



SEND Information Report 2024



September 2025
Due to be updated September 2026

Aims



The aim of this Special Educational Needs and Disability (SEND) information report is to explain how we implement our SEND policy. In other words; we want to show you how SEND support works at St Martha's Catholic Primary School.

If you want to know more about our arrangements for SEND, please read our school SEND Policy. This is available on our website and is updated annually.

Further information regarding SEND can also be found in other key policy documents for St Martha's. The below documents can be found on our school website. You may wish to read our:

- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Touch Policy
- Admissions Policy

<https://www.st-marthas.norfolk.sch.uk/page/?title=Policies+and+documents&pid=17>



If there are any terms used in this information report that you're unsure of, you can look them up in the Glossary at the end of this SEND Information Report.



Meet our SENCO



Our SENDCo at St Martha's is Mrs Shine. You can contact her using our dedicated SENDCo email senco@st-marthas.norfolk.sch.uk. You can also contact Mrs Shine by phoning our school number 01553 774829. If Mrs Shine is unavailable you may be asked to leave a message so that she can contact you. You may need to share some details of your query or concern with our school office team. Mrs Shine's working days are Tuesday - Friday.

Mrs Shine holds the NASENCO qualification, is a qualified teacher and registered Paediatric Speech and Language Therapist, having completed her MSc in Speech and Language Therapy. She has over 15 years experience working in both mainstream and specialist settings.

Over the next year as a school, we are focusing on training in catering for pupils particularly with social, emotional and mental health needs, developing our use of total communication and support for pupils with Dyslexia.

Special Educational Needs

At St Martha's Catholic Primary School we welcome and support children with a variety of special educational needs. We pride ourselves on being an inclusive school with school values which encourage kindness and respect; with school being a safe space for all. We want all children to be the best they can be! Children on our SEND record at St Martha's will have a main area of need (see image) but pupils may also have a secondary area of need.

4 BROAD AREAS OF SEND



Communication and Interaction Needs

- Speech, Language and Communication Needs
- Autistic Spectrum Condition



Cognition and Learning Difficulties

- Specific Learning Difficulties (SpLD) e.g. Dyslexia and Dyscalculia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties



Social, Emotional and Mental Health Needs

- Anxiety Disorders
- ADHD
- Social Disorders
- Mental Health Issues
- Eating Disorder
- Depression



Sensory and/or Physical Needs

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



Special Educational Needs at St Martha's

	Our School (September 2025)	Our School (June 2025)	Nationally
EHCP	3.7%	4.5%	4.8%
SEN Support	10.35%	9.6%	13.6%
Overall	14.9%	14.4%	18.4%
	Area of Need		
Communication and Interaction	Cognition and Learning	Physical and/or Sensory	Social, Emotional and Mental Health
31	13	1	12

St Martha's currently has 406 children on role (September 2025)

There are currently 57 children on our SEND record with a range of needs.

These figures are subject to change over the year as needs change.

- 42 children (10.34%) have a diagnosis of need, that can be accommodated through quality first teaching, support planned by the class teacher or targeted interventions.
- 15 children have an EHCP (3.7%) that requires support over and above in class provision or may require support from a 1:1 classroom assistant.
- Communication and Interaction is the main area of need for 31 pupils. Our second main area of need is cognition and learning for 13 pupils. For 12 pupils, social, emotional and mental health is the main area of need. For 1 pupils sensory and physical is the main area of need.

Our Approach to SEND



The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Teachers adapt their high-quality teaching to cater for their pupils' needs. The image above illustrates the strategies used in high quality teaching. When needed, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide 1:1 support. We are also aware that sometimes a pupil may have highly personalised targets which requires some learning to take place outside of the classroom sometimes or in a much smaller group. Where this is needed we will work with you as parents and ensure we work with you collaboratively.

Assessment at St Martha's

At St Martha's we use a combination of teacher assessment and more formal assessments. These help provide a full picture of how your child is progressing. Sometimes, we may select more specialist assessments to help us to develop a full understanding of how we can help your child best. When undertaking assessments we will always make sure that your child is relaxed, comfortable and does not feel under pressure. Assessments can then help us to monitor progress closely and identify areas of need.

