St Nicolas and St Mary CE Primary School
Special Educational Needs and Disability (SEND) Information Report and Local Offer

Part of the West Sussex Local Offer for learners with Special Educational Needs and Disability (SEND)

Reviewed: October 2025, October 2026
Next Review Date: October 2027

Introduction

All schools in West Sussex have a similar approach to meeting the needs of children with Special Educational Needs and Disability (SEND) and are supported by the Local Authority and other outside agencies to ensure that all children, regardless of their specific needs, make the best possible progress. All schools are supported to be as inclusive as possible with the needs of children with SEND being met in a mainstream setting, wherever possible, where families want this to happen.

This SEND Information Report outlines how our school meets the needs of children with SEND and we have also included answers to the questions parents and carers have asked as part of the Local Offer.

What is the Local Offer?

- Since September 2014, every Local Authority has been required to publish information about available services both in and outside West Sussex for children and young people with special needs and/or disabilities (SEND). The West Sussex Local Offer is available online at: https://westsussex.local-offer.org/
- In addition, schools must produce their own Local Offer to clearly inform parents of what SEND provision is available to children at that setting, including support by the trust, locality, local authority and at a national level. It includes the range of provision available, how we ensure all children are included and how parents are involved and supported throughout their child's education. We have consulted parents and carers, teachers and governors when responding to the following questions and we will regularly review our answers.

What is our approach to teaching children with Special Educational Needs and Disability (SEND) and what sort of SEND do we provide for?

At St Nicolas and St Mary's CE Primary School, as part of the Diocese of Chichester Academy Trust, we care greatly about providing a nurturing, safe and caring environment. We are committed to meeting every child's pastoral, social, physical and academic needs to enable them to achieve their full potential. We want children to be inspired by our vision to 'be courageous' and to live and learn through God's faith, hope and love.

In order to do this, many steps are taken to support them through their journey. Quality First Teaching is vital however, for some children, additional support may be required to enable them to achieve their targets. We are committed to making appropriate and effective provision for all our children – whatever their special need.

The SEND Code of Practice 2014 defines SEN as follows:
A child or young person has SEN if they have 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.

Categories of SEND:

Special Educational Needs can be categorised into one of the following broad areas:
♦ Communication and interaction – includes autistic spectrum disorders
♦ Cognition and learning – includes moderate or severe learning difficulties and specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
♦ Social, emotional and mental health – includes anxiety, ADHD and attachment disorder
♦ Sensory and/or physical need – includes hearing or visual impairments.

It is important to recognise for some children their needs may occur across more than one of these areas and may change over time. St Nicolas and St Mary CE School support children with a range of different needs.

How do we identify and assess pupils with SEND?

- Teachers constantly observe and assess children to ensure they understand their individual needs and to ensure they are making good progress with their learning and well-being.
- Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it *may* be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.
- The SENDCO may further assess a child or seek advice from specialist WSCC services to ensure that the child's needs are diagnosed and met.

What should I do if I think my child may have Special Educational Needs?

- If you have any concerns regarding your child's progress or well-being, then please do not hesitate to speak to your child's teacher as a first point of contact. The teacher can then arrange a convenient time to discuss the matter further. The teacher may choose to seek advice from the school SENDCO or to include them in this discussion.

- Dr Victoria Bishop is the Deputy Headteacher and SENDCO for the school and she can be contacted through the school office (01273 454470 office@stnm.org.uk). Mrs Masters is the SENDCO Assistant and she can also be contacted through the school office. The SEND Team will be able to suggest ways forward to help your child to make the best possible progress. If they are not able to offer the support needed, they will seek advice from external agencies to help your child.

How will St Nicolas and St Mary's School support children with Special Educational Needs and Disability?

- The level of extra support your child receives will depend on their individual needs. Using assessment information and advice from other professionals, a personalised programme of support will often be put into place in collaboration with parents and carers. This support is set out on the school's provision mapping tool.
- The support provided will take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.
- Some of the ways we support children in school include:
  - working with an additional teacher or teaching assistant for intervention work, individually or in a small group.
  - providing additional resources or changing the classroom environment to ensure your child can access the learning.

