

St Margaret's CE Primary School SEND Information Report 2026-2027

Information for children, young people, parents and carers

Headteacher: Mr George Lumley

SENCo: Mrs Terri Challis

SENDCo contact: inclusion@stmargaretsprimary.org.uk

School telephone: 01903 785416

What is a SEND Information Report?

Our SEND Information Report provides information for children, young people, parents and carers about how St Margaret's CE Primary School identifies, assesses and supports children and young people with Special Educational Needs and/or Disabilities (SEND). It explains the provision and arrangements we have in place to support children with SEND and how we work in partnership with families and other professionals.

Our Information Report should be read alongside our SEND Policy, Accessibility Plan, Equality Policy, Attendance Policy, Behaviour Policy, Medical Needs Policy and Safeguarding and Child Protection Policy.

Our provision is informed by the SEND Code of Practice: 0 to 25 years, the West Sussex Ordinarily Available Inclusive Practice (OAIP) guidance and the West Sussex Local Offer.

The SEND Code of Practice places a strong emphasis on high aspirations, participation and partnership with children, young people and parents and carers.

At St Margaret's, our Christian vision is 'Created to Shine'.

We believe that every child is uniquely created by God, valued equally and deserves the opportunity to flourish. Our values of Love and Aspire underpin our approach to inclusion.

We want every child to:

- feel safe and valued
- feel that they belong
- be included in the life of our school

- have their strengths recognised
- have their individual needs understood
- be supported to overcome barriers to learning
- develop independence
- achieve their potential

We recognise that children learn and develop in different ways and that some children require additional or different provision to enable them to access learning and participate fully in school life.

1. What areas of SEND does St Margaret's CE Primary School provide for?

St Margaret's is a mainstream primary school, with an attached Specialist Support Centre. We support children with a wide range of special educational needs and disabilities across the four broad areas of need identified in the SEND Code of Practice.

Communication and Interaction

This may include:

- speech, language and communication needs
- difficulties understanding language
- difficulties expressing themselves
- social communication needs
- social interaction needs
- attention and listening difficulties
- autism and autistic spectrum differences

Cognition and Learning

This may include:

- specific learning difficulties
- dyslexia

- dyscalculia
- difficulties with reading, writing or spelling
- difficulties with mathematics
- working memory difficulties
- processing difficulties
- developmental coordination difficulties
- moderate learning difficulties

Social, Emotional and Mental Health

This may include:

- anxiety
- emotional regulation difficulties
- emotional literacy needs
- attachment related needs
- trauma related needs
- difficulties with executive functioning
- ADHD
- mental health needs
- difficulties with behaviour where these are linked to underlying additional needs

Sensory and/or Physical Needs

This may include:

- hearing impairment
- visual impairment
- physical disability
- sensory processing differences
- fine and gross motor difficulties
- handwriting difficulties

- sensory regulation needs
- medical or physical needs affecting access to learning

We recognise that children may have needs in more than one area and that each child is an individual. We therefore consider the whole child rather than focusing only on a diagnosis or category of need. A child does not need a formal diagnosis to receive SEND Support.

2. How does St Margaret's know if children need extra help?

We believe that early identification is essential. Every child is monitored as part of our teaching and assessment processes. We may identify that a child needs additional help when:

- a child tells us that they are often finding something difficult
- parents and carers raise concerns
- a teacher identifies concerns
- previous teachers or settings share information
- a child is making less progress than expected
- assessment identifies a significant gap
- a child's progress is not responding as expected to high quality teaching
- there is a change in a child's wellbeing
- there are concerns about communication or interaction
- there are concerns about sensory or physical needs
- attendance or participation is affecting learning
- information is received from another professional

We consider a child's progress in relation to their individual circumstances and starting points.

A difference in attainment or slower progress does not automatically mean that a child has SEND. We consider other factors that may be affecting learning, including attendance,

disadvantage, English as an Additional Language, medical needs, emotional wellbeing and safeguarding. We use the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework to help us identify and reduce barriers to learning.

3. What should I do if I think my child may have special educational needs?

We actively welcome and value the views of parents and carers. You know your child best and we encourage you to talk to us if you have concerns. Your child's class teacher is normally the first point of contact.

They can discuss:

- your concerns
- your child's strengths
- progress and attainment
- what your child finds difficult
- strategies already being used
- possible next steps

The SENCo can also be contacted where further discussion or support is required.

SENCo: Mrs Terri Challis

Email: inclusion@stmargaretsprimary.org.uk

Telephone: 01903 785416

We encourage concerns to be raised as early as possible so that we can work together to understand your child's needs and identify appropriate support.

4. How will St Margaret's support my child?

Every child receives high quality teaching from their class teacher. The class teacher remains responsible and accountable for the progress and development of all pupils in

their class, including pupils with SEND. Teachers use inclusive approaches and reasonable adjustments to reduce barriers to learning.

