



Walking Together in the Fruit of the Spirit

SEND – School Offer / Information Report

Our School Provision for children with Special Educational Needs and Disabilities 2026/2027

Updated: 1st September 2026

Headteacher: Mr Tim Milne

SENDCo: Mrs Demelza Gibbs

Pastoral Support Teaching Assistant (ELSA): Andrea Wells

Governor: Mrs Trixie Clarke

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St Mary's C of E Primary School, Fownhope

SEND Information Report 2026–2027

Welcome

At St Mary's C of E Primary School, we are committed to ensuring that every child is valued, included and supported to flourish.

We recognise that children have different strengths, experiences and ways of learning. Some children may need additional support to overcome barriers to learning, communication, participation or wellbeing.

Our approach is based on high-quality teaching, adaptive teaching, reasonable adjustments, early identification and a graduated response to need.

As a small school, we know our children and families well. We place great importance on strong relationships, belonging and communication, and work closely with parents, children and professionals to ensure that support is appropriate and responsive.

This Information Report explains how we identify and support children with SEND at St Mary's. It should be read alongside our SEND Policy, Accessibility Plan, Equality Policy and Behaviour Policy.

Who can I talk to about SEND?

Your child's class teacher should normally be your first point of contact if you have concerns about your child's learning, development or wellbeing.

Our SENDCO is:

Mrs Demelza Gibbs
Deputy Headteacher and Year 5/6 Teacher
Email: dgibbs@stmarys.hereford.sch.uk
Telephone: 01432 860474

Mrs Gibbs is also the SENDCO for our Nursery.

Our Headteacher is Mr Tim Milne.

As SENDCO and Deputy Headteacher, Mrs Gibbs is closely involved in the wider leadership of the school, helping to ensure that inclusion is considered across all aspects of school life.

How many children at St Mary's have SEND?

At the start of the 2026–27 academic year, approximately 15% of pupils are receiving SEND Support.

This includes pupils with Education, Health and Care Plans (EHCPs). Approximately 5% of our pupils have an EHCP.

In addition, some children who are not formally receiving SEND Support are monitored by staff and may have a Pupil Passport where particular adjustments or strategies are helpful.

Our most commonly represented areas of need are currently:

- Social, Emotional and Mental Health (SEMH)
- Communication and Interaction

Our SEND profile changes over time as children join and leave the school and as individual needs develop.

How do we identify SEND?

We recognise that early identification is important.

Concerns may be identified through:

- teacher observations;
- classroom assessment;
- progress information;
- discussions with parents and carers;
- children's own views;
- information from previous settings;
- SENDCO involvement;
- advice from external professionals;
- specialist assessments where appropriate.

We look at the whole child and consider strengths as well as difficulties.

A child experiencing difficulty does not automatically have SEND. We consider whether they require special educational provision that is additional to and/or different from what is ordinarily available to children of the same age.

Identification is an ongoing process, and a child's needs may change over time.

What support is available at St Mary's?

Our graduated approach begins with high-quality teaching for every child.

1. Quality First Teaching and Adaptive Teaching

Teachers remain responsible for the education, progress and development of every child in their class.

Teachers routinely adapt teaching in response to children's starting points, strengths and needs. This may include:

- adapting explanations and modelling;
- scaffolding learning;
- Addressing misconceptions
- breaking instructions into manageable steps;
- adapting resources;
- visual supports;
- additional processing time;
- repetition and rehearsal;
- adapted questioning;
- concrete and practical resources;
- changes to the learning environment;
- alternative ways of recording learning.

Adaptive teaching is part of high-quality teaching and is not a separate SEND stage.

2. Reasonable Adjustments

Some children benefit from consistent adjustments to reduce barriers to learning or participation.

These may include:

- visual timetables and prompts;
- seating adjustments;
- quiet spaces;
- movement or sensory breaks;
- sensory resources;
- reduced verbal load;
- chunked instructions;
- additional processing time;
- assistive technology;
- writing slopes;
- alternative recording methods.

Reasonable adjustments are considered in accordance with the Equality Act 2010.

