



## St Margaret's CE Primary & Nursery School

# SEND Information Report

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	June 2025	HW, SC, NR	July 2025		Merged the nursery and the primary school in SEND Information reports into one document.

Type of Policy	Tick
DCAT Statutory Policy	<input checked="" type="checkbox"/>
DCAT Non-statutory Policy	<input type="checkbox"/>
DCAT Model Optional Policy	<input type="checkbox"/>
School Policy	<input type="checkbox"/>
Local Authority Policy	<input type="checkbox"/>



*Please note that when this document refers to "St Margaret's" this is referring to the whole school, primary and nursery. If there are areas of this document that only apply to primary school or nursery, then the document will state this.*

## 1. Aims

### 1.1 Aims of the document

Our SEND Information report is for parents. It aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### 1.2 School's Aims for Children with SEND

At St Margaret's, we aim to:

- Ensure good progress for all children, including those with special educational needs and/or a disability.
- Meet the diverse needs of all children, including those with special educational needs and/or a disability, so all children can fully access the curriculum and thrive.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

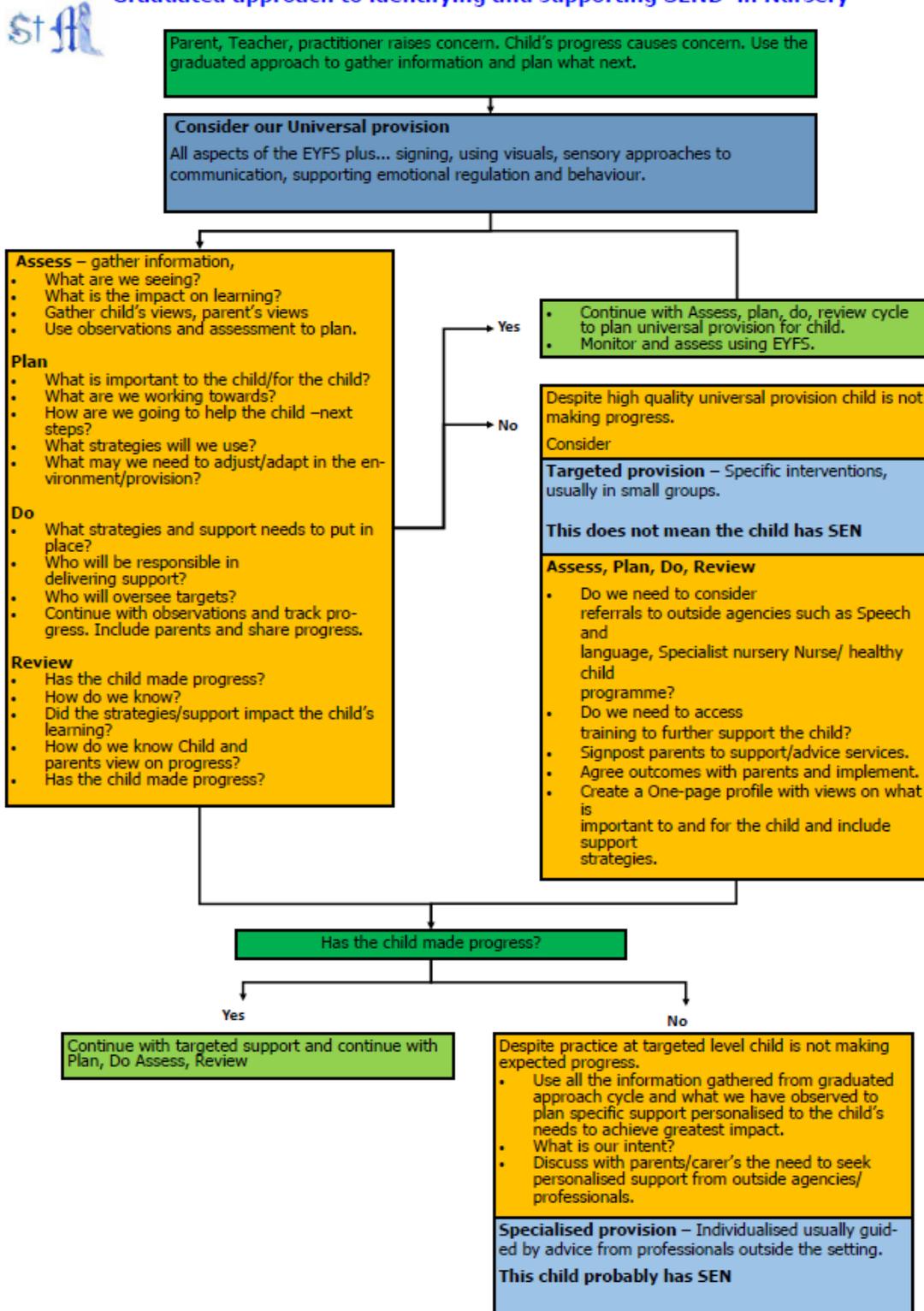
Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school aims to use the following flowchart as a process by which it identifies children as having special educational needs:

