

SEND KEY INFORMATION 2025-26

Our SEND Profile (Sept 2025)

37.2% of our pupils are on the SEND Register. This is much higher than the national average which is 19.5%.

29.1% of our pupils are at SEN Support stage. This is much higher than the national average which is 14.2%.

8.1% of our pupils have an EHCP. This is higher than the national average which is 5.3%.

Our profile over the 4 broad areas of need SEND:

- Social Emotional Mental Health (33 %)
- Cognition and Learning (26 %)
- Communication and Interaction (26 %)
- Sensory and Physical (15 %)

Our Strengths

- Identification of pupils with special educational needs and disabilities.
- An improved system of Assess/Plan/Do/Review processes known at the Graduated Approach.
- A strong offer for Social, Emotional and Mental Health support.



St Mary's C of E Junior Academy

External Support Services

- We have strengthened our partnership with the School and Community Team (SCT) and the Mental Health Support Team in Schools (MHSTS) and have utilised their offer of intervention work, transition support and workshops for children. The SCT have provided both individual and group interventions on Zones of Regulation, Phonics and writing. The MHSTS have provided a transition workshop for Y6 pupils and a workshop for parents on managing anxiety in children.

Training and Professional Development Plan

Each year we continue to develop our knowledge, skills and practice. This year we will be focusing on:

- Inclusion in the curriculum – Subject leads will be looking at scaffolds and adaptive teaching to support all learner to make progress in their learning.
- Continue to provide coaching for staff on Walkthrus which promotes consistent, structured, and adaptive teaching that supports SEND pupils through clarity, scaffolding, and evidence-based practice.

Key Developments and Impact Since 2024-25

- We were graded outstanding by Ofsted for personal development and behaviour.
- A reduced SEND budget has meant that we have had to develop our in-class support offer and have maximised low-cost or free interventions to support our learners with SEND.
- We have implemented a comprehensive whole-school intervention programme, delivered three times weekly, designed to ensure that every child has the opportunity to achieve their full potential.
- We have continued to implement termly SEN-Parent/Pupil/Teacher/SENDCo meetings, to promote coproduction of SEN support plans, so pupil and parent voice are fundamental decision makers in planning to meet needs.

Our SEND Priorities for 2025-26

- To take part in the PINS project (Partnerships for Inclusion of Neurodiversity in Schools) to continue to build on our inclusive practice and partnerships with parents and outside agencies.
- To introduce the WellComm program across the school to support early identification and development of children's speech, language, and communication skills
- To develop our Enhanced SEND Provision curriculum offer for pupils who cannot access mainstream provision.

What Are We Doing to Improve Accessibility?

Physical Environment	• Increase provision for sensory needs. Development of Personalised Curriculum Space.
Curriculum	• Develop use of ICT to support access to learning SLT to monitor the quality of SEND provision. Training for school staff on inclusive practice
Information	• Development of Parent & Pupil friendly SEND information leaflets and resources. Development of SENCO surgeries for parents.

See our [Accessibility Plan](#) for more details.