The assessments used depend on the child's age and can include:

- Foundation Stage Profile/ Development Matters
- ELKLAN assessment tool
- Phonics check
- High and medium frequency word checklists
- The British Picture Vocabulary Scale
- Diagnostic Reading analysis
- Talk Boost assessment tool
- Assessment of Comprehension and Expression (ACE)
- Single word reading and spelling
- TALC (Blank Levels)
- Sandwell Maths Assessment



Assess, Plan, Do and Review

At St Martha's we work as a team. If staff have a concern about your child, they will discuss concerns with you and the SENDCo. If you are concerned, please speak to your child's class teacher. Your child will then be monitored over the next half term. We will begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND record. Your child's class teacher will meet with you and share targets your child is working on and the support they are receiving. The SENDCo will sometimes attend these meetings too but not always. The SENDCo is always spoken with before a child is placed on the SEND record and you will always be spoken to if we feel your child needs to be placed on the SEND record. If your child is added to the SEND record a Learning Support Plan (LSP) will be created. All (LSPs) are stored using Edukey Provision Map. LSPs are produced each term by the class teacher, with support from the SENDCo as needed, and are reviewed in collaboration with you as parents or carers.



 School Robin - Student Performance Alfie Ansell How has Alfie been performing this term compared to the start of the year? Requested by Mr.Smith Date 23/7/2024	
Teacher	Reply
Mrs Anita Abell	Alfie has seen a drastic improvement since the start of the year, his attention in lesson has increased, and in turn his results!
Mrs Selina Andrews	Alfie has been determined to improve his grades since the mock exams and he has done just that, A* for effort!



Adaptive Teaching

Classroom adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, small group work, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays or backgrounds, dyslexia friendly fonts, visual timetables, larger font, etc.
- Teaching assistants and your child's class teacher will support pupils in small groups to help scaffold their learning when needed.
- Teaching assistants will provide support on a 1:1 basis when this is needed, as a school we want to encourage as much independence as possible for our children and strive to ensure every child receives the support they need at the right time.

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

Interventions at St Martha's

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children access to the classroom. The pictures illustrates some of our adaptive teaching strategies. Just a selection of the interventions offered at St Martha's are:

- Comprehension interventions (Black Sheep Press)
- Toe by Toe and Word Wasp
- Handwriting
- Catch up Literacy
- Dyslexia Gold
- Plus One and Power of 2
- Zones of Regulation
- Play Therapy provided by a registered and licensed play therapist
- Sensory circuits and sensory breaks in class
- Time to Talk
- Attention Autism
- Intensive Interaction
- Lego Therapy





Working in Partnership

Working with you as parents is of great importance to us at St Martha's. We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of what we're doing to meet your child's needs, so that you can provide insight into what you think would work best for your child.

To help this partnership, we will provide termly reports on your child's progress. This is part of the Assess, Plan, Do, Review approach and links with your child's LSP.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress.
- Review progress towards those outcomes.
- Discuss the support we will put in place to help your child make that progress.
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.



The SENDCo may also attend these meetings to provide extra support and information. If you have concerns that arise between these meetings, please contact your child's class teacher. Your child's class teacher can be contacted through Class Dojo or via email. If you still need further support contact the SENDCo.

Education, Health, Care Plans (EHCPs)

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the Local Authority (LA) (from the high-level needs funding block of the dedicated schools grant).

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- The child's parent.
- A young person over the age of 16 but under the age of 25.
- A person acting on behalf of a school.



Following a request for an EHC needs assessment, or the child or young person having otherwise been brought to its attention, the local authority must determine whether an EHC needs assessment is needed.