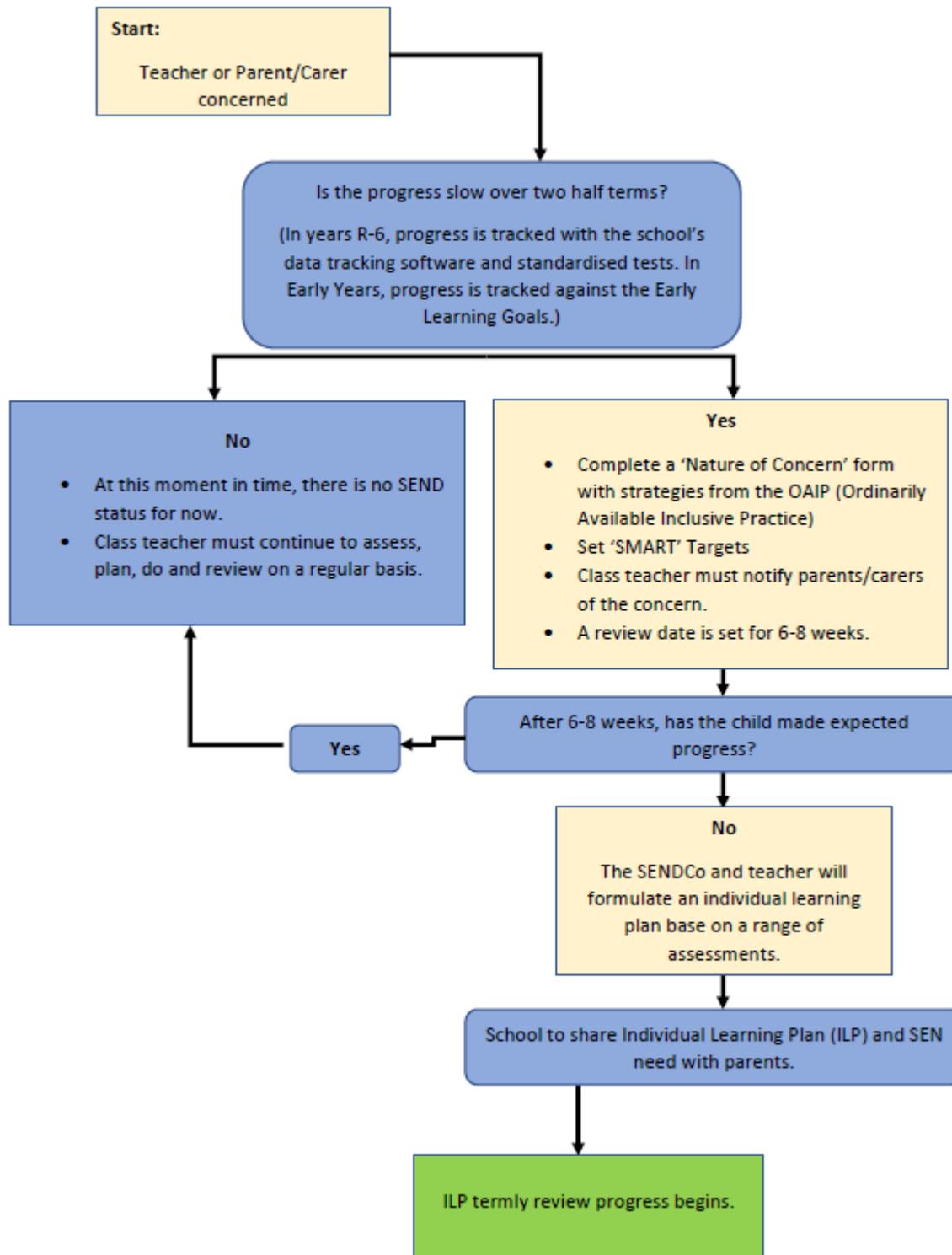
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# EYFS SEND Identification Flowchart

## Graduated approach to identifying and supporting SEND in Nursery



# Primary SEND Identification Flowchart





## 4. Roles and responsibilities

### 4.1 The SENDCo (Special Educational Needs Coordinator) for the Primary School

St Margaret's SENDCo is Hannah Warner.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise and coordinate transitions with potential next setting providers of education.
- To ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### 4.2 The SENDCo (Special Educational Needs Coordinator) for the Nursery

St Margaret's Nursery SENDCo is Nichola Rea.

