



St Mary's Hampton

Church of England Primary School

SEND INFORMATION REPORT: SCHOOL OFFER

Agreed by Local Governing Committee: Spring 2026

All schools must publish a Special Educational Needs and Disabilities (SEND) Information Report and a school offer at least annually, which must set out the arrangements for identifying, assessing and making provision for pupils with SEND and for the admission of disabled pupils. The School Offer forms part of the wider Local Authority Offer.

Below is the link to Richmond Council's Local Offer where it provides information to parents and young people about Special Educational Needs and Disability:
<https://afclocaloffer.org.uk>

The following questions and answers below, outlines the support and provision pupils with SEND can expect at St Mary's Hampton CE Primary School.

WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING AND SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)?

- Please talk to your child's class teacher in the first instance about any concerns. You know your child best so any concerns you have will be taken seriously.
- The school's SENCO, Maria Reilly, can be contacted on 020 8979 5102 or inclusion@stmaryshampton.school.org.uk
- You can also discuss your concerns with our Headteacher, Mrs Lizzie Wayland.

WHAT TYPES OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES ARE PROVIDED FOR AT ST MARY'S HAMPTON CE PRIMARY SCHOOL?

At St Mary's Hampton CE Primary School, we provide support for children across the four broad areas of need as laid out in the SEND Code of Practice 2014 including:

- Communication and Interaction, including Social Communication difficulties such as autism
- Cognition and Learning, including Specific Learning Difficulties e.g. dyslexia
- Social Emotional and Mental Health
- Sensory and Physical Difficulties

HOW ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED AND HOW IS EXTRA SUPPORT ALLOCATED TO DIFFERENT CHILDREN?

- Prior to children joining us in Reception, we liaise closely with local preschools and parents so that we can discuss and plan for each child's identified special educational needs.
- The class teacher or support staff may raise concerns with the SENCO.
- The SENCO will carry out observations, assessments and meet with parents/carers as well as the class teacher.
- The children's progress is continually monitored, and support is put in place at a classroom level when the children require it.
- Children requiring additional support will be on the SEND register at SEN Support.
- We will regularly communicate with you about your child's needs, and this will be recorded on their provision map and personal support plan.
- After a thorough graduated response, with targeted and specialist interventions, if we then felt the level of need(s) remains significant, then a request will be submitted for an Education Health Care Plan (EHC Plan), following consultation with parents and will involve input from a range of other relevant professionals.
- The Headteacher decides on the budget for SEND in consultation with the governors based on needs in the school.

HOW DO WE ADAPT OUR APPROACH TO TEACH PUPILS WITH SEND?

- The class teacher will differentiate their planning to meet the needs of all the children within the class.
- Quality first teaching ensures that lessons are inclusive from the outset so that pupils with SEND can access the curriculum alongside their peers.
- The class teachers use many visual supports and a kinesthetic approach to learning to accommodate children with sensory difficulties.
- Lessons are carefully scaffolded so that tasks are broken into manageable steps, with modelling and guided practice to build confidence. Adults use targeted questioning, pre-teaching of key vocabulary and concepts, and regular check-ins to support understanding. Where needed, pupils access additional resources such as now-and-next boards, workstations, movement breaks, sensory tools and alternative recording methods. These strategies ensure that pupils with SEND can access learning, remain engaged and make progress alongside their peers.
- Small group support and resources will be allocated to ensure the children succeed in the lesson.
- The progress of all children receiving additional support is monitored to ensure that the provision we have put in place is having an impact.
- The trained support staff are skilled to break down activities into smaller steps as needed.
- The class teacher will liaise with the SENCO to ensure that all recommendations and strategies recommended are put into place.

HOW WILL WE MEASURE THE PROGRESS OF YOUR CHILD IN SCHOOL?

Children's attainment and progress are recorded on the school's assessment system. Teachers update this termly, and the data is used in pupil progress meetings with senior leaders to review attainment, rates of progress and identify pupils who may need additional support or challenge. This information is triangulated with work in books, classroom observations and teacher assessment. Outcomes from these meetings are recorded and inform provision, interventions and next steps.

Reception – Early Learning Goals (ELGs)

At the end of Reception, each child is assessed against the Early Learning Goals and recorded as *Emerging* or *Expected* in each area. These outcomes are submitted to the local authority as part of the statutory EYFS Profile. Parents receive this information in their child's end-of-year report, which clearly explains whether their child is working at an expected level and highlights strengths and next steps.

