

St Margaret's CE Primary School SEND Information Report 2025-26

This is the SEND Information report for St Margaret's CofE Primary School. It has been completed in line with the SEND Code of Practice 2014. All governing bodies of maintained schools have a legal duty to publish on their websites the implementation of the schools SEND policy. This information is updated annually.

At St Margaret's CofE Primary School we value all members of the school community. Our SEND Offer and Information report are available to parents. We welcome any comments on our offer, so please do contact us. The best people to contact are:

Headteacher:

Mr S Jones

SENDCo:

Miss E Hale

SEND Governor:

Mrs L Lees

The Local Offer

As a school based within the Sandwell Local Authority, we are able to engage with services detailed in the Sandwell Local Offer. For more information please see the following link:

<https://www.sandwellchildrenstrust.org/about-your-local-offer/>

Our Approach to Teaching Learners with SEND

At St Margaret's we ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet the needs of the individual.

- We have effective management systems and procedures for SEND, taking into account the current Code of Practice (2014).
- We strive to have successful communication between teachers, children with SEND, parents of SEND children, visiting staff and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We encourage children to take an increasingly active role in the review cycle, in line with their readiness to do so.
- We work to develop our successful hub work with other local schools to develop provision and practice.
- We are committed to developing the skills of all staff to manage the challenges of the range of needs of the school, and to ensure that all support is of high quality.
- We have an effective review cycle that allows us to monitor, review and plan for next steps in development.

- We ensure that consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.

Identifying the Special Educational Needs of pupils

At different times in their school life, a child or young person may have a special educational need. The Code of practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) Has a disability which prevents him or her from making use of the kinds of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Where pupils progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality targeted teaching at specific areas of difficulty, it *may* be that the child has SEN. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for learners ‘falling behind’. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning. The school understands that children who experience these and other experiences are vulnerable. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

What does SEN look like at Margaret’s CofE Primary School?

In September 2025, our SEN profile showed that we had 38 pupils achieving SEN support within school. This was out of 219 pupils on roll. This accounts for just over 17% of children currently in school having been identified as having SEND. This percentage is made up of the following groups:

- 9 pupils in school currently have EHCPs (24% of pupils on the SEN register) and an additional 6 pupils are currently going through the EHCP assessment process (16% of pupils on the SEN register)
- 32 pupils on our SEN register in school currently have involvement from other SENS agencies – Educational psychologists, Learning support teams, SEMH support teams, Complex communication and Autism support teams, Speech and language therapy teams, Occupational therapists, Visual support teams or hearing support teams (84% of pupils on the SEN register), with an additional 5 pupils being referred to these services so far this academic year.

- 2 pupils in school are identified as having SEN but are currently just accessing wave 2 level support through interventions in school (5% of pupils on the SEN register)
- 1 pupil in school is currently accessing EYIG funding (2.5% of pupils on the SEN register)

15 pupils on our SEN register (39%) have been identified as having Cognition and Learning as their main need (including maths, reading, writing and spelling etc). An additional 11 pupils are identified as having Cognition and Learning as a secondary need (making a total of 67% of pupils on our SEN register who have some kind of Cognition and Learning need).

7 pupils on our SEN register (18%) have been identified as having some aspect of Social, Emotional and Mental Health as their main category of need, including difficulties such as ADHD, Attachment Disorder, Eating Disorder, anxiety and depression. An additional 15 pupils are identified as having SEMH as a secondary need (making a total of 57% of pupils on our SEN register who have some kind of SEMH need).

13 pupils (34% of pupils on our SEN register) have been identified as having Communication and Interaction as their main category of need, including speech and language difficulties and problems with social interaction. An additional 7 pupils are identified as having Communication and interaction as a secondary need (making a total of 53% of pupils on our SEN register)

4 pupils (11% of pupils on our SEN register) are identified as having SEN with some aspect of Physical and Sensory needs including disabilities such as those affecting mobility, sight, and hearing)

Most of the pupils on our SEN register have complex needs and are included in more than one area of need.

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or well-being, then please arrange a meeting with your child's class teacher to discuss this further. The class teacher will fill in a concern form, with your support, identifying the nature of your concerns. Class teachers will then liaise with Miss Emma Hale (SENCO) to discuss your concerns, and review the provision and support is currently in place for your child.