Our graduated approach

Where a child requires increasing levels of support, we use a graduated approach:

Ordinarily Available Provision

Quality First Teaching, adaptive teaching and reasonable adjustments



Pupil Passport, where appropriate



SEND Support

Pupil Passport + Individual Provision Map (IPM)



Additional / High Needs Funding, where required



EHC Needs Assessment / EHCP, where appropriate

Children do not have to progress through every part of this approach. Provision is determined by individual need.

At every level we use:

ASSESS → PLAN → DO → REVIEW

Pupil Passports

A Pupil Passport provides a clear summary of the approaches that help an individual child to learn, participate and feel successful at school.

It may include:

- strengths and interests;
- areas of difficulty;
- barriers to learning;
- preferred approaches;
- reasonable adjustments;
- strategies that support the child.

Pupil Passports are created by class teachers and are normally reviewed three times each year. They may not need significant changes at every review if the child's needs and effective strategies remain consistent.

Children can contribute to their Pupil Passport. Teachers may also use their observations and knowledge of the child to identify appropriate strategies.

Parents receive a copy.

Pupil Passports are maintained electronically but are printed for parents.

SEND Support and Individual Provision Maps

Where a child has SEND and requires provision that is additional to and/or different from ordinarily available provision, they may receive SEND Support.

A child receiving SEND Support will normally have a:

Pupil Passport + Individual Provision Map (IPM)

The IPM identifies the child's needs, desired outcomes, additional provision and how progress will be monitored.

IPMs are created by class teachers and may be delivered by the class teacher or a teaching assistant, depending on the child's needs and the provision required.

IPMs are reviewed termly, three times each academic year and discussed at parents' evenings.

Assess, Plan, Do, Review

We use the **Assess, Plan, Do, Review** cycle to make sure that support is purposeful and responsive.

Assess

We gather information about the child's strengths, needs, progress and barriers to learning.

Plan

We agree appropriate outcomes, strategies and provision with the child and parents/carers where appropriate.

Do

The class teacher remains responsible for the child's learning. Additional support may be provided by the class teacher, teaching assistants or specialist professionals.

Review

We review the impact of support, consider the child's and parents' views and decide whether provision should continue, change, increase or reduce.

Where appropriate, children may move back towards ordinarily available provision when their needs can be successfully met through high-quality teaching and reasonable adjustments.

What interventions and additional support do we provide?

The support provided is based on individual need and may include:

Reading and literacy

- Read Write Inc. 1:1 tutoring;
- Repeat or choral reading to develop fluency;
- reading with our therapy dog;
- Read Write Inc. spelling strategies;
- Spelling Frame;
- Read Write Inc. Handwriting.
- Literacy Gold.

Maths

- Number Stacks;
- Times Table Tutor
- additional practice and targeted support.

Communication and language

- strategies and programmes recommended by our link Speech and Language Therapist;
- visual supports;

- explicit vocabulary teaching;
- structured communication approaches.

Social communication and emotional wellbeing

- Nurture Group;
- ELSA support;
- pastoral support;
- Zones of Regulation;
- support from School Nursing where appropriate.

Sensory and physical development

- whole-class brain breaks;
- sensory boxes in classrooms;
- sensory or movement breaks;
- planned fine and gross motor activities;
- activities within Nurture provision;
- writing slopes and other appropriate resources.

Attention and organisation

- brain breaks;
- movement opportunities;
- fiddle toys where appropriate;
- adapted instructions and routines;
- support with organisation and independence.

Interventions are monitored to consider whether they are having a positive impact. They are intended to complement, rather than replace, high-quality classroom teaching.

How do we support different areas of SEND?

We consider each child individually rather than providing support based solely on a diagnosis.

Communication and Interaction

We use visual supports, modelling, vocabulary teaching, communication strategies, targeted intervention and advice from Speech and Language Therapy and other specialist services where appropriate.

Cognition and Learning

We use adaptive teaching, scaffolding, explicit teaching, additional practice, targeted interventions and appropriate resources to help children access learning and develop independence.

Social, Emotional and Mental Health

We provide a strong focus on relationships, belonging and emotional wellbeing. Support may include ELSA, pastoral support, Nurture Group, Zones of Regulation, trusted adults, sensory or movement breaks and specialist support where required.