This may include:

- adapting teaching
- adapting resources
- visual supports
- modelling
- scaffolding
- chunking learning
- repetition and overlearning
- additional processing time
- pre teaching vocabulary
- checking understanding
- flexible grouping
- practical resources
- sensory adaptations
- assistive technology

Where a child requires provision that is additional to or different from that ordinarily available, we use the graduated approach of Assess - Plan - Do – Review. This approach is consistent with the West Sussex SEND approach and the SEND Code of Practice. Where appropriate, we will use an Individual Learning Plan (ILP) or a Pupil Passport to record the child's strengths, barriers, outcomes, strategies, provision and review this information.

Additional provision may be delivered:

- within the classroom
- individually
- in a small group
- through a targeted intervention

- through specialist programmes
- through pastoral provision
- through advice from specialist services

Interventions are selected according to individual need and are monitored to ensure that they are having an appropriate impact.

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

We believe that children with SEND should have access to an ambitious, broad and balanced curriculum. We do not believe that there is a 'one size fits all' approach. Teachers adapt their teaching and provision according to individual needs.

This may include:

- adapting the pace of learning
- adapting tasks
- reducing cognitive load
- providing additional processing time
- pre teaching key vocabulary
- using visual supports
- providing practical resources
- adapting recording methods
- using assistive technology
- providing alternative ways of demonstrating understanding
- flexible grouping
- additional adult support
- sensory adaptations
- reasonable adjustments

We use the West Sussex Ordinarily Available Inclusive Practice (OAIP) framework to support our inclusive classroom practice. Where necessary, more individualised provision will be

planned through the Assess – Plan – Do - Review cycle. Our aim is to remove barriers while maintaining high expectations.

6. How will I know how my child is doing and how will you help me to support my child's learning?

We believe that effective communication between home and school is essential. Parents and carers will have opportunities to discuss their child's:

- progress
- attainment
- wellbeing
- strengths
- needs
- support
- outcomes
- next steps

This may happen through:

- parent and carer consultation meetings
- termly reports
- meetings with the class teacher
- SEND review meetings
- meetings with the SENCo
- telephone calls
- emails
- meetings with external professionals

Where a child has an ILP, parents and carers will be involved in reviewing outcomes and provision. We will also suggest ways that parents and carers can support learning and

development at home. Where specialist professionals are involved, their advice may also inform strategies that can be used at home.

7. How will the school measure my child's progress?

We use a range of information to assess and monitor progress. This includes:

- teacher assessment
- reading and phonics information
- mathematics assessment
- writing assessment
- individual outcomes
- intervention data
- work scrutiny
- observations
- pupil views
- parent and carer views
- attendance and wellbeing information

Where an intervention is introduced, we will consider the child's starting point and monitor progress towards the intended outcome. For children receiving SEND Support, the Assess – Plan – Do - Review cycle enables us to evaluate whether provision is making a difference.

A review may result in:

- continuing support
- adapting support
- increasing support
- reducing support
- changing the intervention
- seeking specialist advice
- removing SEND Support where it is no longer required

8. How will I be involved in decisions made about my child's education?

We believe that parents and carers are important partners in their child's education. We will involve you in decisions about:

- identification of needs
- assessment
- outcomes
- provision
- reasonable adjustments
- interventions
- referrals to external services
- reviews
- transition arrangements

We want communication to be open and two way. If you have concerns between planned meetings, please contact your child's class teacher in the first instance. The SENCo is available where further discussion is required. Where a child has an EHCP, parents and carers will be involved in the statutory annual review process in addition to parent consultation meetings.

9. How will my child be involved in decisions about their education?

We believe strongly in pupil voice. Children should have opportunities to contribute to decisions about their education in ways that are appropriate to their age, development and communication needs.

This may include:

- talking with their teacher
- contributing to their ILP

- completing a pupil questionnaire
- sharing what helps them learn
- identifying things they find difficult
- attending part of a meeting
- using drawings or photographs
- using visual communication
- sharing their views through an adult who knows them well.

We will consider both verbal and non verbal communication. The aim is not to ask children what they think, but to use their views to influence planning and provision.

10. What support will there be for my child's overall wellbeing?

We recognise that emotional wellbeing, relationships, belonging and learning are closely connected. At St Margaret's, all staff have a responsibility for supporting children's wellbeing. Pastoral support may include:

- support from the class teacher
- support from class LSA
- support from the school's pastoral LSA
- support from the SENCo
- emotional regulation strategies
- emotional literacy work
- nurture approaches
- support with friendships
- social communication support
- transition support
- individualised pastoral strategies
- support with anxiety
- work with parents and carers

- referral to specialist services where appropriate

We promote positive relationships, respect and kindness throughout school. We do not tolerate bullying. Where a child's behaviour is communicating an unmet need, we seek to understand the underlying need and identify appropriate support.

