



South Marston Church of England School

Annual Special Educational Needs and Disabilities (SEND) Information Report
2025/26

School Name: South Marston Church of England Primary School

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Acronyms:

ASC – Autistic Spectrum Condition
ADHD – Attention Deficit Hyperactivity Disorder
EHCP – Education Health Care Plan
EHA – Early Help Assessment
EP – Educational Psychologist
ISP – Individual Support Plan
LAC – Looked After Child
PEP – Personal Education Plan
SEMH – Social, Emotional and Mental Health Needs

SEND – Special Educational Needs and/or Disabilities
SENCO – Special Educational Needs and Disabilities Co-ordinator
SLT – Senior Leadership Team
TA – Teaching Assistant
TAC – Team Around the Child
TAF – Team Around the Family
TaMHS – Targeted Mental Health Support
RWI – Read Write Inc (Phonics Scheme)

Introduction:

At South Marston C of E Primary School, we welcome everybody into our community. The staff, Governors, pupils and parents of our school aim to provide a happy, secure and stimulating environment, guided by our school vision **'Encourage one another and build each other up' (1 Thessalonians 5.11). 'Flourishing together with community, hope, perseverance and friendship'.**

We believe strongly in a family ethos where every child is valued and recognised for the unique contribution they make to our school community. To us, equality of opportunity is essential, and we work hard to ensure it is a reality for all pupils. We do this by carefully considering the needs of different groups of children within our school family and by creating a learning environment where every pupil can make the best possible progress and reach their full potential in a caring, supportive, and fully inclusive setting.

Our SEND provision is designed to give pupils with additional needs the chance to follow a curriculum tailored to developing life skills, building confidence, and encouraging independence. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. To support this, we offer a range of personalised learning opportunities, including short-term intervention programmes, skills groups, and other targeted support.

We also know how important good attendance is to each child's success, and we are proud that our pupils enjoy coming to school to benefit from our high-quality learning provision.

All children and young people are entitled to an education that enables them to learn and grow within:

- A community living and learning through Christian values;
- A compassionate place where the individuality, gifts and talents of all children and adults are nurtured;
- A stimulating environment where children enjoy achieving full potential in their academic, creative, personal, physical, moral and spiritual development;
- An innovative Church academy, where exploring and asking great questions is part of everyday life; and
- A place where a love of learning grows through all we do.

This SEND Information Report and Contribution to the Local Offer are provided to comply with the 'Special educational needs and disability Code of Practice 0-25 years (January 2015)'.

How many children are on the SEND register and what kinds of SEND are provided for at South Marston C of E Primary School?

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Total
SEND Support	1	1	2	3	0	1	2	8
EHCP	0	0	0	0	1	0	0	1
Total	1	1	2	3	1	1	1	11

There are currently 11 children on our SEND register. This may increase over the year as new needs are identified. The number of children at SEND support is 2.6% lower than the national figure and the number of children with an EHCP is lower by 3.8%

Number of girls on the SEND register	4
Number of boys on the SEND register	7

As an inclusive primary school, we recognise and value the uniqueness of every child. We believe all pupils should have the opportunity to achieve their full potential, whatever their starting point. Although we do not have a specialist resource provision unit, we offer a broad range of support to meet the needs of children with all types of SEND, including:

