SEND Information Report on Mary Dean's CE Primary Academy and Nursery

September 2026

What we do at Mary Dean's CE Primary School and Nursery

What areas of SEND do pupils at Mary Dean's C E Primary Academy and Nursery have?

Mary Dean's C E Primary School and Nursery is a mainstream setting with 290 pupils from Nursery to Year 6. We provide the structure for a pupil-centered process that engages pupils, family, school, and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all our pupils can access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.

The school provides support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2015:

- **Cognition and learning**. This covers learning difficulties both moderate (MLD) and severe (SLD) where support is likely to be needed across all areas of the curriculum. It also covers difficulties which affect one or more specific aspects of learning (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
- **Communication and Interaction**. Children with Autistic Spectrum Disorder (ASD) including Asperger's and ADHD or speech difficulties.
- **Social, emotional, and mental health difficulties.** At times children may suffer from anxiety, overwhelming feelings of anger or fear which affect their ability to learn.
- **Sensory and/or physical needs**. This covers Hearing Impairment (HI) Visual Impairment (VI) Multi- Sensory Impairment (MSI) and Physical difficulties (PD)

We currently have 51/271 (18.9%) pupils on the SEND register with the following types of primary need:

- 3.7% of Cognition and Learning
- 7.4% of Communication and Interaction
- 7.4% of Social, Emotional and Mental Health Difficulties
- 0.4% of Sensory and/or Physical Needs.

Last academic year (2025 – 2026) we had 64 pupils on the SEND register with the following types of need.

- 5% of Cognition and Learning
- 10 % of Communication and Interaction
- 7.3% of Social, Emotional and Mental Health Difficulties
- 0.7% of Sensory and/or Physical Needs.

If you want to know more about, SEND at Mary Dean's CE Primary School and Nursery, please contact the SENDCO- Mrs. Sharon Higginson@ Sharon.higginson@firstfederation.org.uk

How dowe identifypupils with SEND? Information about the First Federation Trust policies for identification andassessment ofpupils with SEND can be found by clicking on the link below: https://www.firstfederation.org/send-and-equality/ 	Pupils have special educational needs if they have a learning difficulty or disability which calls for special educatio provision to be made ***which is additional to or different from*** that normally available in a differentiated curriculum We regard pupils as having a Special Educational Need if they: • Have a significantly greater difficulty in learning than most pupils of the same age, or. • Have a disability which prevents or hinders him/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. • A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). Children with SEN are identified by the following assessment routes all of which are part of the overall approach to monitoring progress of all pupils: • Child performing below age related expected levels and performance thresholds – this could be in any of the core subjects, or in social emotional development. • Assessments of children on entry to school e.g. Speech and Language assessments, Baseline assessments • Ongoing tracking attainment of children through the year • Internal assessments • Concerns raised by parents. • Concerns raised by teacher. • Clear systems to raise concerns in place, involving consultation with parents. • Consultations between class teachers and members of the leadership team where progress is discussed. • If children have English as an Additional Language (EAL) and there are SEND or progress concerns, the school will commission first language assessments to ensure an accurate assessment of need is made. • Extensive Liaison with external agencies e.g. Educational Psychology, Communication, and Interaction Team • Health diagnosis through Pediatrician or advice from GP • Liaison with previous school or setting, if applicable

Howdoes theschool teach pupils with SEND? 	We believe that all teachers are leaders of SEND and every teacher is responsible for meeting the needs of pupils with SEND in their classroom. Provision for SEND pupils includes: • Quality first teaching, with appropriate adjustments made for all pupils across the curriculum. • Extra adult support in classrooms where appropriate • Inclusive approaches are used across the school to enable all children to reach their full potential. • Personalised provision through adapted resources and interventions • The SENDCo and School Leaders make regular classroom visits to check pupils with SEND are making progress in their learning. At Mary Dean's C E Primary Academy and nursery, we have: • Language groups and speech programmes such as Language Link • Pre and Post teaching • Precision teaching • Reading intervention groups • Math intervention groups • Handwriting groups • Little Wandle phonics catch up. • Toe-by-toe • Break time nurture groups. • Social and emotional support through ELSA trained staff • Social skills groups • Lego Therapy • Colourful semantics • Time to Talk social intervention groups

How do we evaluate the effectivenessof provision for pupils with SEND? 	• Teachers are continually monitoring the progress and outcomes for all in their class as part of their universal provision and will adapt provision as required. • Progress of individual pupils with SEND and the impact of support given is completed at least termly through discussions with the pupil, parents and carers and adults working with the pupil. • Impact of interventions and SEND provision is evaluated by teachers and school leaders at least termly and adapted as required. • Progress of SEND is reported termly to the Board of Directors and our SEND information Report, posted on the Web site, is updated at least annually and when any significant changes are made to our provision.
Whatarrangements are in place to assess and review pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review? 	These arrangements include: • Graduated approach with cycles of **Assess Plan Do Review** • Data tracking for pupil progress • Personal Learning Plans (PLPs) • Provision Mapping • EHCP reviews • Observations and follow up parent meetings. • Specialist support/assessments