Pupils with medical needs

Where a child has a medical condition, we will work with parents and carers and health professionals to put appropriate arrangements in place. This may include:

- a Healthcare Plan
- an Intimate Care Plan
- risk assessments
- staff training

Medication will be managed in accordance with the school's Medical Needs Policy.

11. What specialist services and expertise are available at or accessed by the school?

We recognise the value of specialist advice and multiagency working. Where appropriate, the school may work with or seek advice from services including:

- West Sussex Educational Psychology Service
- Speech and Language Therapy
- West Sussex Learning and Behaviour Advisory Team
- Autism and Social Communication Team
- Sensory Support Team
- Occupational Therapy
- Physiotherapy
- School Nurse Team
- Child Development Centre

- Children's Mental Health services
- Early Help
- Children's Social Care

The services accessed will depend on the individual needs of the child. The SENCo coordinates referrals and works with parents and carers and professionals to ensure that advice is considered within the child's Assess - Plan - Do - Review cycle.

12. What training have staff supporting children with SEND had or are having?

We are committed to developing staff knowledge, confidence and expertise. All staff receive SEND related professional development appropriate to their roles. Our SEND development is informed by:

- SEND Code of Practice
- West Sussex OAIP
- West Sussex Inclusion Framework
- advice from specialist services
- individual pupil needs
- school priorities
- professional networks

Training may include areas such as:

- autism and social communication
- speech, language and communication
- dyslexia and specific learning difficulties
- sensory needs
- emotional regulation
- mental health

- attachment and trauma
- adaptive teaching
- reasonable adjustments
- supporting pupils with physical or medical needs
- behaviour as communication
- assistive technology

Where an individual child requires specialist support, staff may receive advice or training relating specifically to that child's needs.

13. How will the school adapt its teaching for my child?

High quality teaching is our first response to SEND. Your child's class teacher is responsible for ensuring that teaching is accessible and appropriately adapted. Adaptations may include:

Adapting teaching

- additional processing time
- explicit modelling
- repetition
- pre teaching
- checking understanding
- simplified or chunked instructions
- visual supports
- alternative explanations

Adapting resources

- enlarged print
- coloured overlays where appropriate
- visual timetables
- writing supports

- adapted worksheets
- practical resources
- assistive technology

Adapting the environment

- seating arrangements
- reduced distractions
- sensory adjustments
- access to quiet spaces
- predictable routines

Additional provision

Where appropriate, pupils may receive:

- targeted small group support
- individual intervention
- additional adult support
- specialist programmes
- support from external professionals

Any intervention will be reviewed for impact.

14. How will my child be included in activities outside the classroom, including school trips?

We want children with SEND to participate fully in the wider life of our school. This includes:

- school trips
- educational visits
- visitors
- performances
- sporting activities

- clubs
- enrichment activities
- special events

We will consider reasonable adjustments and additional support where required. This may include:

- additional preparation
- visual information
- social stories
- additional adult support
- changes to arrangements
- sensory adjustments
- adapted transport arrangements;
- individual risk assessments

We will work with parents and carers where additional support is needed. We will seek to include children wherever reasonably possible and will only restrict participation where there is a genuine and significant safety or access concern that cannot reasonably be addressed.

15. How accessible is the St Margaret's environment?

We are committed to making our school accessible to disabled pupils and to removing barriers to participation. We consider accessibility in relation to:

Physical access

We will make reasonable adjustments to the physical environment where required.

Curriculum access

We adapt teaching, resources and learning approaches to enable children with SEND to participate.

Access to information

We will consider reasonable adjustments to the way information is communicated.

This may include:

- visual information
- enlarged materials
- alternative formats
- additional explanation
- communication aids
- technology

Our Accessibility Plan sets out our planned approach to improving accessibility. Where an individual child requires specific adjustments, these will be considered on a case by case basis.

16. How will the school prepare and support my child to join St Margaret's, transfer to a new setting/school or move to the next stage of education?

We recognise that transitions can be particularly challenging for some children with SEND. We plan transitions carefully and work with children, families and other settings.

Starting St Margaret's

Where appropriate, transition may include:

- discussions with parents and carers
- contact with the child's nursery or previous school
- visits to the previous setting
- additional visits to St Margaret's
- meetings with parents
- information sharing

- photographs and visual information
- transition books
- meetings with external professionals

Moving between year groups

Children will have opportunities to:

- meet their new teacher
- visit their new classroom
- become familiar with new routines
- receive additional transition support where required

Moving to secondary school

The SENCo will liaise with the receiving school and share relevant information. For children requiring additional support, this may include:

- enhanced transition
- additional visits
- meetings between SENCos
- parent and carer meetings
- sharing of current provision and successful strategies

Where a child has an EHCP, transition will be considered through the statutory review process.