  The support provided, and its impact in class, will be monitored closely and shared regularly with the child and with their parents or carers.

- The teacher, alongside the SENDCO and any other professional working with your child, will set personalised, achievable targets and plan ways to help your child meet these. These targets will be reviewed by the school regularly in consultation with parents and carers. For some pupils, these targets are recorded on an Individual Learning Plan (ILP). This is reviewed with the pupil where possible, and a new one is written collaboratively three times a year.
- For some children their needs may be summarised in the adaptations section of their ILP, which will help all the grown-ups working with your child to understand how to provide the best possible support. This document is co-produced with the child, parents/carers, members of staff and any outside agencies involved.
- While the majority of learners with SEND will have their needs met in this way, some may require an Education Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan.
- The school's SEND Governor is Mrs S. Emberlin. She meets with the SENDCO throughout the year to ensure that the necessary provision is being made for all pupils with SEND. She can be contacted through the school office.

How will both you and I know how my child is doing?

- Regular Pupil Progress Meetings that involve class teachers, phase leaders, senior leaders and the SENDCO take place to enable us to monitor all our children closely, analysing their progress and attainment in key areas of learning.
- Intervention work taking place is also reviewed regularly to evaluate the effectiveness of provision and to inform future planning. If you have any questions related to the interventions, please do not hesitate to contact your child's class teacher.
- The SENDCO and class teachers will record and monitor the support your child receives on the school's provision mapping tool which is constantly updated.
- Parents' Evenings are held twice a year when all parents are invited to discuss their child's progress. Parents with children who have additional needs may require additional meetings to discuss how their child is doing and ways forward.
- Your child's class teacher will usually be available at the end of the day if you wish to raise a concern and appointments can always be made to speak to the class teacher or SENDCO/SENDCO Assistant by contacting the school office.
- Class teachers will contact parents and carers if they are at all concerned about your child.

How will you help me to support my child's learning?

- At Parents' Evenings, you will be informed of your child's targets and will be given practical advice on how best to support their child's learning at home.
- The SENDCO and class teachers may also meet with you at other times throughout the year to discuss strategies of how best to support your child.
- If outside agencies have also been involved with supporting your child, the strategies and ideas suggested will also be shared with you.

How do we adapt our curriculum and learning environment for pupils with SEND?

- We are very proud of the creative and engaging curriculum we offer and, if necessary, this will be further adapted so that it meets the individual needs of your child. Members of staff adapt their lessons by, for instance, providing a range of scaffolds for activities to support children or providing additional resources.
- Within the curriculum, we celebrate difference and the range of gifts and talents that make us special.
- The school day is planned to allow members of staff to support individuals and groups, as appropriate, to ensure that they are engaging with all areas of the curriculum, whatever their needs.
- When necessary, the school will provide specialist equipment, such as easy-to-use scissors and wobble cushions, to help children in their learning.

- More information about how we adapt teaching and learning for individual children can be found in the WSCC Ordinarily Available Inclusive Practice website: OAIP - West Sussex County Council

How are the school's resources allocated and matched to the children's special educational needs?

- For children with an Education Health and Care Plan (EHCP), we carefully budget to ensure all their needs are met as specified on their Plan and beyond. For example, assigning appropriate targeted adult support or ensuring access to other agencies such as Speech and Language Therapy.
- The child, parents and carers, teachers, the SENDCO, the SENDCO Assistant and the senior leadership team are often all involved in deciding how to allocate support to best meet the needs of an individual child. We are very careful to reflect on individual need and match this carefully to the available resources.

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

- The amount and type of support offered to your child will be reviewed at least termly in collaboration with parents and sometimes other professionals.
- Children with an Education Health and Care Plan will also have an 'Annual Review' which provides an opportunity to review how the child is doing against their targets and plan for next steps. This may include making changes to the way that the child is supported.
- Teachers and the SENDCO are always keen to hear the views of parents and carers about the support in place so we can work together to put in place the best possible programme of learning for your child.
- Every year, careful consideration is given to the access arrangements that can be made available to children who are taking public examinations and this will be discussed with you prior to key assessment periods.