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise and coordinate transitions with potential next setting providers of education.
- To ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date



### 4.3 The SEND governor

St Margaret's SEND governor is Reninca Hill

They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

### 4.4 The Headteacher

St Margaret's Headteacher is Jill Hine

They will:

- Work with the SENDCos and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### 4.5 Class teachers

Each St Margaret's class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the school's SEND Policy.

### 4.6 Early Years Educators

The Nursery Manager and nursery practitioners are responsible for:

- The progress and development of every child within the setting
- Working with the School SENDCo and nursery manager to review each child's progress and development and decide on any changes to provision or action needed.
- Ensuring they follow the school's SEND Policy.



## 5. SEN Information Report

### 5.1 The kinds of SEN that are provided for through mainstream places

Our school and nursery currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 The kinds of SEN that are provided for through Specialist Support Centre (SSC) places

The SSC has 8 places for children with a physical disability.

Each place is integrated into mainstream classes.

### 5.3 Identifying pupils with SEN and assessing their needs

According to the children and Families Act 2014:

- *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age or a young person has a learning difficulty or disability if he or she—  
(a) has a significantly greater difficulty in learning than the majority of others of the same age, or  
(b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

According to the SEN Code of Practice 2014, a pupil has a learning difficulty if they have:

- *a significantly greater difficulty in learning than the majority of peers the same age, or*
- *a disability that prevents or hinders them from making use of the facilities generally provided for by their peers.*

Please see the flowchart on pages 5 and 6 for how Special Educational Needs are defined and Identified at St Margaret's.



## 5.4 Consulting and involving pupils and parents

For parents or guardians with children already on the School SEND Register, Mrs Warner is available for appointment after parents calling the school to arrange a meeting. In meeting with the SENDCo, the following will be discussed:

- The child's special educational needs provision in school (what the parent thinks is having an impact/not having an impact)
- Arrangements for transition to another school.

When difficulties emerge for a child who is not on the SEND register, teachers will have an early discussion with the pupil and their parents to discuss and record formally our concerns on a Nature of Concern Form. These conversations and this documentation will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulties
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Give a clear review date within 6-8 weeks of being set to review progress and decide the next step.

Notes of these early discussions will be added to the pupil's in-school record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

## 5.5 Assessing and reviewing pupils' progress towards outcomes in Individual Learning Plans (ILPs)

On the ILPs, the class teacher with help from the SENDCo will:

### Assess

- Assess the children's learning to see what their next steps are.
- This could assess a range of curriculum subjects, or assess their learning needs for communication and interaction, physical development, or for the child's social, emotional, and mental health.
- Assessments may also be undertaken by outside professionals (a full list of professionals who work with the school to be found in figure 5.15)
- SMART (Specific, Measurable, Achievable, Realistic, Timebound) Targets to focus on the child's learning.

### Plan

- Set SMART (Specific, Measurable, Achievable, Realistic, Timebound) Targets to focus on the child's learning.
- Plan provision to meet those targets. Provision could be in-class or withdrawn intervention.
- Targets may also be set by outside professionals (a full list of professionals who work with the school to be found in figure 5.15)
- More information about specific school provision in section 5.6.

### Do

- In the periods between ILPs being sent home, teachers and teaching assistants carry out the provision stated in the ILP, aiming towards the child's SMART Targets.



## Review

- Teachers and SENDCos provide entry and exit data against the SMART Targets to review if the stated provision was effective in meeting the SMART Target.

The goal is to constantly evaluate the impact of provision against the child's target, thereby refining provision.

In the Nursery, the principles of Assess, Plan, Do and Review remain. One-Page Profiles are created and shared with parents, practitioners, outside agencies and dual placements.

The One-Page Profile captures the child's interests and effective strategies to support play and learning.

## 5.6 Supporting pupils moving between phases

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The SENDCo and/or class teachers will meet with representatives from the child's next school, and fully disclose the child's needs, and strategies that St Margaret's have used to have a positive impact on the child's outcomes.