17. How are St Margaret's resources allocated and matched to children's special educational needs?

The school uses its available SEND resources to meet the needs of pupils across the school.

Resources may include:

- staffing
- specialist equipment
- intervention resources
- assistive technology
- training
- specialist advice

The SENCo works with the leadership team and class teachers to identify priorities and allocate resources according to need. Resources are reviewed regularly to ensure that they remain appropriate and effective. Where specialist equipment or additional provision is required, we may seek advice from relevant professionals.

18. How is the decision made about what type and how much support my child will receive?

The type and level of support provided will depend on the individual needs of the child.

Decisions are informed by:

- teacher assessment
- progress reviews
- observations
- pupil views
- parent and carer views;
- existing provision
- response to inclusive classroom practice
- advice from the SENCo
- advice from external professionals where appropriate

We use the Assess - Plan - Do - Review cycle. We first consider what can reasonably be provided through high quality inclusive teaching and OAIP. Where a child requires provision that is additional to or different from this, appropriate additional support will be planned. The impact of support is reviewed and provision is adapted where necessary.

Where a child's needs are complex and persistent and they may require provision beyond what can reasonably be provided through ordinarily available provision, the school may work with parents and carers and the Local Authority to consider whether an Education, Health and Care Needs Assessment (EHCNA) is appropriate. An EHC needs assessment does not automatically result in an EHCP.

19. How are parents and carers involved in the school and how can I be involved?

We value the contribution parents and carers make to school life. Parents and carers may become involved through:

- parent and carer consultation meetings
- meetings with teachers
- SEND meetings
- contributing to individual plans
- sharing information about their child's strengths and needs
- supporting learning at home
- contributing to school events
- volunteering where appropriate
- providing feedback about SEND provision

We welcome feedback about our SEND provision and use this to inform our ongoing development.

20. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

St Margaret's follows the relevant West Sussex admissions arrangements. Applications for children with SEND are made through the same admissions process as other children. We welcome discussions with parents and carers where a child has additional needs and encourage families to contact the school so that we can understand their child's needs and consider appropriate arrangements.

The school will not discriminate against a child because of disability. Where appropriate, we will consider reasonable adjustments and accessibility arrangements. Further information is available through our Admissions Policy and West Sussex admissions arrangements.

21. What support is in place for looked after and previously looked after children with SEND?

We recognise that looked after and previously looked after children may have additional needs and vulnerabilities. Where a child is both looked after or previously looked after and has SEND, we work to ensure that their educational, emotional and developmental needs are considered together. Where applicable, the child's:

- SEND provision
- EHCP
- Personal Education Plan (PEP)
- safeguarding arrangements
- pastoral support will be coordinated appropriately

We work with the child's social worker, Virtual School and other professionals where appropriate.

22. What support is available for me and my family?

We understand that navigating SEND support can sometimes feel difficult.

Parents and carers can speak to:

- their child's class teacher
- the SENCo
- the Headteacher
- other members of the school's leadership team

We can also signpost families to local and national sources of advice and support.

West Sussex Local Offer

The West Sussex Local Offer provides information about services and support for children and young people with SEND and their families [West Sussex Local Offer](#)

West Sussex SEND Information, Advice and Support Service (SENDIAS)

SENDIAS provides independent information, advice and support for children, young people and parents and carers [West Sussex SENDIAS](#)

We will also signpost families to appropriate health, social care, education and voluntary sector services where required.

23. What should I do if I have a complaint about my child's SEND support?

We encourage parents and carers to raise concerns as soon as possible. In the first instance, please speak to:

1. your child's class teacher
2. the SENCo

3. the Headteacher, where appropriate

We will listen to your concerns and seek to resolve issues collaboratively. If a concern cannot be resolved informally, the school's Complaints Policy sets out the formal complaints process. Parents and carers also have rights under the Equality Act 2010 where they believe their child has experienced disability discrimination.

24. Who can I contact for further information?

Your child's class teacher

Your child's class teacher is normally your first point of contact for concerns about learning, development or wellbeing.

SENCo

Mrs Terri Challis

Email: inclusion@stmargaretsprimary.org.uk

Telephone: 01903 785416

Headteacher

Mr George Lumley

Email: head@stmargaretsprimary.org.uk

Telephone: 01903 785416

For general enquiries, please contact the school office: office@stmargaretsprimary.org.uk

Our commitment to children with SEND

At St Margaret's CE Primary School, we believe that every child is Created to Shine.

We want every child to know that they are valued, included and capable of achieving great things.

Review of this Information Report

This Information Report is reviewed annually and will be updated sooner where there are significant changes to our provision, staffing, legislation or local guidance.

Published: September 2026

Next review: September 2027