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

- We work hard to ensure that all school trips and extra-curricular activities are accessible to all pupils whenever possible. Teachers will often involve parents and carers in the planning of these trips.
- We do a Risk Assessment before all trips to ensure that all children will be safe and able to access the learning. Some children may require adaptations, such as different transport arrangements or an additional staff member to support them, which we consider on a case-by-case basis. Sometimes we seek the support of parents/carers to accompany children on trips to ensure their safety.

What support will there be for my child's overall well-being?

- At St. Nicolas and St Mary's School, we care greatly about providing a nurturing, safe and caring environment. Our strong Christian ethos underpins all areas of school life and creates a place where children are able to flourish in all areas of their development.
- During difficult times in their lives, some children may need a little extra help. For example, they may access the support from one of our Emotional Literacy Support Assistants (ELSAs), work together with our Home School Link Worker or have key one to one time with their class teacher/TA.
- Working closely with agencies such as Social Services, Early Help and Enabling Families, we ensure that there is a strong link between home and school.
- School take any incidents of bullying very seriously; details are outlined in our Behaviour Policy.
- Mrs Collins is our Home-School Link Worker. She is able to work alongside families to support the overall well-being of children at our school. Our Home-School Link Worker can be contacted through the school office (01273 454470) or by email (homeschoollink@stnm.org.uk).
- As a school, we also work closely with Your Space Therapies, who are able to provide advice and support for children and families when needed.

How do you support children with specific medical needs?

- If your child has a particular medical need, then a detailed Health Care Plan is produced in consultation with parents and carers and the school nurse. The Plan is then shared with all members of staff who will be working with your child.

- The school nurse regularly delivers Epipen training to ensure all staff are up to date and provides other medical training for staff when needed for individual children.
- School staff receive statutory health training in key areas such as allergy training.
- In agreement with parents and carers and members of staff, medicines are administered in school. In these cases, a medicine consent form must be signed.

What Specialist Services and expertise are available at or accessed by the school?

We work closely with outside agencies to meet the needs of our children, including:

- Speech and Language Therapy and Occupational Therapy
- Family Support Workers from Early Help and Enabling Families
- Social Services
- Child Development Centre
- Learning Behaviour Advisory Teachers
- Sensory Support
- Educational Psychology
- Child and Adolescent Mental Health Services (CAMHS)
- Your Space Therapies
- Sussex Police
- Parent Partnership

If you felt that your child would benefit from the support of one of these services, your first point of contact should be your child's class teacher.

What training have the staff had or are having?

All of our staff are aware of the systems in place to identify and support SEND pupils and they routinely use a range of teaching approaches to accommodate pupils with different learning styles.

Many of our staff have been on training courses to enable them to better support our children with additional needs, including sessions on:

- Attachment Theory
- Phonics and Early Literacy
- Specific Literacy Difficulties
- Speech, Language and Communication Support
- Sensory Needs
- Positive Handling and Behaviour Management
- Supporting Pupils with Physical Disabilities
- Strategies to support children who experience high levels of anxiety
- Executive Function Skills

We also have a strong Governing Body who attend training and offer our school invaluable challenge and support.

How accessible is the school?

- All entrances have ramps and we have a lift in our two-storey building so that we are wheelchair accessible. We also have two disabled toilets. Stairs and ramps are painted yellow and we are mindful of ensuring the site is high contrast to cater for children with visual impairments.
- Although dogs are not allowed in the school, Guide Dogs and Therapy Dogs are welcome.
- Accommodating children with special needs is carefully considered each year as children move classes.
- We have sought advice from a 'Rehabilitation and Mobility Officer' to ensure that our site is accessible when catering for specific needs.
- As a school, we are happy to discuss individual access requirements. Our Accessibility Policy and Checklist can be found on our school website. Hard copies are available from the school office upon request.