Transfer to Different Settings

When your child is about to join the Reception class, the class teacher arranges visits to the preschool where your child attends, prior to joining our school, in order to meet your child. The setting staff will talk to the class teacher and share any information regarding any SEND or other issues. In addition to this, your child will visit the Reception class to get used to the new adults in their life and the new surroundings, prior to the start of the school year. Children are assessed from their first term in Reception and will complete the baseline assessments set out by government guidelines. If any child has particular issues we put a plan in place to give any extra support that may be needed and the class teacher will talk with Mrs Shine (SENDCo) to see if there is any additional support or any referrals that are necessary. During the Autumn term we have meetings with parents after school to give you information about their first term and to answer any questions you may have.



Transfer to Different Settings

For transfer to secondary school all children spend some time at their new school, and children with SEN or a disability will be given extra days to meet their particular needs and to meet support staff. Our teachers meet with the staff from each secondary school to discuss any particular issues. Any children on the SEND Record will have a review in the summer term before they leave, where they can meet and talk to Secondary school staff. Both parents and the child will have the opportunity to discuss any concerns. Future plans for all SEND students' will be made with the advice and support of trained and informed staff at their secondary school or educational setting.





Pupil Voice at St Martha's

The level of involvement will depend on your child's age, and their understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

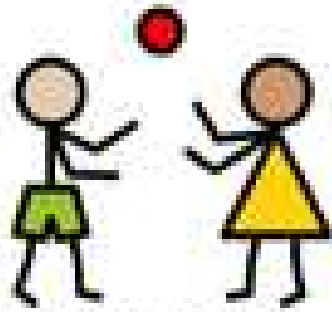
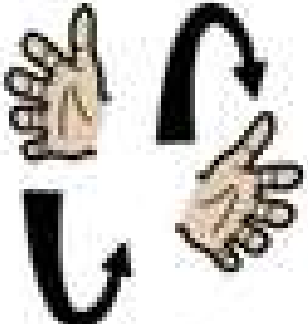
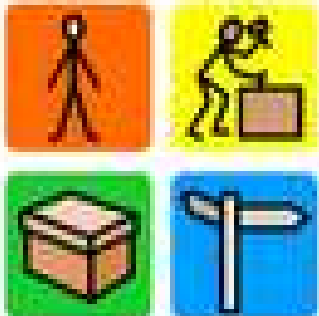
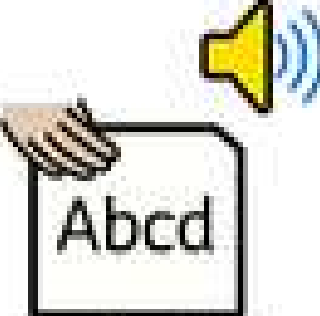
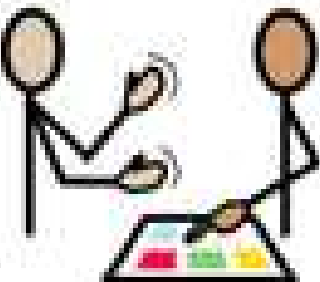
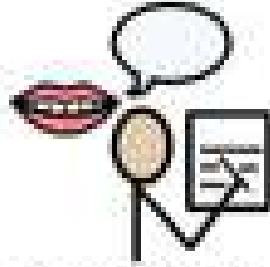
- Attend meetings to discuss their progress and outcomes.
- Prepare a written statement, video or drawing.
- Discuss their views with a member of staff who can share these at the meeting.

As part of our termly review process we will speak to your child about the things they find difficult in school and how we can help support them better. We will also ask them about the things they enjoy and the things they are really proud of. This will be discussed with a member of staff they feel comfortable with before our termly meetings and shared with you as part of our support plan review. At various points in the school year we also gather pupil voice using surveys. Pupil voice surveys use pictures to help support understanding of the questions.



