widgit symbols and communication boards;
- Now and Next boards;
- visual instructions and task planners;
- visual timers and countdown clocks;
- voice recorders, cameras and alternative recording devices;
- audio books and adapted reading resources;
- specialist handwriting resources, writing slopes, pencil grips and adapted stationery;
- concrete mathematical resources, including Numicon and manipulatives.

### **Sensory Regulation Resources**

- Move 'n' Sit cushions and wobble cushions;
- weighted lap cushions and weighted shoulder wraps;
- resistance bands attached to chairs;
- wobble stools and flexible seating;
- beanbags and soft seating;
- ear defenders and noise-reducing headphones;
- sensory chew necklaces (Chewellery);
- therapy putty and a range of fiddle and tactile resources;
- sensory boxes and calming resources;
- pop-up sensory tents and designated calm spaces;
- Zones of Regulation resources;
- visual emotion scales and self-regulation tools;
- sensory circuits equipment;
- trampette and hammock;
- access to outdoor sensory regulation areas, including our Secret Garden.

### **Fine and Gross Motor Resources**

- specialist scissors and adapted cutlery;
- fine motor development resources, including threading activities, peg boards, tweezers and grip-strength equipment;

- gross motor resources recommended by Occupational Therapy and Physiotherapy services.

## **Specialist Equipment**

Where recommended through assessment or advice from external professionals, the school may also provide additional specialist equipment, communication aids or assistive technology tailored to meet an individual pupil's needs.

All equipment and resources are regularly reviewed to ensure that they continue to meet pupils' changing needs and support increasing independence, participation and successful access to learning.

The Leader of Inclusion (SENCO) works closely with teachers, families, health professionals and specialist services to identify the most appropriate resources for individual pupils and to ensure that staff are confident in their effective use. Where additional equipment is required, the school will work with families, the Local Authority and relevant professionals to secure appropriate resources whenever possible.

At St. Mary's, we believe that specialist equipment is most effective when it forms part of high-quality adaptive teaching and an inclusive learning environment. Our aim is not simply to provide equipment, but to use it purposefully to remove barriers, develop independence and enable every child to achieve, participate, belong and let their light shine.

## **7. What are the arrangements for consulting and involving parents of children with SEN in their child's education?**

At St. Mary's C.E. Primary School, we believe that parents and carers know their children best and are essential partners in supporting their learning, development and wellbeing. We are committed to developing strong, trusting relationships with families and believe that the best outcomes for children are achieved when home and school work together in genuine partnership.

We value the views, aspirations and experiences of parents and carers and actively involve them in all aspects of identifying needs, planning provision, reviewing progress and making decisions about their child's education. We recognise that effective communication and co-production are fundamental to ensuring that support remains responsive to each child's individual strengths, needs and aspirations.

Parents and carers are involved throughout the Graduated Approach (Assess – Plan – Do – Review) and are encouraged to contribute to decisions by:

- meeting regularly with the class teacher to discuss progress, learning and wellbeing;
- contributing to the identification of strengths, needs and any barriers to learning or participation;

- helping to agree and review individual outcomes and provision;
- attending Parents' Evenings and SEND review meetings;
- working collaboratively with the Leader of Inclusion (SENCO) and other professionals involved with their child;
- sharing their views, aspirations and priorities to inform future planning;
- contributing to Education, Health and Care (EHC) needs assessments and Annual Reviews where appropriate.

For pupils receiving SEND Support, formal review meetings are usually held at least three times each academic year, alongside regular communication throughout the year. These meetings provide an opportunity to celebrate progress, evaluate the impact of provision and agree the next steps in supporting each child.

For pupils with an Education, Health and Care Plan (EHCP), Annual Reviews are held in accordance with the Children and Families Act 2014 and the SEND Code of Practice: 0–25 years (2015). Parents, carers, pupils and all relevant professionals are invited to contribute fully to the review process to ensure that provision remains appropriate and outcomes remain ambitious.

We recognise that support is most effective when learning continues beyond the classroom. Staff work closely with families to share practical strategies, resources and advice that can be used at home to reinforce learning, develop independence and promote emotional wellbeing. This may include:

- individual meetings with teachers, the Leader of Inclusion (SENCO) and specialist staff;
- personalised advice and resources to support learning at home;
- workshops for parents and carers, including phonics, early reading, writing and mathematics;
- signposting to Local Authority services, community organisations and specialist support where appropriate.