Phonics (Reception, Year 1 and Year 2 – Little Wandle)

Phonic knowledge is monitored regularly through:

- Daily assessment for learning within lessons
- Weekly review checks built into the Little Wandle programme
- Half-termly phonics assessments to identify gaps and inform grouping and keep-up interventions

These assessments are recorded by class teachers and phonics leads and used to ensure children are in the correct teaching groups and receive timely support.

- In Year 1, all pupils take part in the statutory Phonics Screening Check, which assesses their ability to read a mixture of real and nonsense words. Results are recorded on the national system and in the school's assessment records. Parents are informed of their child's result in writing, usually as part of the end-of-year report, and are told whether their child has met the expected standard. If a child does not meet the threshold, this is explained clearly and parents are informed that the check will be retaken in Year 2, alongside details of the additional support their child will receive.
- At the end of Year 4, children take part in a Multiplication Tables Check. The government requires all schools to do this and the results are published to parents.
- At the end of each Key Stage 2 (i.e. at the end of Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Children with EHC Plans are reviewed annually with parents, staff and other professionals working with the child.
- Pupils accessing intervention support have their progress monitored half-termly against clear targets. The assess-plan-do-review cycle is used to evaluate provision, adjust strategies, and plan further support where necessary.

HOW WILL WE GATHER THE VIEWS OF CHILDREN WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

- All children throughout each term are invited to meet with their teacher to discuss what learning they have enjoyed and what they would like to learn next.
- When writing an EHC plan all children's views are gathered.
- All children with an EHC plan are invited to contribute to their annual review either in person or through an evaluation.
- Children are involved in a personal target setting process and contribute to their pupil passports.
- Pupil voice is also carried out on a regular basis.

HOW DO WE CONSULT PARENTS OF PUPILS WITH SEND AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

- There is a pupil-parent-learning meeting every term to discuss progress or concerns.
- Parents contribute to the EHCP annual reviews in written format and through their attendance at the meetings.
- An overview of the curriculum is on the website and weekly updates are shared in the newsletter, with ideas of how parents might help their child to engage.
- Knowledge organisers for each subject are sent home to parents so that they can help to pre-teach or consolidate key learning in each subject.
- Targets and pupil passports are shared with parents.
- Parents are invited into school for Learning Looks to celebrate successes by looking through their children's books.

- We offer targeted workshops for parents in areas such as Phonics and Accelerated Mathematics.
- SENDCo will meet with our SEND Parent Ambassador to strengthen partnership working between school and families of pupils with SEND. This meeting will provide a structured opportunity to gather parental voice, explore lived experiences of SEND support at St Mary's, and identify any barriers families may be facing. It will also be used to share the school's SEND vision and current provision, ensuring clarity and consistency of understanding.

The outcome of this meeting will help to:

- Shape future communication with parents of pupils with SEND
- Identify practical ways to improve accessibility and support
- Inform staff training priorities based on parental feedback
- Develop ideas for parent workshops, drop-in sessions or information evenings
- Strengthen trust and transparency between school and families

This work will support the development of a more collaborative SEND offer, ensuring that parents feel heard, informed and confident in the support their children receive.

HOW DOES ST MARY'S HAMPTON CE PRIMARY SCHOOL EVALUATE THE EFFECTIVENESS OF ITS PROVISION FOR CHILDREN WITH SEND?

- The leadership team and class teachers look carefully at the progress each child with SEND is making each term, to ensure they are making the expected progress. Using the assess-plan-do-review cycle actions are agreed.
- The leadership team writes a self-evaluation form, which includes the provision for children with SEND.
- The SENCO produces a SEND action plan which is reviewed termly.
- Learning walks, book scrutiny and talking to the children takes place about their learning.
- The Head teacher reports on all aspects of the school to the governors and identified governors for SEND.

HOW ARE CHILDREN SUPPORTED WHEN MOVING BETWEEN PHASES OF EDUCATION?

- Home visits are carried out in September for our new Reception children and a visit to preschool settings is made. Where SEND has already been identified, the Reception teacher and SENCO visits the settings, if possible.
- A transition meeting is arranged with the parents/carers, the SENCO and class teacher before the pupil starts. Either before the transition or if not possible soon after, the SENCO will seek to discuss needs with any professionals involved with the child.
- All new children are given the opportunity to visit the school prior to starting. For children with SEND we encourage further visits to assist with the new surroundings.