Staff Training

At St Martha's we aim to ensure all our staff have the understanding they need to enable them to support your child. Where a need for additional training is identified we will act on this. This might be individual training or whole staff training. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

 Play Therapy	 Lego Therapy	 Attention Autism	 Intensive Interaction
 Makaton	 Colourful Semantics	 Norfolk Steps	 Phonics
 PECS	 Speech and Language	 Complex Needs Training	 Sensory Needs

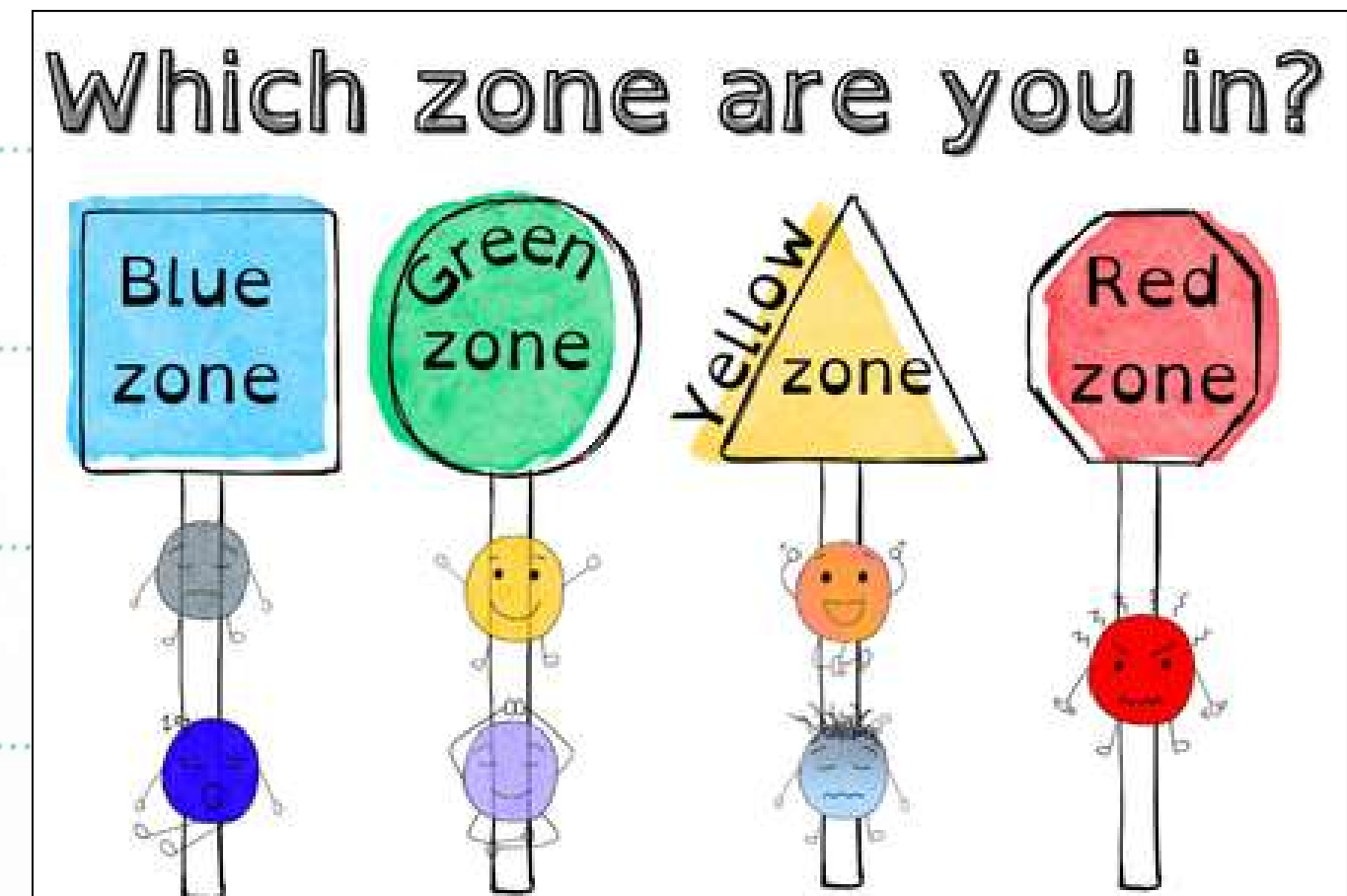


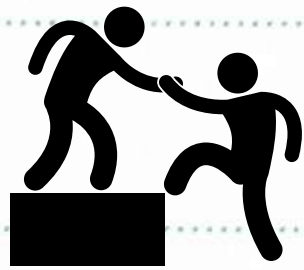
Mental Health and Wellbeing at St Martha's

We recognise that some children have emotional and social needs that need to be developed and nurtured. All classes have timetabled weekly RSHE sessions. We also as a school have a daily Pupil of the Day, this gives children a chance to complement each other and themselves and develop their self-confidence and learn how to show kindness to others. We also as a school use Zones of Regulation in our weekly PSHE and RSHE sessions alongside lessons from LifeWise.