Sensory and/or Physical Needs

We make reasonable environmental and classroom adjustments and provide appropriate sensory resources, movement opportunities and specialist equipment or advice where needed.

How do children contribute to decisions about their support?

We believe children should have a voice in decisions about their education.

As a small school, we know our children well and have many opportunities to talk with them informally.

Children may contribute through:

- Pupil Passports;
- discussions with their class teacher;
- SENDCO pupil voice conversations;
- conversations with ELSA or pastoral staff;
- review meetings;
- discussions about what helps them to learn and feel successful.

The level of involvement is adapted according to the child's age, development and individual needs.

How do parents and carers contribute?

We value parents and carers as partners and recognise the important knowledge they have about their child.

We provide three parent consultation opportunities each year. Parents of children receiving SEND Support will have additional time within these meetings to discuss their child's IPM and progress.

Parents can also:

- contribute to Pupil Passports and IPMs;
- request informal meetings;
- contact the class teacher or SENDCO by email or telephone;
- discuss concerns or changes in need;
- contribute to decisions about referrals and specialist support.

Parents of children with EHCPs will also be involved in the statutory annual review process.

Working with external professionals

Where specialist advice is required, we work with a range of services.

These currently include:

- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing;
- Paediatric services;
- CAMHS;
- Herefordshire specialist teaching and inclusion services;
- Family Help (formerly Early Help);

- Social Care;
- independent learning assessment where appropriate;
- the Attachment Research Community (ARC).
- Educational Psychology;

Our link Speech and Language Therapist works with the school and provides advice and programmes where appropriate.

The Herefordshire Inclusion Team also works with us. We are developing this partnership further through an inclusive classroom project.

We work with external professionals according to individual need and follow the appropriate referral and consent arrangements.

Additional and High Needs Funding

Most children with SEND have their needs met through the resources ordinarily available to the school.

Where a child's needs require a higher level of provision, the school may apply for additional/high-needs funding through Herefordshire's arrangements.

Where received, additional funding may support provision such as:

- additional adult support;
- adapting the curriculum;
- rewording or simplifying instructions;
- targeted sensory or movement breaks;
- additional support to access learning.

Funding is used to support the child's identified needs and does not necessarily mean that a child will receive dedicated 1:1 adult support.

Education, Health and Care Plans

Where a child's needs are significant, complex and/or long-term and the provision required cannot reasonably be met through ordinarily available mainstream provision, an EHC needs assessment may be considered.

Where a child has an EHCP, we work with the child, family, local authority and relevant professionals to deliver and monitor the provision specified in the plan.

EHCPs are reviewed annually through the statutory annual review process.

Accessibility

Our school is committed to ensuring that pupils with disabilities can access school life as fully as possible.

Our school:

- is on one level;
- is wheelchair accessible;
- has a wet room;
- has two accessible toilets;
- has a designated accessible parking space;
- has rooms which can be used as quiet spaces;

- can provide individual safe spaces where required;
- has access to equipment such as writing slopes;
- will consider hearing loop provision if required.

We will consider reasonable adjustments according to individual need.

Further information is available in our Accessibility Plan.

Inclusion in the curriculum and wider school life

We plan activities and educational visits to be inclusive so that all children can participate. We consider individual needs in advance and allocate adults and other support as required.

Where appropriate, parents may be invited to accompany their child on a visit, but we ensure that we are able to provide the necessary staffing without relying on parents to attend.

Our pupils have opportunities to take part in a wide range of experiences, including:

- Years 5 and 6 residential visits;
- the Hay Festival;
- farm visits;
- visits to the local cathedral;
- wellbeing walks;
- sporting activities;
- performances and celebrations;
- church activities.

We also offer a range of clubs and wider activities, including:

- Lego;
- sport;
- art;
- gardening.

Reasonable adjustments are made where necessary to support children with SEND to participate fully.

Supporting transitions

We recognise that transitions can be particularly important for some children with SEND.

Nursery to Reception

Our Nursery and Reception are together in a mixed-age class, which provides a particularly strong transition for children attending our Nursery.

For children joining Reception from another setting, we provide appropriate visits, information sharing and transition meetings.

Moving between classes

Children benefit from the close relationships within our small school and staff share relevant information about pupils' strengths, needs and effective strategies.