- If pupils join us in other year groups, we will phone the SENCO at their previous school for a hand-over of information and meet with parents to find out how we can support their child.
- When 'moving up' to another year group in school an information sharing meeting takes place with the new teacher. Each class spends a morning with their new teacher at the end of the summer term.
- If your child moves to another school, the SENCO will contact the school's SENCO and share information.
- Every child receives a transition booklet, when moving up to any year group. We have a specialist transition book for SEND pupils.
- For pupils transitioning to secondary school, thorough handover meetings take place with their new school setting.
- Year 6 students have social and emotional support sessions in preparation for the transition to secondary school.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL-BEING AT ST MARY'S HAMPTON CE PRIMARY SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority. Our class teachers have overall responsibility for the pastoral and social care of all children in their class and work hard to support them in the PSHCE lessons.
- The high profile of the school's values of faith, hope, and love ensures a caring and inclusive environment where pupils feel safe, valued, and supported, promoting positive emotional wellbeing and a strong sense of belonging.
- We have a qualified ELSA (Emotional Literacy Support Assistant) member of staff and a pupil mentor who support pupils who are struggling with their emotions, social skills, and self-esteem.
- A teaching assistant runs social skills sessions for identified children.
- Additional staff working with our vulnerable children requiring support during the day will work under the direction of the SENCO.
- Pupils may need additional plans and extra resources to help them with managing medical conditions; we work closely with the school nurse and other health professionals to make this support effective.
- All staff are first aid trained.
- We will always make reasonable adjustments to ensure that all our pupils can attend as much schooling as possible and stay safe.
- Staff are trained to support pupils with ASD or ADHD during less structured parts of the day. This ensures that pupils with ASD or ADHD are consistently supported during unstructured parts of the day, promoting emotional regulation, positive social interactions, and inclusion.

HOW ARE SCHOOL TRIPS AND ACTIVITIES OUTSIDE THE CLASSROOM ORGANISED? HOW DOES THE SCHOOL ENSURE THAT PUPILS WITH SEND ARE INCLUDED?

- At St Mary's Hampton CE Primary School, all clubs, trips and activities offered to pupils are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.
- If a personal risk assessment is needed for a pupil to access in-school or offsite activities then this will be shared with parents/carers for feedback.
- If a pupil has an additional need that needs to be carefully supported on a school trip the teacher will meet with parents beforehand to talk through how to best support and what extra arrangements may be needed.

WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT?

- Weekly school newsletters
- School website
- Parent information board
- Termly pupil parent learning meetings
- PTFA
- The class teacher will happily arrange additional meetings with you to discuss your child's progress.
- You will have the opportunity to meet with other professionals working with your child.
- Annual review meetings for children with an EHC Plan.

WHAT TRAINING DO STAFF AT ST MARYS HAMPTON CE PRIMARY SCHOOL HAVE?

- At St Mary's Hampton CE Primary School, we believe that your child's learning needs will first be met through quality first teaching delivered by his/her class teacher.
- We have a training plan in place for all staff to support the teaching for children with SEND. This includes annual whole school training on SEND issues such as ASD and speech and language difficulties.
- All staff members have had Safeguarding Training. Please follow the link for our Safeguarding Policy: [Safeguarding - St Mary's Hampton CE Primary School](#)
- Staff work closely with the Speech and Language Therapist, Occupational Therapist and the school's Educational Psychologist.
- We also work closely with a range of professionals from the Visually Impaired team.

WHAT SUPPORT SERVICES ARE AVAILABLE FOR PARENTS OF PUPILS WITH SEND?

The Richmond-Kingston SEND Information, Advice and Support Service, managed by Polaris children's services, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on [0808 164 5527](tel:08081645527); email info@RKsendiass.co.uk website <https://www.rksendiass.co.uk/>

HOW ARE COMPLAINTS FROM PARENTS OF PUPILS WITH SEND REGARDING THE PROVISION AT ST MARY'S HAMPTON CE PRIMARY SCHOOL ADDRESSED?

Through our 'open door' policy, there is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either: the class teacher, SENCO or the Head teacher. If a concern is more formal then the parent would be directed to the school's complaints procedure, which is found on the school's website. At St Mary's Hampton CE Primary, we hope that through early intervention any complaints would be resolved without the need for this stage.