For those children who find aspects of this difficult we can offer additional support:

- Social skills groups supported by 'Talkabout' resources.
- Calm corners in classrooms for children to use if dysregulated.
- Play therapy.
- Zones of Regulation (Individual and Group work).
- Access external agencies and professionals (MHST and CAMHS).





Support for Looked After Children

Mrs Child is our designated teacher for looked-after children and previously looked-after children. Mrs Child works with our staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. The progress of looked-after and previously looked-after children with SEN is primarily monitored by class teacher and classroom/support staff. We use whole school assessment practice (PIXL assessments) and teacher-led judgement. This is overseen by Senior Leadership Team, the SENCO and Subject Leaders. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.



Norfolk SEND Services

The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them. You can find the most up to date information about services and support here.

Website

<https://www.norfolk.gov.uk/send>

Email

send@norfolk.gov.uk



What is the Norfolk SEND Local Offer?

The special educational needs and/or disabilities (SEND) Local Offer is what is available in Norfolk for children and young people with SEND aged 0-25 and those who support them.

SEND = Special educational needs and/or disabilities

Local = In Norfolk

Offer = What is available

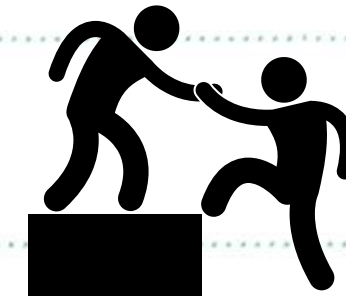


Planning SEND services together

We want to work with you to plan and design better SEND services and support. Includes SEND annual survey reports and 'You Said, We Did'.



Family Support



SENDIASS Norfolk provide free and impartial advice and support about SEND for children, young people, parents and carers.

<https://www.norfolksendiass.org.uk>



Norfolk Education Authority

www.norfolk.gov.uk/SEN

Parent Partnership www.dfe.gov.uk

Short Stay Schools

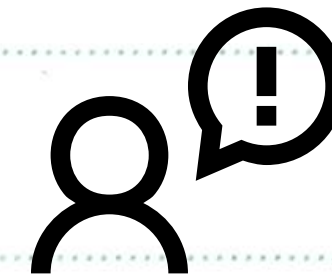
www.theshortstayschoolfornorfolk.co.uk

SEND Partnership

www.norfolksendpartnershiassiass.org.uk/



Complaints



Should children or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher, in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint parents/carers are advised to contact the head teacher. A link to our complaints procedure can be found on the St John the Baptist Multi Academy Trust website.

<https://www.stjohnthebaptist-cmat.org.uk/policies>





Glossary

Access arrangements – Special arrangements to allow pupils with SEND to access assessments or exams.

Annual review – An annual meeting to review the provision in a pupil's EHC plan.

Area of need – The 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – Child and adolescent mental health services.

Differentiation – When teachers adapt how they teach in response to a pupil's needs.

EHC needs assessment – The needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – An education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – A court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated approach – An approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.



Glossary

Intervention – A short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – Information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.

Outcome – Target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

Reasonable adjustments – Changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENCO – The Special Educational Needs Co-ordinator.

SEN – Special educational needs.

SEND – Special educational needs and disabilities.

SEND Code of Practice – The statutory guidance that schools must follow to support children with SEND.

SEN information report – A report that schools must publish on their website, that explains how the school supports pupils with SEN.

SEN support – Special educational provision which meets the needs of pupils with SEN.

Transition – when a pupil moves between years, phases, schools or institutions or life stages.