How is thecurriculum and the learning environment adapted for pupils with SEND?  	At Mary Dean's CE Primary School and Nursery, we seek to make as many reasonable adaptations as we can to ensure that learning is maximised, and needs are met. The curriculum/learning environment may be adapted by: • Groupings that target specific levels of progress. • Differentiated resources and teaching styles. • Appropriate choices of texts and topics to suit the learner. • Access arrangements for tests and or examinations • Targeted use of additional adults as appropriate • Sensory and movement breaks • An extensive range of additional resources: including talking tins, spell checkers, move and sit cushions, writing slopes, overlays, Widgit online visuals, pencil grips and ear defenders. Our Accessibility Plan also provides further examples and can be found here:
Whatsupportisavailable for improving the social, emotional and mental health of pupils with special educational needs? 	All pupils are encouraged to think and reflect on how they are feeling and are encouraged to communicate those feelings. They are supported in this by: • High quality PSHE lessons • Alternative lunch time provision • A Social, emotional, and mental health support team provides programmes such as Emotional Literacy Support groups, self-esteem building and anger management. • Specialist support for individual pupils, ELSA • A mentoring system • School Council • Pupil Voice through questionnaires • Signposting to local support groups • Referrals for therapy including art and drama therapy and counselling. • Relational Support Plans/Co-Regulation Plans • Signposting to local support groups • Social stories, comic strip conversations and 5-point scales

Who should I contact if I am worried or if I would like to talk to someone about SEND? 	**Mrs. Sharon Higginson** is the Special Educational needs and Disabilities Co-Ordinator and works closely with teachers and the Head of Teaching and Learning to meet the needs of all SEND pupils. Mrs. Sharon Higginson can be contacted at the school: 01752 773521. Or by email: sharon.higginson@firstfederation.org.uk The Director with responsibility for SEND is **Carolyn Bromfield** She can be contacted by email: admin@firstfederation.org.uk
What training and expertise do staff have in relation to children and youngpeoplewith SEND, including how specialist expertise is secured? 	• An audit of staff experience in SEND is undertaken annually. • The FFT SEND lead and our SENDCO hold the National Award for Special Educational Needs (NASENCO) qualification. • The SENDCo attends the half termly FFT SEND Network days. • The SENDCo regularly provides input at SEND specific staff meetings. • During the last academic year specific staff have undertaken individual training including Developmental Language Delay, Emotion Coaching, ELSA, Trauma Informed schools, Behaviour Hub, and First Federation subject leader meetings. • When required, specialist expertise from external services such as Communication and Interaction (CIT), Speech and Language Therapy (SALT), Child and Adult Mental Health Services (CAMHS), Educational Psychologist (EP) and other services are employed as appropriate. • Our Educational Psychologist meets with staff and provides advice regarding the best approach to support individual children. • At least half termly staff are provided with the opportunity to discuss any concerns or observations of individual children. They are given immediate support and advice which is followed up by further. professional discussions and monitoring as appropriate

How willequipmentand facilities support children with SEND be secured? 	Where assessment has shown the need for a particular piece of equipment the school does not already have available this can be secured for the individual child through direct negotiation with: • Other schools • Support services. • Charities • Volunteers The Accessibility Plans for the First Federation schools can be found http://www.firstfederation.org/send-and-equality/
Whatarrangements are made for involving and consulting parents of children with SEND? 	• Contacting/ meeting the class teacher in the first instance. • Contacting our Special Educational Needs Co-Ordinator directly by Telephone: 01752 773521 Or email: sharon.higginson@firstfederation.org.uk • Regular Team Around a Me/Family (TAM/F) meeting where the relevant professionals working with your child can discuss progress and the next steps. • Termly Parent Meeting with SENDCo present as required. • Early Help Parent Partnership – Plymouth SEND offer SEND Local Offer - Plymouth Online Directory
What arrangements are made for consulting young peoplewith special educational needs and involving them in their education? 	We greatly value the active participation of young people in their education. This is facilitated by: • Active involvement in planning and evaluating targets set in Personal Learning Plans, at least termly. • Young people have an active involvement, and their views are an important part of the Annual Review process. • Where appropriate, personal interviews are conducted at school. Pupil voice is also facilitated by: • Class teacher • SENDCO • Family Support Worker • School council • Art/Drama therapists • Supporting teaching assistants (TAs)

How does the school ensure the continuity of support when children progressto the next phase of their education?	We have close links with colleagues at local pre-school and secondary schools in the area. A smooth transition between phases of education is ensured by**:** • Early communication with partners including attendance at TAM meetings. • SENDCos of local Secondary schools invited to attend meetings involving young people expected to transition to their school. • Where identified as appropriate, pupils may be accompanied by school staff to help adjust to a new school ('Enhanced transition') • Information, including high need profiles and any other written information that is helpful for their transition will be provided to the next teacher and to any new school. • Information sharing on the Plymouth Transition Portal
Whatarrangements arein place relating to the treatment of complaints about SEND provision?	If you have concerns about your child's, SEND provision, you should initially raise these with the class teacher and/or the Unit Leader/SENCo The First Federation has a complaints procedure, which can be found on the website. http://www.firstfederation.org/complaints/ If there continues to be disagreement regarding SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before a tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. **Parents and Carers can access further information, support and guidance from Plymouth Information Advice and Support for SEND** Plymouth Information Advice and Support for SEND. - Supplying you with information, advice and support (plymouthias.org.uk)