Where a pupil has more complex needs, or where additional support may be required, we will always discuss this with parents and carers before decisions are made. Multi-agency meetings can be arranged where appropriate to ensure that families and professionals work together to provide coordinated, child-centred support.

We are committed to ensuring that every family can participate fully in discussions about their child's education. Where required, we will arrange interpreters, translated information or other reasonable adjustments to enable parents and carers to engage confidently and meaningfully in meetings and decision-making.

We also recognise the importance of peer support. Families who are new to our school, or who would benefit from speaking with another parent of a child with SEND, may be introduced to experienced St. Mary's parents who are willing to share their experiences and offer informal support. Please contact the Leader of Inclusion (SENCO) if this would be helpful.

At St. Mary's, we believe that effective partnership is built on openness, trust, mutual respect and shared ambition. By working collaboratively with families, we ensure that every child is supported to overcome barriers, achieve their potential, participate fully in school life and let their light shine.

## 8. What are the arrangements for consulting and involving pupils with SEN in their education?

At St. Mary's C.E. Primary School, we believe that every child has the right to be listened to, valued and involved in decisions that affect their education and wellbeing. We are committed to ensuring that pupils with SEND are active participants in their learning, are able to express their views and aspirations, and contribute meaningfully to the life of the school.

As a **UNICEF Rights Respecting School Silver Award holder**, children's rights are embedded throughout our school community. In particular, we promote **Article 12** of the **United Nations Convention on the Rights of the Child (UNCRC)**, which recognises every child's right to express their views freely in matters affecting them, and **Article 23**, which recognises the rights of children with disabilities to participate fully and achieve independence within their communities.

We believe that listening to pupils is fundamental to removing barriers to learning, improving provision and ensuring that every child experiences a sense of belonging. Pupil voice is therefore not viewed as a one-off activity but as an ongoing part of our inclusive practice and school improvement.

Where pupils have SEND, we take additional care to ensure that their views are heard and understood. Staff adapt communication to meet individual needs so that every child can participate confidently, regardless of their preferred method of communication.

This may include:

- providing information in accessible formats;
- using Widgit symbols, visual supports, photographs or communication boards;
- using clear, child-friendly language rather than professional terminology;
- allowing additional processing and thinking time;
- preparing pupils before meetings or discussions;
- gathering views through conversations, drawings, questionnaires, storyboards, symbols or technology;
- supporting pupils to communicate with a trusted adult where appropriate;
- ensuring staff are skilled in using Total Communication approaches and adapting communication to individual needs.

The views, wishes, feelings and aspirations of pupils with SEND are central to the Graduated Approach (Assess – Plan – Do – Review). Pupils are supported to contribute to discussions about:

- their strengths and interests;

- what helps them to learn successfully;
- any barriers they experience in school;
- their aspirations and future goals;
- the support they would like to receive;
- reviewing progress towards their agreed outcomes.

Where appropriate, pupils attend all or part of their SEND review meetings, Annual Reviews and planning discussions. Their views are gathered before meetings if they prefer not to attend or communicate in different ways.

## **Pupil Voice and School Improvement**

At St. Mary's, pupil voice plays an important role in shaping school improvement. Throughout the academic year, pupils with SEND contribute to a range of pupil voice activities which help leaders evaluate the quality of provision and identify priorities for further development.

These include:

- termly pupil voice collected through subject leader monitoring and curriculum audits, including English, Mathematics and other curriculum areas;
- SEND pupil voice collected during the annual SEND audit in the Summer Term, where pupils are asked about their experiences of learning, inclusion, wellbeing, support and what would make school even better;
- pupil voice gathered through the Graduated Approach and review meetings;
- participation in classroom learning reviews and feedback activities;
- whole-school pupil questionnaires;
- conversations during learning walks and leadership monitoring activities.

The information gathered is carefully analysed by leaders and used to inform school improvement planning, curriculum development and the ongoing evaluation of SEND provision.

## **Leadership and Participation**

We believe that every child should have opportunities to contribute positively to the life of the school and develop confidence, responsibility and independence. Pupils with SEND are actively encouraged and supported to take on leadership roles and responsibilities alongside their peers.

Leadership opportunities available at St. Mary's include:

- School Council Representatives;
- UNICEF Ambassadors;
- Eco Warriors;
- House Captains;
- Dining Hall Assistants;
- Hall Assistants;
- Premises Helpers;
- Worship and Collective Worship Leaders;

- Reading Ambassadors and Library Leaders (where appropriate);
- Playground Leaders and Sports Leaders (where appropriate);
- classroom monitors and a wide range of additional responsibilities within each class.

