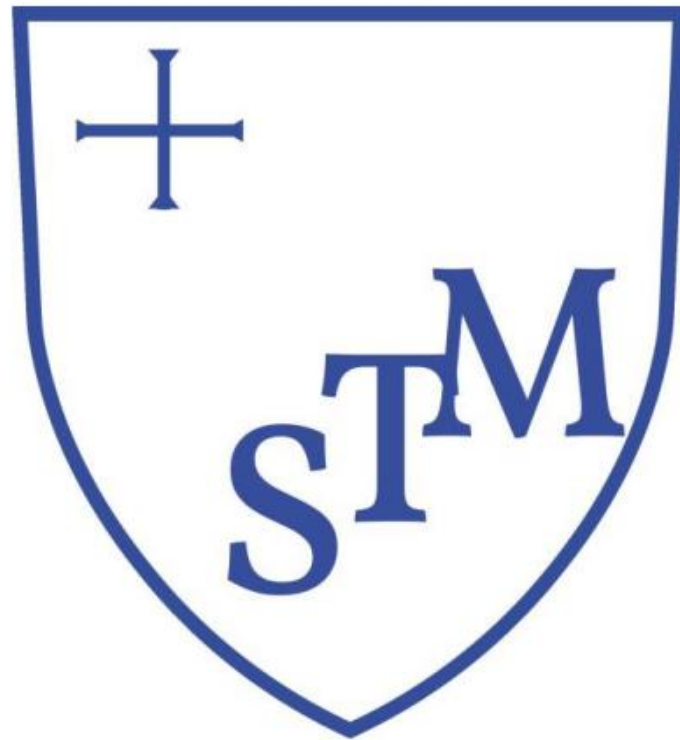


St Martin's C of E Primary School



SEN Information Report

Reviewed- December 2025
Next Review- December 2026

Whole School Approach

St. Martin's C of E Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

The named SENCo at St Martin's CofE Primary School is Miss Katie Hunt, who can be contacted at office@st-martins.sandwell.sch.uk

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St. Martin's C of E Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We ensure the universal high-quality teaching is in place for all children by ensuring ongoing staff CPD is in place and teaching and learning is carefully planned and delivered. If children are struggling to access work and/or make progress this could be a result of a SEND need. The four categories of needs are:

- Cognition and Learning
- Speech, Language and Communication
- Social, Emotional and Mental Health
- Physical and sensory needs

Graduated Approach

At St Martin's we use a graduated approach to support children's learning and review this regularly. Staff are required to complete graduated response forms weekly and meet with year group staff to ensure children are getting the best provision in place to meet their needs and make progress and to support the assess/plan/do/review approach used across school.

Before using the graduated response forms, teachers are encouraged to think about the following waves:

Wave 1 – high quality universal teaching

Teachers to consider:

- Environment, thinking about display/lighting/seating/distraction/room access
- Language (appropriate, modelled and explained) and questions used
- Types of resources used (accessible and supportive)
- Scaffolds
- grouping/pairing/adult support
- Alternative methods of recording

Wave 2 – targeted support + high quality teaching

- Teachers will jointly plan pre-teach opportunities and targeted intervention with support staff
- Intervention will be little and often, helping close the gap with booster sessions.
- This is evaluated and reviewed termly

Wave 3 – specialist support + high quality teaching

If after targeted support limited progress is seen, school may refer the pupil to outside support agencies such as Inclusion Support Sandwell for more specialist recommendations and support. Parental consent is needed. Support may come from Specialist Advisory Teachers for Learning, Specialist Advisory Teachers for Social, Emotional and Mental Health difficulties, Educational Psychologists and Complex Communication and Autism Teams to support identified needs.

Assessment

Children with SEND are assessed using the graduated approach. We assess what the child is able to do, plan our next steps and what we would like them to achieve, do- put provision and interventions into place, then review how well it worked and begin to assess the next steps. Children working at National Curriculum level are assessed against and the particular year group in which they are working. Children working below national curriculum level are assessed against Sandwell Skills Ladders.

Provision

Please see attached a copy of the provision we have available at St Martin's. Please note this is not a complete map of everything available and we are able to add provision and bespoke teaching to those who may need it.

Communication and Interaction

Speech, Language and Communication Needs can present themselves in a variety of ways, including the production of speech, struggling with finding the right word, or not being able to join words together in a meaningful way, difficulties communicating through speech, difficulties with syntax and ordering words into sentences, difficulties and delays in understanding or responding to verbal cues from others, difficulties with receptive language and understanding what others have said, difficulties with using expressive language and making wants and needs clear. Autism Spectrum Disorder (ASD) is also a communication and interaction need.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Word of the day	Early Talk Boost	Specific Speech and	Increased independence
Tiered approach to teaching	Talk Boost	Language Therapy	Reduction in distressed
new vocabulary	Wellcomm Big Book of Ideas	programmes	behaviours
Standard English spoken and		Intensive Interaction	Happy, confident children
modelled by all		COSST	Improved social relationships
Labelling of areas/resources		ALDs	Improved English outcomes
Visual timetables		PECS	Improved reading skills
Ambitious vocabulary and		Objects of Reference	Increased independence
curriculum		Now and Next Boards	
Talking Partners		Communication books	
		Identiplay	

Cognition and Learning

Cognition and learning can cover a range of needs. Children are identified as having cognition and learning needs if they have difficulties with English and Maths (which therefore impacts their ability to access learning across the curriculum), or if their levels of attainment are significantly below age-related expectations. Some pupils with cognition and learning needs may have a Specific Learning Difficulty (SpLD) such as dyscalculia, dyslexia or dyspraxia. Other cognition and learning needs include Moderate Learning Difficulties (MLD) where children have significant needs in Maths and English that may affect their ability to access wider areas of learning, Severe Learning Difficulties (SLD) where children are likely to need substantial support in all areas of the curriculum and Profound and Multiple Learning Difficulties (PMLD).