If the child has an EHCP, options for transfer are discussed in the child's annual review meeting.

Transition days are organized for all children, including those with special educational needs, and if the individual child requires additional transition opportunities, this will be arranged.

## 5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils whether they have SEND or no SEND.

The Headteacher, deputy Headteacher, SENDCo, and subject leaders all monitor and coach class teachers, so that teaching is of the highest possible quality for all children, including those with special educational needs.

## 5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The environment is physically accessible to all. [Link to our accessibility plan here.](#)

## 5.9 Additional support for learning: Interventions

Some children with or without special educational needs status may benefit from additional small-group or 1:1 intervention throughout the day. If your child is in an intervention, this will be stated in their ILP (or if in Nursery, their one-page profile)

Teachers, nursery practitioners, teaching assistants, specialist support assistants and a learning mentor have various levels of training to deliver out-of-class interventions in the following areas:

- Handwriting
- Phonics
- 1:1 Reading
- Sound Linkage
- Fine motor skills
- Codebreakers
- Mental Health in Schools Team providing Thought-full
- Thrive
- Precision Teaching
- Speech and Language
- Learning Catch-Up
- Finger gym

## 5.10 Expertise and training of staff

All staff access training in the following ways:

- Liaison with external professionals for individual child-specific needs.
- Senior Leaders, Teacher/Subject Leaders or SENDCo lead staff meetings or INSETs.
- Whole-school external training events.
- Monitoring and Coaching with subject leaders, SENDCo and Senior Leaders.

We have the following specialist staff:

- SENDCos
- Special Support Assistant
- Learning Behaviour Mentor

## 5.11 Securing equipment and facilities

We budget for additional in-class resources like overlays for reading or writing slopes.

We liaise with the Special Educational Needs Assessment Team from West Sussex County Council to provide specialist equipment for children with Specialist Support Centre places.

## 5.12 Evaluating the effectiveness of SEN provision

We use a process of **assess, plan, do, and review**, as outlined in section 5.5.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress in their ILP targets each half-term (using SMART Targets)
- Reviewing the impact of interventions each term using impact-focused provision mapping.
- Exercise book (In school only) scrutiny by subject leaders in conjunction with the SENDCo.
- Planning scrutiny by subject leaders in conjunction with the SENDCo.
- Lesson observations by Headteacher, deputy Headteacher, and SENDCo.
- Holding annual reviews for pupils with EHC plans.

## 5.13 Enabling pupils with SEND to engage in activities available to those in the school and nursery who do not have SEND

Essentially, we aim to have all activities accessible to all children. We only use providers that will enable access to all our children with the range of activities offered.

All our extracurricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

All school trips and experiences are accessible to those with SEN or disability.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school buildings and outside environment are wheelchair accessible.

A link to the school's accessibility plan can be found on the school website.

## 5.14 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All teachers are Thrive trained, and deliver whole-class teaching with Social, Emotional and Mental Health needs in mind.
- Weekly Thrive small group interventions run by a teaching assistant.
- Our Learning Mentor, **Specialist Support Assistant** and SENDCo are Thrive Trained, and run Thrive Social Emotional and Mental Health interventions 1:1
- The Mental Health in Schools provide Thought-full 1:1 pupil or parent interventions
- Weekly 1:1 sessions with a Yourspace Play Therapist
- We have a zero-tolerance approach to bullying.
- Within the nursery setting, Personal Social and Emotional development is developed as part of everyday practice and within the EYFS framework.

## 5.15 Working with other agencies

We work with the following agencies to provide support for pupils with SEND:

- Physiotherapy
- Occupational Therapy
- Special Educational Needs Assessment Team
- Speech and Language Therapy
- Learning and Behavior Advisory Team
- Autism and Social Communication Advisory Team
- Yourspace Play Therapy
- Child Development Centre
- Sensory Support Team
- School Nursing Service
- Mental Health in Schools Team providing Thought-full
- Integrated Front Door
- Children and Adult Mental Health Service
- Early years advisors
- Transition Advisors

## 5.16 Complaints about SEND provision

Complaints about SEND provision in our school and nursery should be made to the class teacher or nursery in the first instance. Parents are welcome to book an appointment with the SENDCO (enquire at the school office) to discuss anything regarding SEND. The Headteacher is available for appointment, if the parent or carer feels their complaint has not been heard or actioned.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 5.17 Contact details of support services for parents of pupils with SEND

