



St Mary's Rickmansworth
C of E Primary School



Aspiring, nurturing, flourishing;
together shining a light

"You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

Matthew 5:14-16

Friendship

Compassion

Trust

Forgiveness

Courage

Perseverance

SEND Report 2025-2026

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At St Mary's Church of England Primary School, we are committed to ensuring that every child can aspire, be nurtured and flourish. Guided by our Christian vision, *"Aspiring, nurturing, flourishing; together shining a light"*, we believe that every child deserves an exceptional education where they feel valued, included and supported to reach their full potential.

This SEND Information Report outlines how we identify, support and provide for pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).

At St Mary's, inclusion is at the heart of everything we do. We believe that all children, regardless of need or circumstance, should experience belonging, success and the opportunity to flourish within a safe, nurturing and ambitious environment.

Our inclusive philosophy is:

"Essential for some, useful for all."

We believe inclusion is not about helping children fit into school, but about creating environments where all children are able to participate, succeed and flourish. We are committed to developing a culture where diversity is valued, barriers are reduced and every child feels a genuine sense of belonging within our school community.

This means that the strategies, adaptations and support we put in place for individual pupils often benefit all learners, strengthening access to the curriculum and enabling every child to engage, participate and succeed.

At St Mary's, all parents can expect their child to receive:

- high-quality teaching
- early identification of need
- adaptive and inclusive classroom practice
- carefully planned support
- strong pastoral care
- open communication with families
- timely intervention where appropriate

At St Mary's, inclusive classroom practice is rooted in our "Provision for All" approach and our Ordinarily Available Provision. This outlines the strategies, adaptations and approaches that may be used to support all pupils across the school, particularly those who may require additional support with learning, communication, emotional regulation or sensory needs.

Our "Provision for All" document and a friendly parent version of the 'Ordinarily Available Provision' can be found on the school website.

What kinds of Special Educational Needs are provided for at St Mary's?

At St Mary's, we support children across the four broad areas of need identified within the SEND Code of Practice (2015).

Communication and Interaction

This may include speech and language difficulties, Autism Spectrum Condition (ASC) and social communication difficulties.

Cognition and Learning

This may include moderate learning difficulties and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH)

This may include anxiety, ADHD, attachment needs and emotional regulation difficulties.

Sensory and/or Physical Needs

This may include hearing impairment, visual impairment, physical disabilities and medical needs requiring adaptations.

How does the school identify if a child may have SEND?

At St Mary's, we believe early identification is essential in ensuring children receive the right support at the right time.

Children's needs may be identified through:

- ongoing teacher assessment
- pupil progress meetings
- classroom observations
- discussions with parents/carers
- information from previous schools or settings
- advice from external professionals
- concerns raised by the child themselves

We know that a child may require additional support if:

- progress is significantly slower than expected
- there are persistent barriers to learning
- there is a change in behaviour, emotional wellbeing or engagement
- a child is unable to access learning despite high-quality classroom teaching

At all transition points, staff engage in professional dialogue and information sharing to ensure that children's needs are understood and supported effectively.

Where concerns are identified, the class teacher will discuss these with parents and the SENDCo. Together, we will consider the most appropriate support and next steps.

What should I do if I think my child may have SEND?

The first step is always to speak with your child's class teacher, who knows your child well and can discuss classroom strategies, support and next steps.

Our "Provision for All" document and Ordinarily Available Provision outline the inclusive approaches, adaptive strategies and support available for all pupils at St Mary's and can be found on the school website.

You may also contact our SENDCo:

Mrs Jane Budd
Email: senco@stmarys698.herts.sch.uk
Telephone: 01923 776529

We value open and honest communication with families and recognise parents as children's first and most important educators.

How does the school support children with SEND?

At St Mary's, all children benefit from high-quality, inclusive classroom teaching through using the Ordinarily Available Provision. This means many children's needs can be successfully supported through adaptive teaching, inclusive classroom practice and responsive pastoral support before additional interventions are required.

Teachers have high expectations of all pupils and carefully adapt learning to remove barriers and ensure children can access the curriculum successfully.

For many children, adaptive classroom teaching and personalised learning strategies are sufficient to help them make good progress. Some children, however, may require additional targeted support or short-term interventions to address gaps in learning, communication or emotional regulation.