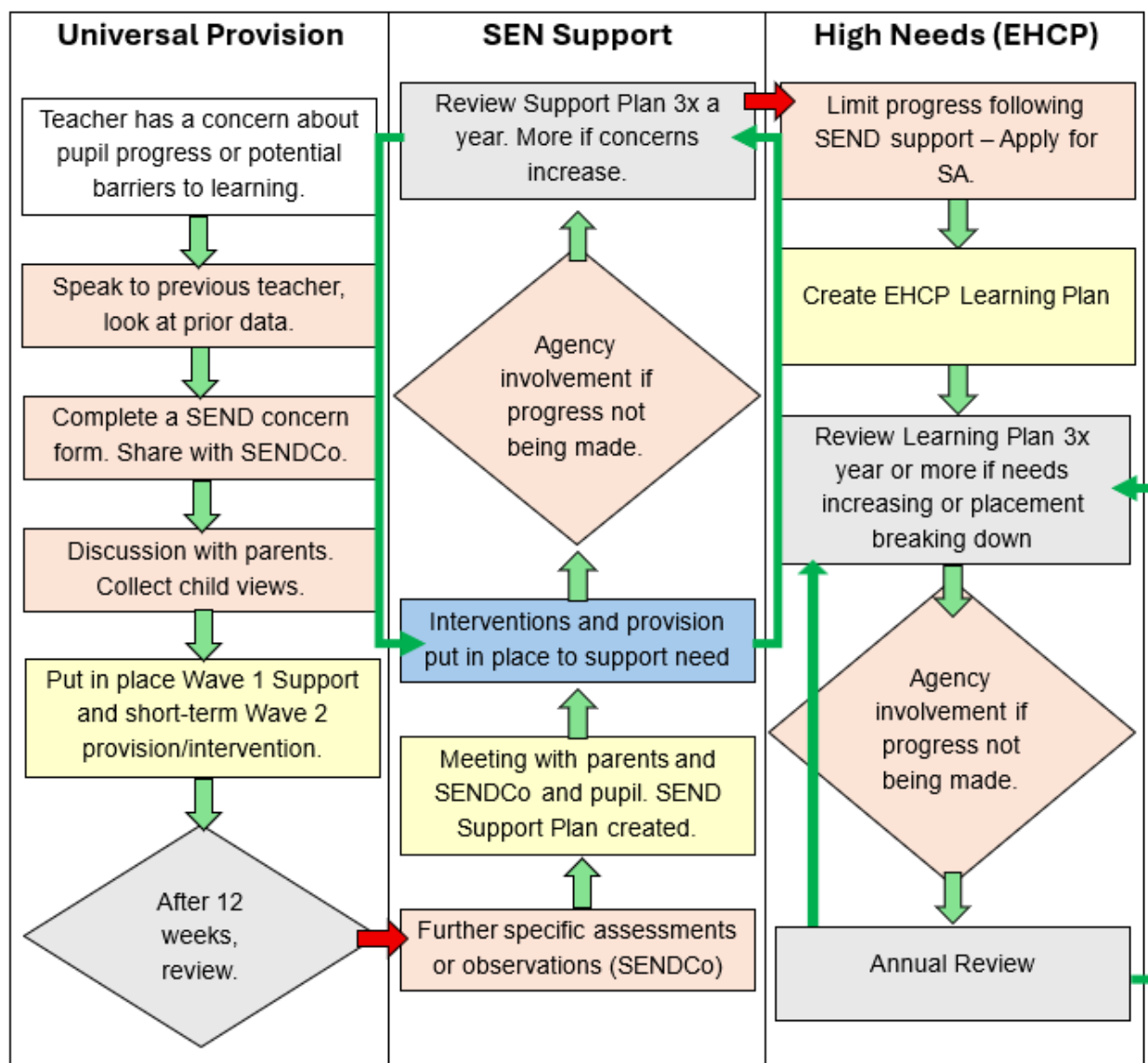
- **Cognition and Learning Needs** - this includes children who have learning difficulties and specific learning difficulties such as dyslexia. In 2023-24, this was the second highest area of need and continues to be so at the start of 2024-25.
- **Communication and Interaction Needs** - this includes children who have speech, language and communication difficulties including autistic spectrum condition.
- **Social, Emotional and Mental Health Needs** – this includes children experiencing anxiety, emotional regulation difficulties and children with ADHD and ADHD sub group inattentive.
- **Sensory and/or Physical Needs** - this includes children who have visual or hearing needs, or a physical disability that affects their learning, children with fine or gross motor skill difficulties and epilepsy.

Primary areas of need per year group:

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Total
Cognition and Learning	1	0	0	1	1	1	2	6
Communication and Interaction	0	1	0	0	0	0	0	1
Social, Emotional and Mental Health	0	0	2	2	0	0	0	4
Physical and/or Sensory	0	0	0	0	0	0	0	0
								11

What are the procedures for identifying children with SEND and how do we assess their needs?

At South Marston, we follow a three-stage graduated response to identify SEND, which consists of monitoring, SEND Support and High Needs Support, outlined below.



Teachers constantly keep track of children's progress through what they see in lessons, the questions they ask, and the work the children complete. In addition to this ongoing monitoring, children are assessed more formally by their class teacher three times a year.

If a child is not making the progress expected for their age, is finding learning more difficult than usual, or is experiencing social or emotional difficulties that are affecting their learning, this will be discussed with parents. At this point, the graduated response begins, which means support is put in place step by step to help the child make progress.