SENAT – Special Educational Needs Assessment Team (West Sussex County Council)

SENDIAS – Special Educational Needs and Disability Information and Advice Service (Independent Body)

## 5.18 Contact details for raising concerns

Hannah Warner is the school SENDCo – [hwarner@stmagsifield.co.uk](mailto:hwarner@stmagsifield.co.uk)

Jill Hine is the school Headteacher – [jhine@stmagsifield.co.uk](mailto:jhine@stmagsifield.co.uk)

You can email, come into the office or call the school to contact either person on 01293 521077

## 5.19 The local authority local offer

Our contribution to the local offer is available on the school website – [www.stmagsifield.co.uk](http://www.stmagsifield.co.uk) under the SEND page.

Our local authority's local offer is available here: <https://westsussex.local-offer.org/>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the local governing board at the end of the academic year, ready for the new academic year.

### Appendix 1 – Frequently Asked Questions about the Nursery

#### How will St Margaret's staff know if your child needs extra help?

We recognise that all children are individual and will know when your child needs help if:

- Concerns are raised by the parents/carers, key person or other staff members
- There is lack of progress identified through termly observations and assessments gathered by your child's key person/class teacher.
- There is a change in your child's behaviour or wider circumstances causing a lack of progress in their development and learning.

#### What should I do if I think my child may have a special educational needs or Disability?

- If you have concerns, then please share these with your child's key person/class teacher.
- A further meeting may follow with the school's or nursery's SENDCo.

#### How will St Margaret's Nursery support my child?

- Through the ongoing observations and assessments made by the key person and SENDCo, the nursery staff will plan your child's learning in the environment. Information will be gathered from you in regard to your observations at home.
- Your key person will have regular conversations with you to share progress and achievements made by your child.
- Key person can identify concerns in regard to your child's development through staff meetings, supervision meetings with the Nursery Manager.
- Occasionally a child may need further support from West Sussex services such as: Child Development Centre, Portage, Occupational Therapy, or Speech & Language Therapy. Referrals will be discussed with parents/carers. With parental consent, we can refer directly to these services as well as request/apply to the Targeted Setting Support team (TSS). TSS can help us look at individual support for children with additional support needs. The guidance that they give will be shared with you and all the Nursery staff.
- When planning your child's learning, the views/recommendations of outside agencies will be included.

- Staff will make effective use of the OAIP (Ordinarily Available Inclusive Practice guide) in providing effective strategies and inclusive practices.

### **How will the curriculum match my child's needs?**

- Every child will be observed and assessed by their key person/class teacher/SENDCo. This information, and your child's interest, will be used to plan their learning in the environment. Interventions will be used to target gaps in their learning.
- An online journal will be used to record your child's learning at home and in the nursery.

### **How will I know how my child is doing?**

- You will be able to discuss your child's progress during Parents Consultations or during any requested meeting with a member of staff.
- The Manager or Assistant Manager will be on the door at the end of every session to discuss any concerns you may have. You can also use the online journal to ask questions and share your own observations with your key person.
- When required, a home communication book is set up to inform parents/carers of the development and progress that their child is making. This can also be shared with other settings that your child may attend.

### **How will St Margaret's Nursery help me to support my child's learning?**

- The SENDCo may meet with you to discuss how to support your child.
- If TSS is involved, then strategies may be provided that can be used to support the learning of your child both at home and in Nursery.
- Individual Plans (IP) and One Page profiles will be written. These will be shared with parents/carers and all staff members and will be updated regularly.
- The SENDCo will make any referrals needed in seeking further support for your child.

### **What support will there be for my child's overall well-being while at the nursery?**

- Initial settling sessions and nursery visits allow a chance to discuss/share any concerns you may have prior to your child starting as well as allow for successful transition.
- All children are supported by their key person, nursery team and SENDCo. Measures are put into place to support behavioural management as per the school's 'Positive Behaviour Policy' Staff promote positive behaviour.
- Through risk assessments, monitoring, staff/child ratios and training we ensure as far as possible the safety of the children in the Nursery.
- Support will be tailored to the individual needs of the child.

### **Pupils with medical needs**

- If your child has a medical need then a detailed Health Care Plan is compiled in consultation with parents/carers. Information will be gathered from agencies in regard to their individual needs. These are discussed with all staff members who are involved with the child. This will clearly identify any specific training required to support the individual medical need.
- For the Nursery to do this, we ask parents/carers to keep us up to date with the pupil's current medical needs.
- Where necessary, and in signed agreement with parents/carers, medicines are administered in Nursery.