Support may include:

- scaffolded learning and adapted resources
- visual supports including timetables, class calendars and change alert symbols
- pre-teaching
- flexible grouping
- sensory and emotional regulation strategies

- targeted interventions
- small-group or individual support
- specialist programmes recommended by external professionals
- whole school emotional literacy programme 'Feel It' including small groups for additional support
- individual coaching
- a whole-school soft start to the day to support all children with a calm and positive transition into learning
- additional personalised transition support for some pupils, including flexible start and finish times or a longer, supported end to the day through provision such as catch-up club in The Hub, where needed to support emotional wellbeing, regulation and successful engagement in school life

Wherever possible, support takes place within the classroom so that children remain fully included alongside their peers.

Parents are informed when interventions are put into place and are involved in reviewing progress and next steps.

High-Quality Teaching and Adaptive Practice

At St Mary's, high-quality teaching is the foundation of our inclusive practice. We believe that the greatest impact on pupil outcomes comes from excellent classroom teaching that is carefully adapted to meet the needs of all learners.

Our Core Pedagogy provides a consistent approach to teaching and learning across the school. This includes:

- prior knowledge and retrieval practice
- explicit instruction and modelling
- vocabulary development
- skilled questioning
- assessment and responsive feedback
- **Active learning across the curriculum**

These approaches help pupils build understanding, develop independence and retain knowledge over time.

Alongside this, teachers use the **Five-a-Day adaptive teaching approach** to ensure learning is accessible for all pupils. This includes:

- explicit instruction
- cognitive and metacognitive strategies
- scaffolding

- flexible grouping
- the effective use of technology

Teachers carefully adapt lessons through visual supports, chunked instructions, scaffolded tasks, pre-teaching of vocabulary and sensory or regulation strategies where appropriate. We follow Hertfordshire's Ordinarily Available Provision guidance to ensure inclusive practice is embedded consistently across the school. Our "Provision for All" approach helps ensure inclusive strategies and adaptive teaching are consistently used across classrooms so that all pupils can access learning, participate fully and experience success.

This consistent approach supports all learners, particularly pupils with SEND, by removing barriers to learning and enabling children to participate successfully alongside their peers within the classroom environment. Through ongoing assessment and professional dialogue, staff adapt provision responsively so that barriers are identified and reduced quickly, helping pupils to develop independence, confidence and successful engagement in learning over time.

What is the Graduated Approach?

St Mary's follows the graduated approach outlined within the SEND Code of Practice:

Assess – Plan – Do – Review

This process ensures that support is carefully tailored to individual needs and reviewed regularly.

Teachers, support staff, parents and pupils work together to:

- identify strengths and barriers to learning
- agree appropriate outcomes and strategies
- deliver targeted support
- review progress and next steps

Children are encouraged to share their views about the support they receive and contribute to reviewing targets and next steps in an age-appropriate way. We believe that working in partnership with children and families is essential in ensuring support is meaningful, personalised and effective.

Children receiving SEND Support may have:

- a SEND Support Plan
- An EHCP support plan
- a Positive Behaviour Plan
- a personalised Emotional Regulation Plan

These plans are reviewed regularly with parents and adjusted where necessary. Where a child requires more specialised support, referrals may be made to external agencies such as Educational Psychology, Speech and Language Therapy or CAMHS. Parents are always involved in discussions regarding referrals and support.

Where needs are significant and long-term, the school may work alongside parents and the Local Authority to request an Education, Health and Care Needs Assessment (EHCNA).

Further information about how provision is monitored and reviewed at St Mary's can be found in our "Provision for All" pathway document, available on the school website. This outlines the graduated approach used to identify needs, monitor progress and provide increasingly targeted support where appropriate.

How will I know how my child is doing?

Communication between home and school is very important to us. Parents are kept informed through:

- parent consultation meetings
- SEND review meetings
- Termly written reports
- email and telephone communication
- informal conversations
- home-school communication books where appropriate
- Termly online meetings for children on SEND support and EHCP
- additional review meetings for pupils receiving SEND Support or with an EHCP where appropriate
- Termly SEND Support or EHCP documents

For children receiving SEND Support, targets and provision are reviewed regularly with parents and pupils. These discussions focus on progress, wellbeing, engagement and next steps.