How are parents involved in the school? How can I be involved?

- We understand that parents know their child better than anyone and we are keen to involve you in decision making processes. This could be, for example, through meeting regularly with staff, joint home-school target setting or working together with other agencies.
- Parents and carers are at the heart of our school community and are invited to many events throughout our daily school life, such as social and fundraising occasions, reading with children, helping out on school trips or joining the PTA.
- If you have any ideas about ways you would like to get more involved with the school, we are always very pleased to hear from parents and carers.

How do we ensure that children with SEND have a voice in the school?

- We recognise the importance of children participating as fully as possible in decisions that relate to their provision and support. Key documents such as ILPs (which include a Pupil Passport section) are reviewed with parents so that their feedback can be included.
- If a child finds it difficult to voice their feelings, then the school will allocate a member of staff they have a positive relationship with to ensure their voice is heard. We also welcome communication from parents which shares child voice from home which may be relevant to supporting them in school.
- Pupil Voice is captured for children with SEND each year so that improvements to practice can be made and barriers to learning are removed.

How do the school treat complaints from parents of pupils with SEND?

- If you have a worry or concern about your child, then we would always encourage it to be shared at the earliest opportunity, and the first point of contact should be your child's class teacher. The school's SENDCO, SENDCO Assistant, Home School Link Worker and Head Teacher are also available to listen to any concerns you may have.
- The school will provide sufficient opportunity for any complaint to be discussed and would always aim to resolve it in a fair and honest way through open dialogue.
- There is also a formal complaints policy which is available on the Trust's website and from the school office.
- You have the right to appeal to the Special Educational Needs and Disability Tribunal if you disagree with a decision the local authority has made about a child or young person's education, health and care (EHC) needs or plan.
- Complaints about services provided by other providers who use trust premises or facilities should be directed to the provider concerned.

How will the school prepare and support my child to join the school and transfer to a new one?

- Before beginning in Reception, your child's class teacher will make contact with you and your child's nursery setting.
- Before the summer holidays we organise a story-time and play session for children as a fun way of introducing your child to their new school.
- Following our initial part-time transition days, most children will begin school full time, but for some children a graduated start to beginning school is more appropriate. We would always discuss with you your individual child's needs and together plan the best start for your child.
- For some children with additional needs, we organise extra visits and transition meetings between school, home, nursery and other professionals to ensure they have the best beginning to school.
- The Nursery may also make a referral to the EYFS Transition Team to facilitate further advice and support during their first 2 terms at school.

- When moving on to a new school, we work closely with the families of our children and staff from the new setting to ensure the best transition possible. For some children with additional needs, this may mean extra meetings, visits, transition books and possibly an individual transition plan.

- The SENDCO and SENDCO Assistant are always happy to meet with you to talk about your child's individual transition needs.

Who can I contact for more information?

- Your first point of contact would be your child's teacher. You can catch your child's teacher at the end of the day to make an appointment at a mutually convenient time or make contact through the school office.
- If you are a parent who is interested in sending your child to the school and wish to discuss your child's additional needs and find out more about what we offer, please make an appointment with Dr Victoria Bishop, the SENDCO, through the school office: 01273 454470 office@stnm.org.uk
- *The West Sussex Parent Carer Forum* (http://www.westsussexparentsforum.co.uk/) and *The West Sussex Parent Partnership Service* (https://westsussex.local-offer.org/services/7-parent-partnership-service) are just two websites that parents and carers of children who have special educational needs or disabilities may find useful.

Glossary of terms:
CAHMS; Child and Adolescent Mental Health Service
EHCP; Education, Health and Care Plan
EP; Educational Psychiatrist
IST; Inclusion Support Team (Learning Support/Behaviour Support)
OT; Occupational Therapist
SALT; Speech and Language Therapist
SEN; Special Educational Needs
SEND; Special Educational Needs and/or Disability
SENDCO; SEND Co-ordinator