Reasonable adjustments are made wherever necessary to ensure that pupils with SEND are able to access these opportunities successfully and develop leadership skills, confidence and independence.

Participation in these roles helps pupils develop communication skills, resilience, responsibility, teamwork and self-esteem while contributing positively to the wider school community.

### **A Rights Respecting Approach**

As a UNICEF Rights Respecting School, we believe that involving pupils in decisions about their education is not simply good practice—it is a fundamental right. We encourage children to understand that their opinions matter and that they can help shape the school community for themselves and others.

By listening to pupils with SEND and acting on what they tell us, we continually strengthen our inclusive practice, remove barriers to participation and ensure that every child feels safe, respected, included and empowered to let their light shine.

Where a pupil has an Education, Health and Care Plan (EHCP), their views are integral to statutory assessment, Annual Reviews and planning for future outcomes. Where appropriate, pupils are also supported to contribute to decisions relating to Personal Budgets and the provision they receive, ensuring that support reflects their individual aspirations, strengths and needs.

## **9. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?**

At St. Mary's C.E. Primary School, we are committed to working in close partnership with parents and carers. We believe that open, honest and respectful communication is fundamental to ensuring that every child receives the support they need to thrive. We actively encourage parents to share any questions, concerns or suggestions as early as possible so that we can work together to resolve issues promptly and collaboratively.

We recognise that parents and carers know their children best, and we value their views as an essential part of our graduated approach to supporting pupils with SEND. Our aim is always to resolve concerns through discussion, partnership and shared problem-solving before they become formal complaints.

If you have a concern about your child's learning, wellbeing or SEND provision, we encourage you to speak to the appropriate member of staff in the following order:

1. **Your child's Class Teacher** – who is responsible and accountable for the progress and attainment of every pupil in their class, including those with SEND.

2. **Lucy Courtney-Diggins, Assistant Headteacher and Leader of Inclusion (SENCO)** – if further discussion or support is required.
3. **The Headteacher** – if concerns remain unresolved.
4. **The Chair of Governors** – if you wish to make a formal complaint under the school's Complaints Policy.

We are committed to listening carefully to concerns, investigating them fairly and responding promptly. Every concern provides an opportunity for reflection and continual improvement, helping us strengthen the quality of our inclusive practice. A copy of the school's **Complaints Policy** is available on the school website or from the school office.

Independent advice and support

If you would like independent advice or support regarding SEND, you may wish to contact **Islington SEND Information, Advice and Support Service (SENDIASS)**. SENDIASS provides free, impartial and confidential advice to children, young people and parents about special educational needs and disabilities, including education, health and social care matters.

**Islington SENDIASS**

Telephone: **020 3031 6651**

Email: [sendiass@islington.gov.uk](mailto:sendiass@islington.gov.uk)

Further information is available through the **Islington Local Offer**, which provides information about services, support and advice available for children and young people with SEND and their families.

Where concerns relate to statutory SEND processes, such as Education, Health and Care Plans (EHCPs), parents and carers may also access information about mediation and the First-tier Tribunal (Special Educational Needs and Disability) through the Local Authority.

At St. Mary's, we are committed to fostering positive relationships with families based on trust, openness and mutual respect. We view parents and carers as valued partners and will always seek to work collaboratively to achieve the very best outcomes for every child.

## **10. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

At St. Mary's C.E. Primary School, we believe that the best outcomes for children are achieved through strong partnerships between school, families and external professionals. We work collaboratively with a wide range of specialist services to ensure that pupils with SEND receive timely, coordinated and evidence-informed support that is centred around their individual strengths, needs and aspirations.

Most pupils' needs are successfully met through high-quality adaptive teaching and the Graduated Approach (Assess – Plan – Do – Review). However, where additional advice or specialist expertise is required, we work closely with external professionals to help identify barriers to learning, provide specialist assessment, build staff expertise and ensure that appropriate provision is put in place.

Decisions to involve external professionals are always made in partnership with parents and carers, and wherever appropriate, pupils themselves. We value the knowledge and

expertise that families bring and believe that collaborative working leads to the most effective support.

The Leader of Inclusion (SENCO) coordinates multi-agency working across the school and works closely with teachers, families and specialist services to ensure that recommendations are implemented effectively and regularly reviewed.