Pupil Progress Meetings are held termly, where teachers meet with senior leaders and the SENDCo to review pupil progress and identify any additional support that may be needed.

How will the curriculum be matched to my child's needs?

Teachers carefully adapt learning to ensure lessons are accessible, ambitious and appropriately challenging for all learners.

This may include:

- adapted resources and recording methods
- chunked instructions and visual prompts
- practical resources and manipulatives
- retrieval practice and revisiting prior learning
- scaffolded tasks and adult support
- alternative ways to demonstrate understanding
- movement and sensory breaks
- assistive technology where appropriate

Through ongoing assessment and responsive teaching, staff quickly identify misconceptions and gaps in understanding so that support can be provided promptly.

At St Mary's, we recognise that children learn in different ways and at different rates. Our aim is to ensure all children feel successful, included and supported within their learning.

We aim to help children develop independence, resilience and confidence so they are increasingly able to understand and communicate their own strengths and needs.

How do we support emotional wellbeing and personal development?

Wellbeing sits at the heart of our vision and ethos.

We are committed to ensuring all children feel safe, valued, listened to and included within our school community. Strong relationships, consistent routines and nurturing approaches help children develop confidence, resilience and a sense of belonging.

Our Helping Hands approach ensures every child identifies trusted adults they can speak to when needed.

Additional pastoral support may include:

- targeted emotional wellbeing support
- nurture approaches
- emotional check-ins
- social skills support
- emotional regulation strategies
- sensory circuits, movement breaks and regulation support strategies
- calm spaces and regulation resources
- emotional mapping approaches

- sensory break plans
- individualised coaching and support

Where attendance or emotional wellbeing may present barriers to engagement, the school works closely with families to provide supportive, flexible and graduated approaches.

Children may also access personalised emotional regulation plans to help them recognise, communicate and manage their emotions successfully.

We use strategies from the Hertfordshire Steps therapeutic approach to behaviour and place a strong emphasis on restorative conversations, positive relationships and co-regulation.

Children are encouraged to participate fully in the wider life of the school through leadership opportunities, enrichment experiences and the St Mary's Changemaker Project, helping all pupils develop confidence, character, independence and a strong sense of belonging within the school community.

These approaches help children develop emotional literacy, resilience and self-regulation over time. We know that when children feel safe, understood and supported, they are more able to engage positively with learning, relationships and wider school life.

Our Inclusive Environment and PINS Project

As part of our commitment to inclusion, St Mary's is continuing to develop whole-school practice through our Participation in Neurodiversity in Schools (PINS) project.

This work strengthens provision for all pupils, particularly those who may experience differences in communication, emotional regulation, sensory processing or readiness to learn.

Through the PINS project, we are developing calm, supportive and neuro-affirming environments throughout the school. This includes:

- consistent routines and shared expectations
- calm and organised classroom environments
- visual timetables and visual supports
- sensory and emotional regulation strategies
- personalised emotional regulation plans
- emotional mapping and emotional literacy approaches
- predictable transitions and supportive communication strategies
- calm boxes and regulation toolkits
- mindfulness and sensory circuit approaches

We recognise that children communicate, regulate and learn in different ways. Our aim is to create environments where children feel safe, understood and ready to learn.

This work reflects our belief that inclusive approaches designed to support individual pupils positively benefit all children within the school community.

As a result of this work, we are continuing to see increased engagement, improved readiness for learning and more consistent approaches to emotional regulation, helping children participate more successfully in school life and learning.

What specialist services and expertise are available?

At times, it may be necessary to seek advice from external professionals to provide more specialised support.

Services accessed by the school may include:

- Educational Psychology
- Advisory Teachers
- Speech and Language Therapy
- CAMHS
- Occupational Therapy
- Physiotherapy
- School Nurse
- Hearing Impairment Team
- Visual Impairment Team
- Paediatricians

External professionals work alongside staff and families to assess needs, recommend strategies and support children's progress.

What training do staff receive to support pupils with SEND?

All staff receive ongoing professional development to support inclusive practice and high-quality SEND provision.