Concerns about a child's progress may also be raised by parents or by members of the Senior Leadership Team. In all cases, we work closely with parents to understand the child's needs and agree the best way forward.

What approach is used to teach children with SEND?

We recognise that high-quality teaching is the most effective provision for pupils with SEND. Teachers develop a clear understanding of each pupil's individual needs and integrate universal provision and reasonable adjustments into well-planned lessons, ensuring that all children can access the curriculum. In line with our commitment that all teachers are teachers of SEND, pupils receive appropriate support that promotes both progress and enjoyment in school.

Additional support is provided through carefully planned interventions delivered by class teachers or teaching assistants. Children with SEND needs will receive additional targeted support aimed at enabling them to make progress in order to close the learning gap with their peers or, if currently working beyond their peer group, to make progress at a suitable rate to their needs.

The amount, type and frequency of support will depend on the needs of the child. Sometimes this will be done in class, either by the class teacher or the teaching assistant. Sometimes the child might be learning using a specific programme either 1:1 or in a small group. The SENDCo works to support, monitor the impact of and advise with this work.

Effective interventions and boosters in 2025:

- | | |
|------------------------------------|---|
| Speech and Language | <ul style="list-style-type: none">- 1:1 activities advised by Speech and Language Team- NELI Programme (FS2) |
| Phonics and Reading | <ul style="list-style-type: none">- Additional 1:1 reading (FS2 – Y6)- Read Write Inc Fast Track 1:1 Tutoring (FS2 – Y4)- Read Write Inc Fresh Start (Y5-Y6) |
| Fine and Gross Motor Skills | <ul style="list-style-type: none">- Finger gym (FS2 – Y2)- SPARKS - 'School and Parent Advice Regarding Kids. Practical ideas on supporting children with coordination difficulties in the school environment (FS2 – Y6)- Handwriting boosters (FS2 – Y6) |
| SEMH | <ul style="list-style-type: none">- Time to Talk – Emotional literacy sessions in our wellbeing lodge (FS2 – Y6) |
| Maths | <ul style="list-style-type: none">- Numberstacks (Y1-Y4) |

The SENDCo works with the assigned Local Board Member for SEND to monitor the impact of the additional support in place.

Children may be part of group provision mapping (short term targeted intervention in small groups); May have an Early Help Record (EHR); Individual Support Plan (ISP) or may be considered for an Education Health Care Plan (EHCP). Whatever stage they are on, you, as parents and carers, will be fully informed and involved.

What adaptations are made to the curriculum and the learning environment of children with SEND?

Teachers are skilled in making reasonable adjustments to their planning and teaching to meet the diverse needs and learning styles within their classes. Adaptations are implemented in various ways, with tasks designed to promote independence and a sense of achievement for all pupils.

For pupils with an Education, Health and Care Plan (EHCP), elements of the curriculum may be adapted to reflect their individual needs and interests, ensuring they are supported in working towards their agreed long- and short-term outcomes.

Across the year, the SENDCo, alongside the SEND Governor and members of the Senior Leadership Team, carries out learning walks to ensure classrooms provide an effective and inclusive learning environment. Curriculum leaders also evaluate the suitability of

learning experiences through regular observations. Good practice is celebrated, and any areas requiring improvement are addressed promptly.

A range of additional resources is available to support pupils with SEND, including finger grips, fiddle toys, coloured overlays, coloured exercise books, wobble cushions, ear defenders, individual timetables, quiet/safe spaces, and sensory items.

How is effectiveness of provision and young people with SEND evaluated?

Our SENCO closely monitors the effectiveness of the provision made for pupils with SEND in the following ways:

- Working with the Senior Leadership Team, tracking progress and attainment three times a year
- Monitoring the impact of interventions and boosters, six times a year
- Reviewing attainment and updating provision maps, six times a year
- Reviewing long and short term EHCP outcomes through Catch Up Meetings and annual reviews
- Book looks with curriculum leads
- Pupil voice sessions
- Parent questionnaire, once a year.

At the end of each term, teachers and TAs review the impact of interventions and booster sessions. The outcomes of these reviews dictate the interventions, boosters and children's targets for the following term. Six times a year the SENDCo monitors the impact of interventions and booster sessions.

The SENDCo and Senior Leadership Team track the progress and attainment of all children over three points in the school year. Any child not making sufficient progress is identified and discussions with the class teacher take place to identify possible barriers and next steps.

How are children with SEND consulted and involved in their education?