Wave 1	Wave 2	Wave 3	Expected Outcomes
High quality first teaching delivered by trained and experienced teaching staff	Pre and Post teach interventions for Maths/English/vocabulary	Phonics SEND programme Tailored, differentiated curriculum	Better attainment Better access of the curriculum
Clear, simple instructions	Phonics Keep up programme	Additional adult support	Increased confidence
Visual prompts and resources	Additional reading time	Tailored English/Maths interventions based upon external advice	Increased independence Better reading attainment
Learning Walls	Scaffolds to support learning		Reduced SEMH needs as a result of lack of confidence
Little Wandle Synthetic	Additional adults in class		
Systematic Synthetic Phonic Programme	Talking Tin use		
Little Wandle Guided Reading	Use of physical resources		
	Additional time to use IT resources to support learning		
	Reading rulers		
	Phonic mats		
	Tailored Flying Starts		
	Handwriting intervention		
	Fine motor skill interventions		
	Reciprocal reading		
	Boosters		

Social, Emotional and Mental Health Needs

Children with Social, Emotional, and Mental Emotional Health can display signs of this in a variety of different ways, some may be withdrawn and prefer to be alone, whilst others may be hyperactive and find it difficult to when concentrating on tasks. For some children, their emotional needs may impact their learning. For example, they may not be able to follow requests such as to sit still with arms folded or stay quiet during lessons., Children with SEMH needs may have anxiety. This may be reduced by providing clear routines and explanations of what to expect each day. Children with anxiety may also benefit from being provided with a calm space to go to whenever they need it. Conditions such as ADHD/ADD, PTSD or children with ACEs will come under SEMH needs.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Consistent behaviour recovery approach across school	Home school communication diaries	Tailored reasonable adjustment plans	Increased confidence Increased independence
Safeguarding champions	Fidget toys	Sensory room breaks	Happier children
Play leaders for lunch time	Movement breaks	Draw and talk therapy	Better access to curriculum
FRESH ethos throughout school	Differentiated instruction and work	Specific SEMH programmes from external agencies	Improved sustained concentration
Environment is warm and engaging	Use of timers	CAMHs referrals	Increase in attainment levels
JIGSAW PSHE programme used across whole school	Use of visuals	Kaleidoscope Talking Therapies in school	
Trusted adults	Reflection areas	Connexions intervention	
Worry monsters	Daily checks ins	Reward charts	
Emotion Coaching	Meet and greets	Use of screeners such as Vanderbilt/Boxall Profile and SDQs to identify areas of need	

Physical and Sensory Disabilities

Children with sensory needs may include children with hearing/visual impairments. Physical needs cover a wide range of physical disabilities and medical needs such as Spina Bifida, cerebral palsy and cystic fibrosis. Although children may not have learning needs as part of their diagnosis, adjustments need to be made to learning environments to ensure all children can access the curriculum and thrive.

Wave 1	Wave 2	Wave 3	Expected Outcomes
Accessible school	Additional fine motor intervention	Personal Emergency Evacuation Plans	Increased attainment
Disabled toilet access	Additional handwriting intervention	Use of hearing loop if required	Increased attendance
Ramp access	Letter mats	Use of adapted IT to record work if required	Increased independent access
Classroom layouts that ensure all children can see and hear teacher and resources	Adapted resources	Use of iPad	
Kinetic Letter Scheme including pens and pencils to promote hand grip		Writing slopes	
		Adapted SATs	
		OT programmes	
		Physio Programmes	
		Scribe/reader	
		Specialist modified resources	

Transition

Introduction to reception

All pupils starting reception will have a meeting with our EYFS staff. Concerns about particular needs will be brought to the attention of the SENCo who will arrange a further meeting with parents and gather further information from previous settings and health visitor etc.

Year to year transition

At the end of the summer term, meetings are held with current teachers and support staff and new class teachers and support staff. Information regarding specific needs and targets of SEND children will be shared.

Year 6 to secondary

Pupils with Educational health care plans will discuss their options for secondary school at their annual review which is held during the summer term of year 5/ autumn term of Y6. Visits to new schools are arranged in liaison with the secondary schools. A plan of transitional activities will be put into place, this might involve children visiting their school, making transition book and making connection with key members of staff at new school.

The SENCo will also have conversations with SENCos from secondary school regarding other pupils with SEND needs. Discussions over their needs and current intervention takes place, extra transition may be available for these pupils if needed.

Transition Pathway forms are completed and sent out to schools as well as any files relating to the child's SEND so new schools can put appropriate provision into place.

School Information

As of the end of Autumn term of academic year 25-26 the following numbers were on our SEND register.

Please note that this is subject to change throughout the academic year as mobility through school changes and children are assessed. Currently 16% of our school cohort is SEND, just in line with National Average.

As of November 2025, we currently have 6 EHCPs with a further 4 pending.

Area of Need	Number of children	% of SEND cohort	% of school cohort
Cognition and Learning	10	28.57%	4.4%
Communication & Interaction	11	31.4%	4.8%
SEMH	10	28.57%	4.4%
Physical/Sensory Disability	4	11.4%	1.7%

Raising concerns and complaints

Parents who wish to raise a concern or complaint are strongly encouraged to initially speak to the class teacher or SENCO regarding their complaint. If the issue cannot be resolved at this level or the complaint is regarding the SENCo the parent will be directed to the school's complaints procedure, which is available on our school website.

Admissions arrangements for pupils with SEND

Please refer to the school Admissions policy, this is a Sandwell LA policy.

Accessibility arrangements for SEND pupils

Please refer to the school's Accessibility Plan, which can be found on the school website.