## **What specialist services and expertise are available at or accessed by the Nursery?**

- At times it may be necessary to consult with West Sussex and NHS agencies to receive their more specialised expertise, and we encourage professionals to visit and observe your child in the setting.
- We have access to Speech and Language Therapy (SALT), Portage, Educational Psychologists, Physiotherapists, Occupational therapists, Behaviour support etc. We also have access to the local Children's Family Centre, EMTAS, Health Visitors and the integrated front door (IFD)

## **What training do the staff supporting children with Special Educational Needs and/or Disabilities have or are having?**

- Staff continually review and update their training. The SENDCo accesses regular training through the DCAT CPD Landing website as well as the West Sussex Services for Schools. All staff are aware or have access to training in:
  - Child Protection
  - Health and Safety
  - First Aid
  - Positive behaviour
  - Visual support
- The training needs are specifically tailored to individual children's needs. The Nursery access training from local health care professionals and services dependent on the child's needs.
- All training is discussed and cascaded down in staff meetings.

## **How will my child be included in activities outside the classroom including Nursery trips?**

- If the Nursery organised an outing, we would ensure that all children were fully supported and included. Detailed risk assessments would be carried out to ensure that everyone's health and safety would not be compromised.
- Individual Risk assessments where needed and staffing considered.

## **How accessible is the St Margaret's environment?**

- The Nursery is fully wheelchair accessible on a ground level. We have slopes leading up and down to the front and back entrances and into the Acorn corner in the garden. We have an accessible toilet with full changing facilities and a wet room style shower. Throughout the Nursery we have wide doors for ease of access.
- We have multi language posters and a display board to support children with English as an additional language (EAL).
- The outside environment is partly paved and partly grassed. All children have access to all the areas outside.
- Visual timetables and visual prompts are used throughout the environment to help children understand routines and support speech and language and English as additional language needs.

## **How will St Margaret's Nursery support your child when they join or leave the Nursery?**

- The Nursery identifies the importance of thorough transition into and from Nursery. This is laid out clearly in the Transition policy. Strategies used to support the child are the following:
  - Stay and play visits are organised to introduce the children to the nursery and its staff.
  - Liaison between settings with key person/ SENDCo and teachers.
  - Home Visits will be made if we feel an individual child would benefit from this to help them settle.
  - Pre-entry meetings are made to discuss your child's individual needs and how the Nursery can support them. Equipment can then be sourced prior to your child starting with us and pre-entry referrals to TTS made if needed.
  - "All About Me" books to give extra information about the likes and dislikes of the child
  - Visits to other settings that your child may attend, such as a Nursery or childminder
  - Encourage visits to Nursery by the reception teachers to share a story time
  - If your child is going to attend St Margaret's School then the key person/SENDCo will ensure relevant information is shared with the School's SENDCo/class teacher for their future learning journey in school.

## **How are St Margaret's Nursery resources allocated and matched to children's special educational needs?**

- The funding allocated depends on the additional needs of the individual child. If enhanced funding is allocated an additional staff member may be employed to help support the setting and look after the welfare of the child. Additional toys to support the child to achieve their full potential will be purchased.
- Staff may undertake any necessary training to meet the needs of the child.

## **How is the decision made about how much support my child will receive?**

- The nursery staff and SENDCo will work in partnership with you. West Sussex support agencies may visit the Nursery and observe your child. Discussions will be carried out between the SENDCo, the parents/carers, and the advisors. Following this, the advisor will decide on the level of support needed.

## **How are parents involved in St Margaret's Nursery? How can I be involved?**

- We will communicate with all parents/carers through weekly newsletters, emails and online journal messages. Parents/carers are able to contact the Nursery through the email address or by directly phoning the Nursery.
- The Manager or Assistant Manager are available at the end of every session to keep you informed. We welcome parent helpers into the Nursery to share a session with us.
- Three times a year, the nursery holds parent consultation meetings to meet with you and discuss your child's progress and any concerns that you may have. All parents are encouraged to attend any meetings with the SENDCo or other professionals regarding their child.

## Who can I contact for further information?

- If you wish to discuss your child's specific educational requirements, please call the Nursery on 01293 421080. The Nursery Manager and/or the Nursery's Assistant Manager will be happy to discuss any concerns that you may have.
- Email the Nursery on [nrea@stmagsifield.co.uk](mailto:nrea@stmagsifield.co.uk)