Additional transition arrangements are put in place where needed.

Year 6 to secondary school

Children have opportunities to visit local secondary schools during Years 5 and 6.

Additional transition support is arranged for children who require it, particularly pupils receiving SEND Support, high-needs funding or who have an EHCP.

This may include additional visits, meetings and information sharing with the receiving school.

Supporting wellbeing, behaviour and attendance

We recognise that children learn best when they feel safe, secure and that they belong.

Our approach places strong emphasis on relationships and emotional wellbeing.

We have a trained ELSA (Emotional Literacy Support Assistant), Andrea Wells, who provides emotional literacy and pastoral support.

Children may access:

- ELSA support;
- Nurture Group;
- pastoral support;
- Zones of Regulation;
- sensory or movement breaks;
- trusted adults;
- School Nursing support;
- specialist services where appropriate.

The school has also worked with the Attachment Research Community (ARC) and is developing its relational approach to supporting children's emotional and behavioural needs.

Where SEND affects attendance, emotional wellbeing or behaviour, we work with the child and family to understand the underlying needs and identify appropriate support.

Medical needs

We review children's medical needs and arrange appropriate training for staff.

Staff have training relevant to the needs of pupils in school, including areas such as:

- asthma;
- use of adrenaline auto-injectors (EpiPens);
- allergies and other medical needs.

Staff are provided with appropriate information about pupils' medical needs and allergies, and individual arrangements are made where required.

Staff expertise and training

We are committed to developing staff expertise so that children with SEND receive effective support.

In recent years, staff have undertaken training and development in areas including:

- autism and neurodiversity;
- communication and language;
- ADHD;
- inclusive classroom practice;
- adaptive and inclusive teaching;
- SEMH;
- emotional wellbeing;
- relational approaches to behaviour;
- attachment;
- emotionally based school avoidance;
- speech and language;
- early years SEND;
- positive handling;
- trauma-informed approaches;
- supporting children with care experience;
- ELSA;
- mental health;
- SEND and the role of SENDIASS;
- specialist assessment and support.

The school has also participated in the PINS (Partnership for Inclusion of Neurodiversity in Schools) project and has worked collaboratively with other local schools to review and strengthen SEND provision.

The SENDCO attends regular SENDCO network meetings and undertakes ongoing professional development.

Our ELSA, Andrea Wells, is trained to provide emotional literacy support.

We are also continuing to develop our whole-school relational approach through our work with ARC (Attachment Research Community).

Our inclusive approach

We are proud of the strong relationships within our small school.

Our size means that staff know children and families well and can respond quickly when concerns arise. Parents are encouraged to contact us and we have an open approach to discussing concerns and finding solutions together.

Children tell us that they value the pastoral and ELSA support available to them.

Our SENDCO is also Deputy Headteacher, Year 5/6 teacher and Nursery SENDCO. This helps ensure that SEND and inclusion remain part of the wider leadership and strategic development of the school.

Our Christian ethos underpins our commitment to valuing every child and creating a community where children can develop in mind, body and spirit.

How do I raise a concern?

If you have concerns about your child's learning, development, wellbeing or SEND provision, please speak to:

1. Your child's class teacher

If further discussion or support is required:

2. SENDCO – Mrs Demelza Gibbs

If your concern remains unresolved:

3. Headteacher – Mr Tim Milne

Parents may also follow the school's formal **Complaints Policy** where appropriate.

Where can I find further information?

The Herefordshire Local Offer provides information about services and support for children and young people with SEND and their families.

<https://www.herefordshire.gov.uk/localoffer>

Families can also access independent advice and support through Herefordshire and Worcestershire SENDIASS. <https://www.worcestershire.gov.uk/sendias>

We will signpost families to appropriate services and sources of advice where required.

Related documents

This Information Report should be read alongside:

- SEND Policy
- Accessibility Plan
- Equality Policy
- Behaviour Policy
- Safeguarding Policy
- Admissions Policy
- Complaints Policy

Review

This Information Report will be reviewed annually and updated sooner where there are significant changes to our SEND provision, local arrangements or relevant statutory requirements.

Date of publication: September 2026

Next review: September 2027

Approved by Governors: 22-09-26