External professionals may work alongside the school to:

- identify and assess individual strengths, needs and barriers to learning;
- provide specialist advice and recommendations for classroom practice;
- support the implementation of personalised provision and interventions;
- deliver direct or indirect therapeutic support where appropriate;
- develop programmes that can be implemented consistently at school and at home;
- provide professional development and coaching for school staff;
- contribute to Education, Health and Care (EHC) needs assessments and Annual Reviews;
- support successful transitions between classes, key stages and educational settings;
- promote joined-up working between education, health and social care services.

The school works closely with a range of specialist services, including:

| <b>Service</b>                                                              | <b>How they support pupils, families and staff</b>                                                                                                                               |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Educational Psychology Service</b> (Riddhi Sahityani)                    | Consultation, observation, assessment, staff coaching, recommendations for provision, EHC assessments and Annual Reviews.                                                        |
| <b>School Wellbeing Service</b>                                             | Emotional wellbeing support, consultation, staff advice and early intervention for children experiencing emotional difficulties.                                                 |
| <b>Child and Adolescent Mental Health Services (CAMHS)</b> (Kehinde Afuape) | Consultation, assessment, therapeutic advice, family support, staff training and collaborative planning for pupils experiencing mental health difficulties.                      |
| <b>The Bridge School Outreach Service</b> (Menita Sekhon)                   | Autism outreach, classroom observations, staff coaching, personalised strategies, environmental adaptations and professional development.                                        |
| <b>Samuel Rhodes Outreach Service</b> (Caroline Needham)                    | Advice and support for pupils with Moderate Learning Difficulties (MLD), curriculum adaptations, inclusive teaching and staff development.                                       |
| <b>New River College Outreach Service</b> (Hannah Wright)                   | Behaviour support, SEMH advice, Zones of Regulation, restorative approaches and strategies that promote emotional regulation and successful inclusion.                           |
| <b>Richard Cloudesley Outreach Service</b>                                  | Specialist advice for pupils with hearing impairment, visual impairment, multi-sensory impairment and physical disabilities, including manual handling and accessibility advice. |

|                                                            |                                                                                                                                                              |
|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speech and Language Therapy Service</b> (Amrita Battoo) | Assessment, direct and indirect therapy, Developmental Language Disorder (DLD), Attention Builders, Number Box, communication strategies and staff training. |
| <b>Occupational Therapy Service</b> (Caroline Lavin)       | Assessment, sensory processing advice, fine and gross motor development, classroom adaptations and staff coaching.                                           |
| <b>Physiotherapy Service</b>                               | Physical programmes, mobility advice and therapeutic recommendations to support pupils' physical development and access to learning.                         |
| <b>Attendance and Inclusion Service</b>                    | Supporting families to improve attendance, engagement and inclusion.                                                                                         |
| <b>Bright Start / Bright Futures (Early Help)</b>          | Early Help assessments, family support, parenting advice and coordinated multi-agency support.                                                               |
| <b>Children's Social Care</b>                              | Safeguarding, child protection, family support and multi-agency planning where appropriate.                                                                  |

The school also works closely with health professionals, voluntary organisations, community services and the Local Authority to ensure that support is coordinated effectively and that families can access the advice and services they need.

At St. Mary's, we believe that specialist professionals do not work in isolation. Their expertise helps strengthen the knowledge and confidence of school staff so that high-quality inclusive practice continues every day within the classroom. Through collaborative working, shared responsibility and strong partnerships with families, we ensure that pupils with SEND receive coordinated support that enables them to overcome barriers to learning, participate fully in school life and let their light shine.

## 11. What local support is there for the parents of pupils with SEND?

Information about local support in Islington is called **The Local Offer** and is located here: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

### **The Family Information Service - 020 7527 5959**

Gives free impartial information, advice and guidance about services for children, young people and families.

email [fis@islington.gov.uk](mailto:fis@islington.gov.uk)

Website: [www.islington.gov.uk/fis](http://www.islington.gov.uk/fis)

Address: First Floor, 222 Upper St, London N1 1XR

### **The Special Educational Needs Community Support Service (SENDIAS)**

Islington SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is operated in partnership with LDN London.

**Family Action** is still involved:

**Address:** Lough Road Centre, 61-71 Lough Road, London N7 8FF

**Phone:** 020 3031 6651

**Email:** [islingtonSENDIASS@ldnlondon.org](mailto:islingtonSENDIASS@ldnlondon.org)

**Website:** <https://ldnlondon.org/services/islington-sendiass/>

## 12. What local support is there for the parents of pupils with SEND?

At St. Mary's C.E. Primary School, we recognise that successful transitions are built on strong relationships, careful planning and a deep understanding of each child as an individual. We know that periods of transition can be particularly significant for pupils with SEND and their families. Our aim is to ensure that every child feels safe, welcomed, understood and fully prepared for the next stage of their educational journey.

