



St Mary's RC High School

SEND Information Report 2026-2027

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Introduction

At St Mary's RC High School, we are committed to ensuring that every child is known, valued and supported to flourish academically, socially, emotionally and spiritually.

Guided by our Catholic ethos, we aim to provide an inclusive education in which all pupils can participate fully in school life. We recognise that some pupils require additional support to overcome barriers to learning and we work closely with pupils, families and external agencies to ensure that appropriate provision is in place.

This report explains how St Mary's implements its SEND Policy and supports pupils with Special Educational Needs and Disabilities (SEND).

What kinds of SEND do we provide for?

In accordance with the SEND Code of Practice, we support pupils across the four broad areas of need:

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Moderate Learning Difficulties
- Other specific learning difficulties



Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- ADHD
- Attachment difficulties
- Emotional regulation difficulties
- Mental health needs

Sensory and/or Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions requiring educational support

Our provision is matched to individual need rather than diagnosis alone.

How do we identify and assess pupils with SEND?

A pupils' needs may be identified through:

- Information received from primary schools, including SATS results
- Transition arrangements
- Reading and screening assessments
- Cognitive Ability Tests (CATs)
- Ongoing teacher assessment
- Progress data analysis
- Attendance and behaviour information
- Parent/carers concerns
- Pupil voice
- Referrals from health or external professionals

Where concerns arise, the SEND Team works with staff and families to gather information and determine whether special educational provision is required.

How do we consult with parents and involve them in their child's education?



We recognise that parents and carers know their children best and are essential partners in the SEND process.

Parents may be involved through:

- SEND review meetings
- Annual Reviews for pupils with EHCPs
- Telephone calls and emails
- Parent evenings
- Meetings with the SENCO
- Early discussions when concerns are identified
- Reviews of SEND Support Plans

Parents are encouraged to contact the SEND Department whenever they have concerns or require further information.

How do we involve pupils with SEND?

Pupil voice is central to our practice. Pupils are encouraged to:

- Discuss their strengths and areas of need
- Contribute to support planning
- Attend review meetings where appropriate
- Participate in Annual Reviews
- Share aspirations and future goals
- Evaluate the effectiveness of support provided

What is our approach to teaching pupils with SEND?

At St Mary's, every teacher is a teacher of every pupil, including those with SEND.

Our first response is always high-quality, adaptive classroom teaching.

Additional strategies may include:

- Differentiated and scaffolded learning
- Visual supports
- Explicit modelling
- Pre-teaching and overlearning
- Retrieval practice
- Assistive technology
- Adapted resources
- Flexible grouping



- Structured routines

Teachers retain responsibility for the progress and attainment of all pupils they teach.

How do we adapt the curriculum and learning environment?

We make reasonable adjustments where necessary to enable pupils to access learning.

Adjustments may include:

- Coloured paper and overlays
- Laptop access
- Reading pens
- Modified resources
- Alternative methods of recording
- Seating arrangements
- Movement or exit passes
- Lift access where appropriate
- Exam access arrangements
- Additional adult support

Adaptations are determined according to individual need and regularly reviewed.

What additional support is available?

The school offers a range of targeted and specialist support, including:

Literacy Support

- Reading Plus
- Rapid Readers
- Small-group literacy interventions
- Specialist TA literacy programmes

Numeracy Support

- Targeted numeracy interventions
- Specialist support programmes

SEMH Support

- ELSA-informed support
- Pastoral interventions



- Key adult provision
- Referral to external mental health services

Specialist Support

- Hearing impairment support
- Visual impairment support
- External specialist teaching services for Physical Disability and Sensory Impairment
- Educational psychology involvement
- Health service involvement where appropriate

SEND provision is reviewed regularly according to pupil need using the Graduated Approach.

How do we monitor progress?

We follow the graduated approach described within the SEND Code of Practice:

Assess

Information is gathered from staff, pupils, parents and assessments.

Plan

Desired outcomes and support strategies are agreed.

Do

Provision and interventions are delivered.

Review

The effectiveness of support is evaluated and next steps agreed.

Progress is monitored through:

- Teacher assessment
- School tracking systems
- Review meetings
- Intervention evaluations
- SEND Support Plan reviews
- Annual Reviews for EHCP pupils



How are Education, Health and Care Plans (EHCPs) supported?

Where a pupil has an EHCP the school will:

- Implement the specified provision in Section F
- Monitor progress towards outcomes
- Hold annual reviews
- Liaise with external professionals
- Work closely with families and the Local Authority

Where additional support is required beyond what can reasonably be provided through school resources, the school may support requests for an Education, Health and Care Needs Assessment.

What expertise and training do staff have?

The SENCO is a qualified teacher with specialist SEND qualifications. She is also qualified to carry out psychometric testing for Exam Access Arrangements.

Staff receive ongoing training in areas such as:

- Adaptive teaching
- Autism
- Dyslexia
- Literacy intervention
- SEMH
- Exam access arrangements
- Medical needs
- Safeguarding

The SEND Team works alongside teachers, pastoral staff and external professionals to develop expertise across the school.

How do we support transitions?

We recognise that transition can be particularly challenging for pupils with SEND.

Support may include:

Primary to Secondary Transition

- Enhanced transition visits



- Additional parent meetings
- Information sharing with primary schools
- Summer transition activities

Between Year Groups

- Transfer of SEND information
- Staff briefings
- Updated pupil profiles

Post-16 Transition

- Careers guidance
- College liaison
- Transition visits
- Support with applications and next steps

How accessible is the school?

The school is committed to meeting its duties under the Equality Act 2010. We:

- Make reasonable adjustments for disabled pupils
- Review accessibility arrangements regularly
- Work with external specialists where necessary
- Maintain an Accessibility Plan published on the school website

How do we work with external agencies?

We regularly work with a range of professionals including:

- NHS services
- CAMHS
- Counselling services
- Specialist teachers
- Hearing impairment services
- Visual impairment services
- Local Authority SEND
- Local Authority EAL services
- Educational Psychologists
- Social Care where appropriate



External involvement is arranged according to individual need and with parental involvement.

How can parents make a complaint?

We hope to resolve concerns through discussion with the SEND Team. Parents should:

1. Contact the SENCO in the first instance.
2. Contact the Headteacher if concerns remain unresolved.
3. Follow the school's formal Complaints Policy if required.

Information about mediation and SEND Tribunal rights is available from the Local Authority and SENDIASS.

Herefordshire Local Offer

Information about services available for children and young people with SEND across Herefordshire can be found through the Herefordshire Local Offer:

[Herefordshire Local Offer](#)

Contact Details

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