Children are at the heart of all we do and their understanding of their own needs and skills is key to our ethos here at South Marston. Every child on the SEND register has an Individual Support Plan, which they are involved in creating, using pupil voice to gain a better understanding of their strength, areas of needs, how to help them learn and their own personal goals for their progress.

Children, with parental agreement, can have 1:1 specialist support to enable them to talk through their feelings and find ways of dealing with things that have happened to them.

Children are also consulted about their education through pupil voice sessions. These

sessions are led by the SENDCo and curriculum leads. Children's opinions on different areas of their learning are gathered, fed back to all staff and have an impact in shaping their future education.

The ethos of our school encourages all children to appreciate themselves and others for the skills they have and to celebrate their own and others achievements of the next steps in learning.

How are parents of children with SEND involved in their child's education?

At South Marston, we know that parents and carers play a vital role in helping children with SEND reach their full potential, and we value working in partnership with you.

Throughout the year, parents meet with their child's class teacher three times to talk about their Individual Support Plan. During these meetings, we review progress towards agreed outcomes, share what works well for your child, and decide together on the next steps and any further support needed.

If your child has an Education, Health and Care Plan (EHCP), you will be invited to attend and take part in an annual review meeting. Other professionals who support your child are also invited so that everyone can share information and work together. At these meetings, longer-term outcomes and provision are reviewed, and new short-term targets are agreed.

When a child needs additional support beyond their SEND needs, an Early Help Conversation may take place. This helps to identify what extra support may be helpful for the child and family. Parents work alongside the SENDCo, class teacher and any relevant professionals to create a support plan. This is reviewed regularly through Team Around the Family meetings, which include parents, school staff and other agencies.

In addition to this, general parent-teacher meetings are held twice a year. These provide an opportunity to talk about your child's progress, learning behaviour and next steps.

At all times, the class teacher and SENDCo are happy to offer practical advice and guidance on how you can support your child at home and are available to talk through any questions or concerns you may have.

How are children supported when moving between phases of education?

Moving between year groups and key stages is an important part of every child's education. We understand that change can sometimes feel worrying, so we take care to plan transitions carefully.

When a child is joining us from a pre-school and has already been identified as having SEND, the SENDCo and Foundation Stage teacher meet with staff from the pre-school

to plan a smooth start. They share important information about the child's needs, what helps them most and any triggers to be aware of. The child is also given a photo book showing their new classroom and the adults who will be working with them. Families can look through this together over the summer holidays to help their child feel familiar and reassured before starting school.

Before a child moves into a new year group, their Individual Support Plan is shared with the next class teacher, along with any other important information. Transition meetings are held during the summer term to make sure staff are well prepared. Where appropriate, the current teacher will also talk with the child about their Support Plan, so the child can share what they feel helps them most and where they might need extra support.

For children with SEND, planning for secondary school begins early. In Year 5, the SENDCo starts conversations with the child and parents about the move to secondary school. If a child has an Education, Health and Care Plan (EHCP), parental preferences are discussed and recorded as part of the annual review.

In Year 6, the SENDCo from the child's secondary school is invited to take part in Team Around the Family meetings or EHCP annual reviews, alongside the child and parents. This allows everyone to share information about the child's needs and successful support strategies. Additional transition meetings may also be arranged where needed. Once the child moves to their new school, key SEND documents, including their most recent Individual Support Plan, are shared to ensure continuity of support.

Our aim is always to work closely with families and other professionals, so every child feels supported, understood and ready for their next step.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Initial concerns are dealt with swiftly and appropriately by the class teacher, SENDCo and headteacher. Full details about handling complaints are found in the Complaints Policy and Procedure on our school website.

In some cases, additional support for parents can be accessed through the **Swindon Information and Advice service** and **Swindon SEND Families Voice**.

Useful Links:

- Details the Local Offer for Swindon- <https://localoffer.swindon.gov.uk/home>
- The school website has a number of policies - <https://www.southmarstonprimary.co.uk/policies/>
- The SEN Code of Practice issued by the government is available at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Swindon SEND Family Voice- Gives advice and support to parents. <https://swindonsendfamiliesvoice.org.uk>
- SIAS - Swindon SEND information, advice and support service
- https://www.swindon.gov.uk/info/20050/educational_support/766/sias_-_swindon_send_information_advice_and_support_service

This SEND information report was approved by South Marston's local governing body in December 2025 will be reviewed in December 2026 – edit as appropriate.