Transition is viewed as an ongoing process rather than a single event. Through collaborative planning with families, pupils, previous settings, receiving schools and external professionals, we identify potential barriers to learning, participation and wellbeing early, enabling appropriate support to be put in place before transition takes place.

### **Our St. Mary's Welcome Induction Framework**

All pupils joining St. Mary's, particularly those with SEND, are welcomed through our whole-school **NACE Welcome Framework**, which reflects our commitment to inclusion and our vision of helping every child to *let their light shine*.

#### **NURTURE – Know Me**

*"Know me, know my family, know my story and help me feel safe."*

Before children begin at St. Mary's, we take time to understand their strengths, interests, experiences and any additional needs. We work closely with families, previous settings and professionals to ensure that children are known as individuals and that support is in place from the very beginning.

#### **ASPIRE – Teach Me**

*"Find out what I know, identify what I need and help me succeed."*

We gather detailed information about each child's learning, development and previous support so that teachers can plan ambitious, inclusive learning experiences from the first day. Where appropriate, transition plans, observations and assessments help us identify and remove barriers to learning early.

#### **COMPASSION – Connect Me**

*"Understand my experiences, build relationships with me and help me belong."*

Positive relationships are at the heart of our transition process. Children are introduced gradually to new adults, routines and environments through visits, transition books, photographs, social stories and personalised support where required. We work closely with families to ensure children feel secure, valued and included within our school community.

#### **EMPOWER – Help Me Shine**

*"Give me a voice, teach me the St Mary's way and help me become confident, independent and successful."*

Children are encouraged to develop confidence, independence and self-belief from the outset. Their views, interests and aspirations help shape transition planning, enabling them to become active participants in their learning and school community.

## **Transition arrangements**

| <b>Transition Stage</b>                                       | <b>How we support pupils with SEND</b>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Starting in Reception</b>                                  | Close partnership with families and early years settings; home visits where appropriate; meetings with parents/carers; transfer of records; liaison with the Islington Early Years Inclusion Team and other professionals; personalised transition plans; transition books, photographs, visual timetables, social stories and additional visits where appropriate.                                                                                                          |
| <b>Joining St. Mary's at any point during the school year</b> | Individual induction programme based on our Welcome Framework; meetings with parents/carers; contact with previous schools; transfer of records; pupil and family meetings; classroom visits; buddy systems; personalised transition resources; careful monitoring during the first weeks; early review meetings where appropriate.                                                                                                                                          |
| <b>Moving between year groups within school</b>               | Detailed transition meetings between teachers; sharing of SEND records, provision plans and successful strategies; pupil transition sessions; visits to new classrooms; opportunities to meet new adults; transition books and photographs; personalised support where appropriate; additional visits during the Summer Term if required.                                                                                                                                    |
| <b>Moving to Secondary School</b>                             | Early transition planning beginning in Year 5 where appropriate; Annual Reviews focused on preparing for transition; attendance at Local Authority Secondary Transfer meetings; transfer of SEND records; pupil profiles; meetings with receiving schools; enhanced transition visits; multi-agency planning where required; personalised transition plans; ongoing communication with families; support from the Leader of Inclusion (SENCO) during the transition process. |

Throughout every stage of transition, pupils with SEND are encouraged to share their views, aspirations and any worries they may have. Parents and carers are involved as equal partners in planning successful transitions, and additional support is provided wherever necessary to ensure that children feel confident, prepared and ready for the next stage of their education.

Where pupils have an Education, Health and Care Plan (EHCP), transition planning begins well in advance of key transition points and is informed through Annual Reviews, multi-agency meetings and collaborative planning with receiving settings. The Leader of Inclusion (SENCO) works closely with families, Local Authority services and external professionals to ensure continuity of provision and a smooth transition.

At St. Mary's, we believe that successful transitions are about much more than moving classrooms or schools. They are about ensuring that every child feels known, understood, connected and empowered to flourish within a caring, inclusive community where they are able to let their light shine.

### **13. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?**

<https://gps.northcentrallondon.icb.nhs.uk/services/islington-local-offer>

[www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

Camden Local Offer: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

Hackney's Local Offer: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

Haringey Local Offer:

[www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer](http://www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer)