



Special Educational Needs and Disabilities (SEND) Information Report

St Michael & St Martin Catholic Primary School | 2026-2027

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1. Purpose and statutory basis

St Michael & St Martin Catholic Primary School is committed to an inclusive education in which every pupil is valued, supported and enabled to participate fully in school life. This report explains how the school implements its policy for pupils with special educational needs (SEN) and disabilities.

This report has been prepared with regard to section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010. It should be read alongside the school's SEND Policy, Accessibility Plan, Equality Information and Objectives, Admissions information and Complaints Policy.

Publication and review: This report is for the 2026-2027 academic year. It will be reviewed at least annually and updated during the year where information changes.

2. Our approach to SEND

We aim to identify needs early, remove barriers to learning and participation, and use our best endeavours to secure the special educational provision a pupil requires. Parents and carers are central partners and pupils' views are sought and taken seriously. Support is reviewed through a graduated approach of Assess - Plan - Do - Review.

The school works with Hounslow Local Authority and contributes to the Hounslow SEND Local Offer. The Local Offer can be found at: www.hounslow.gov.uk/send-local-offer

3. The kinds of SEND for which provision is made

As a mainstream primary school, we support pupils across the four broad areas of need described in the SEND Code of Practice:

- Communication and interaction, including pupils with speech, language and communication needs and autistic pupils.
- Cognition and learning, including specific and moderate learning difficulties.
- Social, emotional and mental health needs.
- Sensory and/or physical needs, including visual, hearing, physical and sensory needs.

A pupil may have needs across more than one area. The four areas are used as a guide to planning provision and do not replace consideration of the individual child.

4. Key SEND contacts

SENDCo: Mrs Emma Goulding

Headteacher: Mrs Nicola Duggan

Deputy Headteacher: Mrs Sabina Bell

SEND Governor: Shane Burns

Parents or carers who wish to discuss a child's needs should normally speak first to the class teacher and/or SENDCo. The SENDCo can be contacted through the school office on 020 8572 9658 or by email at office@stmichaelandstmartin.co.uk.

The SENDCo coordinates SEND provision, supports staff, liaises with parents and external agencies and advises on the graduated approach. The Headteacher is responsible for the day-to-day management of the school and arrangements for pupils with SEND. The governing body has oversight of SEND provision.

5. Identifying and assessing pupils' needs

We seek to identify needs as early as possible. Information may come from parents, previous settings, teachers, pupil progress information, observations, assessments, attendance or behaviour information, health professionals or other agencies.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. High-quality teaching, differentiated and adapted to individual pupils, is the first response to pupils who have or may have SEN.

Where a pupil is not making expected progress, the class teacher and SENDCo consider all available information and assess whether additional or different provision is required. A diagnosis is not required for a pupil to receive SEN Support where special educational provision is needed.

6. The graduated approach: Assess - Plan - Do - Review

Assess

The class teacher and SENDCo consider the pupil's strengths, needs, progress, attainment and the views of the pupil and parents. Specialist assessment may be sought where appropriate.

Plan

Where SEN Support is required, the school agrees outcomes, provision, adjustments and review arrangements with parents and, where appropriate, the pupil. This may be recorded in a SEND Support Plan or other school planning document.

Do

The class teacher remains responsible for working with the pupil on a daily basis. The SENDCo supports the teacher in assessing the impact of provision and advising on effective implementation.

Review

Progress towards agreed outcomes and the effectiveness of support are reviewed regularly with parents and pupils. Provision is adjusted in response to the evidence. Pupils with an Education, Health and Care (EHC) plan also have a statutory annual review in accordance with the relevant requirements.

7. Consulting and involving parents and carers

We work in partnership with parents and carers and recognise the important contribution they make to understanding their child's strengths, needs and aspirations. Opportunities include:

- regular communication with class teachers and the SENDCo;
- parent consultation meetings and appointments with the SENDCo;
- termly or other agreed reviews of SEN Support;

- sharing and reviewing SEND Support Plans and agreed outcomes;
- participation in EHC plan annual reviews where applicable; and
- discussion of referrals to relevant external services.

8. Consulting and involving pupils

Pupils with SEND are supported to contribute to decisions about their education in a way that is appropriate to their age and understanding. Their views may be gathered through conversations, pupil voice, target setting, reviews, questionnaires, classroom discussion and EHC plan reviews. We encourage pupils to understand how they learn best and to develop independence and self-advocacy.

9. Teaching, curriculum adaptation and reasonable adjustments

All pupils are entitled to a broad and balanced curriculum. Teachers plan high-quality, inclusive teaching and make adaptations according to individual need. Depending on need, provision may include:

- adapted teaching, scaffolding, modelling, pre-teaching and additional practice;
- visual supports, alternative or augmentative communication approaches and structured routines;
- targeted literacy, phonics, reading, language, maths or motor-skills support;
- adapted resources, assistive technology or alternative methods of recording;
- support for social communication, emotional regulation and wellbeing;
- sensory or physical adaptations and specialist equipment where appropriate; and
- individual or small-group intervention where evidence indicates that this is appropriate.

Reasonable adjustments are made for disabled pupils in accordance with the Equality Act 2010. Adjustments are determined by the pupil's individual circumstances and are kept under review.

10. Expertise and training of staff

All staff receive appropriate information and professional development relating to SEND and inclusion. The SENDCo supports staff to develop their knowledge and practice. Training is planned in response to the needs of pupils and may include autism, speech and language, literacy and phonics, sensory and physical needs, emotional regulation, behaviour, medical needs and specific interventions.

Where specialist expertise is required, the school seeks advice from appropriate external professionals and uses that advice to inform provision.

11. Specialist services and external agencies

The school works with relevant education, health and social care professionals according to individual need. These may include:

- Speech and Language Therapy;
- Occupational Therapy and Physiotherapy;
- Educational Psychology;
- school nursing and health services;
- hearing and visual impairment services;
- specialist outreach and advisory services;
- Child and Adolescent Mental Health Services (CAMHS), where involved;
- social care and Early Help services; and
- other relevant professionals or specialist services.

Access to a particular service depends on the pupil's needs, referral criteria and the arrangements of the relevant service.

12. Supporting social, emotional and mental health

The school promotes pupils' emotional wellbeing through its pastoral provision, PSHE, relationships education, assemblies, classroom practice and targeted support where needed. Staff monitor wellbeing and respond to concerns. Bullying, including bullying related to disability or SEN, is not tolerated and is addressed in accordance with the school's behaviour and anti-bullying arrangements.

Where additional support is needed, this may include pastoral support, nurture or social-skills work, individual plans and referral to external services where appropriate.

13. Inclusion in school life and activities

Pupils with SEND and disabled pupils are encouraged and supported to participate in the full life of the school, including trips, educational visits, clubs, sport, worship, performances and residential activities. The school considers reasonable adjustments and, where appropriate, individual risk assessments so that pupils can participate safely and meaningfully. A pupil will not be excluded from an activity simply because they have SEN or a disability.

14. Transition

We plan transitions carefully for pupils with SEND. Before a pupil joins the school, we seek relevant information from parents, early years settings, previous schools and professionals. Additional visits or transition activities may be arranged where beneficial.

When pupils move between classes or phases, relevant information and support plans are shared with receiving staff. When a pupil transfers to another school, SEND records are transferred securely and, where appropriate, the SENDCo liaises with the receiving SENDCo. Additional transition planning may be arranged for pupils with an EHC plan or significant needs.

15. Admission arrangements for disabled pupils

The school follows its published admissions arrangements. A child will not be refused admission because they are disabled, subject to the statutory admissions framework. Where a pupil has an EHC plan, admission is considered through the statutory EHC plan process and the school will work with the Local Authority in accordance with its legal duties.

Parents should refer to the school's current Admissions Policy and published admission arrangements for full details.

16. Preventing disabled pupils from being treated less favourably

The school is committed to equality of opportunity. Disabled pupils are not treated less favourably because of their disability. We consider and make reasonable adjustments to policies, practices, teaching, communication, activities and access arrangements where these are needed to avoid substantial disadvantage. Decisions are made in light of individual need and the school's duties under the Equality Act 2010.

17. Facilities and access for disabled pupils

The school reviews the physical environment and the needs of individual pupils to support access. Existing facilities and adaptations include accessible routes and spaces where available, widened doorways, handrails, accessible outdoor areas and other adjustments or equipment according to individual need. Where a pupil requires additional adaptations, the school considers these with the family, Local Authority and relevant professionals.

Detailed plans for improving access to the curriculum, physical environment and information are set out in the school's Accessibility Plan.

18. Accessibility Plan

The school has an Accessibility Plan prepared under Schedule 10 of the Equality Act 2010. The plan sets out how the school will, over time:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so disabled pupils can take advantage of education, facilities and services; and
- improve the availability of accessible information for disabled pupils.

The current Accessibility Plan is published on the school website and should be read alongside this report.

19. Supporting pupils with medical conditions

Some pupils with SEND may also have medical conditions. The school follows its arrangements for supporting pupils with medical conditions and works with parents and health professionals to ensure that appropriate care and support are in place. Where required, an Individual Healthcare Plan is developed and reviewed.

20. Evaluating the effectiveness of SEND provision

The school evaluates SEND provision by considering pupils' progress towards agreed outcomes, attainment and wider development, attendance and participation, pupil and parent views, the impact of interventions and reasonable adjustments, and information from staff and external professionals. The SENDCo and senior leaders monitor provision, and governors maintain strategic oversight of SEND.

Provision is changed where review indicates that it is not achieving the intended outcomes.

21. Funding and resources

The school deploys its delegated resources to meet pupils' identified needs and uses staffing, intervention, equipment, training and specialist advice according to need. Where a pupil's needs are significantly greater than can reasonably be met from ordinarily available school resources, the school may work with the Local Authority to consider additional funding or an EHC needs assessment, as appropriate.

22. Complaints and resolving concerns

We encourage parents to raise concerns early. In the first instance, concerns about SEND provision should normally be discussed with the class teacher and/or SENDCo. If the matter remains unresolved, parents may contact the Headteacher and may use the school's published Complaints Policy.

Different statutory routes apply to some matters. Decisions made by a Local Authority about EHC needs assessments or EHC plans may carry rights of mediation and/or appeal to the First-tier Tribunal (Special Educational Needs and Disability). Disability discrimination claims in relation to schools may also fall within the Tribunal's jurisdiction. Parents should use the route set out in the relevant decision letter or seek independent advice where they are unsure. The school's Complaints Policy does not replace statutory appeal rights.

23. Information, advice and support

Parents and young people can obtain further information from the Hounslow SEND Local Offer and from Hounslow's SEND information, advice and support arrangements. The school can help families identify the appropriate service or contact.

Hounslow SEND Local Offer: www.hounslow.gov.uk/send-local-offer

Department for Education SEND Code of Practice: available through GOV.UK.

24. Review and approval

Academic year: 2026-2027

Date updated: September 2026

Next review: September 2027, or earlier if information changes

Responsible officer: SENDCo

Governance oversight: Governing Body / SEND Governor

Glossary

- SEND - Special Educational Needs and Disabilities
- SEN - Special Educational Needs
- SENDCo/SENCO - Special Educational Needs Coordinator
- EHC plan/EHCP - Education, Health and Care Plan
- CAMHS - Child and Adolescent Mental Health Services
- PSHE - Personal, Social, Health and Economic Education