Training may include:

- autism awareness
- speech and language strategies
- emotional regulation
- neurodiversity-informed practice
- trauma and attachment
- adaptive teaching
- dyslexia-friendly classrooms
- sensory needs and classroom environments
- therapeutic approaches
- safeguarding and medical needs

Staff regularly work alongside the SENDCo and external professionals to develop knowledge, confidence and a shared understanding of inclusive practice across the school.

Learning walks, monitoring and professional dialogue help ensure that inclusive approaches are embedded consistently across classrooms and communal spaces.

Ongoing professional development supports staff in meeting a wide range of needs effectively, helping to remove barriers to learning and enabling pupils to feel included, supported and successful within school life.

How will my child be included in activities outside the classroom?

At St Mary's, all children are encouraged and supported to participate fully in school life. This includes:

- school trips
- clubs
- performances
- sporting events
- leadership opportunities
- enrichment experiences
- the St Mary's Changemaker Project

Reasonable adjustments are made where necessary to ensure all children can participate successfully and safely.

Risk assessments are completed where appropriate and shared with parents.

How accessible is the school environment?

St Mary's is accessible to pupils with a range of additional needs. The school includes:

- accessible entrances and toilet facilities
- adapted learning spaces
- breakout and sensory spaces
- visual supports across the school
- assistive technology where appropriate

We are continually developing calm, organised and inclusive environments that support all learners.

Our Accessibility Plan is available on the school website.

How will the school support transition?

We understand that transitions can sometimes feel challenging for children and families. To support successful transitions, we may provide:

- additional visits
- transition books and visual supports
- meetings with parents
- phased transitions where appropriate
- enhanced transition arrangements for vulnerable pupils

We work closely with nurseries, secondary schools and external agencies to ensure information is shared appropriately and children feel prepared and supported.

How are decisions made about support and resources?

Provision and resources are allocated according to identified need and are reviewed regularly. Support may include staffing, interventions, specialist resources, external professional involvement and staff training.

School leaders and governors regularly monitor the effectiveness of SEND provision and the impact it has on pupils' outcomes, wellbeing and inclusion.

How do we evaluate the effectiveness of SEND provision?

At St Mary's, we regularly evaluate the effectiveness of our SEND provision to ensure support is having a positive impact on pupils' outcomes, wellbeing and inclusion.

This may include:

- reviewing progress and attainment information
- monitoring engagement, attendance and participation
- pupil voice and parent feedback
- SEND reviews and provision reviews
- learning walks and classroom monitoring
- professional discussions with staff
- reviewing the effectiveness of adaptive classroom practice and Provision for All approaches
- Reviewing the effectiveness of targeted interventions
- advice and recommendations from external professionals

Leaders and governors use this information to identify strengths, respond to emerging needs and continually develop inclusive practice across the school.

Our aim is not only for children with SEND to make progress academically, but also to feel safe, valued, confident and fully included within all aspects of school life.

What is the Hertfordshire Local Offer?

The Hertfordshire Local Offer provides information about services available for children and young people with SEND aged 0–25.

Further information can be found here:

[Hertfordshire Local Offer](#)

What is DSPL9?

DSPL (Delivering Special Provision Locally) is a Hertfordshire-wide partnership that supports schools and families to meet the needs of children and young people with SEND.

Further information can be found here:

[DSPL9](#)

Who can I contact for further information or to make a complaint?

If you wish to discuss your child's needs or raise concerns regarding SEND provision, please speak initially with:

- your child's class teacher
- the SENDCo
- the Headteacher

The school's Complaints Policy is available on the school website.

If concerns relate specifically to provision within an Education, Health and Care Plan (EHCP), parents may also contact Hertfordshire County Council.

Key Contact Information

SENDCo: Mrs Jane Budd

Telephone: 01923 776529

Email: senco@stmarys698.herts.sch.uk

School Website: [St Mary's CE Primary School](#)



Provision for All

How is progress monitored?

Progress for all children is monitored by termly Maths and English papers, pupil progress meetings and parents evenings.

Pupil voice around learning is vital alongside the views of parents/carers. Progress for children with a Monitoring or SEN Support plan is also monitored by assessment; pre and post interventions, meetings and discussion with SENCo and class based evidence of targets and intervention impact.