Alternatively, you may feel the need to contact Miss Hale directly. This can be done through the school office (0121 357 2758) or via email at senco@st-margarets.sandwell.sch.uk

Support for children with Special Educational Needs

If a learner is identified as having SEN, School will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as

part of high quality, personalised teaching' intended to overcome the barrier to their learning. The support is set out in the whole school provision map.

Our provision map is shared with other schools in our hub. In this way we learn from each other, develop a wider understanding of different SEN, and share training opportunities to improve the support we offer our learners.

When providing support that is 'additional to' or 'different from' we engage in a four-stage graduated approach process: Assess Plan, Do and Review.

Assess- this involves taking into consideration all available information from discussion with parents or carers, the child, the class teacher, support staff and assessments.

Plan- this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Pupil Profile and will form the basis for termly review meetings.

Do- providing the agreed support- extra assistance for learning or learning aids- as set out in the plan.

Review- measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved- learner, parents or carers, teacher and SENCO- contribute to this review. This stage then informs the next cycle, if necessary.

The additional support or intervention will be tailored to the child's needs and will target their area of difficulty. This support may be provided in the classroom or in another area of school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or trained teaching assistant. This support and its impact will be monitored closely and shared regularly with the child and with their parents or carers.

For a small number of learners, needs may require access to technology e.g. Modified ICT equipment, recording devices etc.

While the majority of learners with SEN will have their needs met in this way, there will be a small number of pupils who may need an Education and Health Care Plan (EHCP). These learners will have complex needs and it will be necessary for the Local Authority to decide whether it will be required and then to make provision in accordance with the EHCP.

Assessing the Impact of Intervention

The interventions used will be those that are proven to make a difference for learners.

A baseline assessment will take place at the beginning of the intervention- this will provide the point of reference for measuring progress made by a child- and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less than anticipated, consideration will be given to adapting the frequency / intensity of the intervention and whether the intervention is still relevant. The termly reviews

will involve the children and their parents or carers, as well as class teachers, and a record will be kept of agreed actions.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be sought from other professionals, with the parent's consent. This might involve: Speech and Language Therapy Services, Occupational Therapy, Physiotherapy, an Advisory Support Teacher or Educational Psychologist or health services such as a Paediatrician or Children and Adult Mental Health Service (CAMHS).

Where a child has an EHC plan, there will be an annual review held in addition to the termly review meetings, which will involve hearing the views of the child, their parent or carer and all other professionals involved with the child.

Staff Expertise and Training

At St Margaret's we have a dedicated staff with a broad range of expertise in supporting pupils across the primary age range. We are always looking to increase our knowledge and expertise by ensuring that staff receive up to date training. Over the past year we have trained staff in the following areas: Supporting pupils with Autism Spectrum Disorder, supporting pupils with ADHD, delivering speech sounds interventions, supporting pupils with Dyslexia, supporting pupils with Downs Syndrome, Communication and Language intervention training (Early Talk Boost, Wellcomm Early Years, Wellcomm Primary), Sandwell Stepping stones spelling intervention training, and Including pupils with complex needs.

In addition to this staff work closely with outside agencies such as Sandwell Speech and Language Therapy and Sandwell Inclusion Support services and are able to increase knowledge and expertise through these relationships.

Opportunities for Enrichment

At St Margaret's we believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

Preparing for next steps

Transition is part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so to a child with SEN. Consequently, we work closely with parents, children and staff to ensure that these transitions run as smoothly as possible.

Planning for transitions within school takes place in the Summer Term; arrangements for transition for Nursery to Reception, class to class and school to Secondary School for pupils with SEN will be planned according to individual need. Where possible children will visit their new

setting on several occasions, and in some cases, staff from the new school will visit children or staff from St Margaret's.

Have Your Say

This report details our annual offer to learners with SEN. To be effective it needs the views of all: Parents/Carers, learners, governors and staff.

Please engage fully with our annual process to 'plan, do, assess and review' provision for SEN.

If you have any queries or comments please do not hesitate to contact Miss Hale (SENCo) via phone (0121 357 2758) or email (senco@st-margarets.sandwell.sch.uk)

Miss E Hale

September 2025