



POLICY DOCUMENT

SEN Information Report

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St Mary Cray Primary Academy

SEN Information Report

Meeting the needs of pupils with Special Educational Needs and Disabilities

At St Mary Cray Primary Academy, meeting the needs of all pupils inclusive of need is an underlying principle. There is an expectation that all pupils, regardless of their specific needs, will receive high quality teaching which will enable all children to realise their potential in school and feel that they are a valued member of the wider school community.

St Mary Cray Primary Academy, offers a range of provisions to support children with:

- Communication and Interaction difficulties
- Cognition and Learning difficulties
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical needs

The support at St Mary Cray Primary Academy, is tailored to individual needs following thorough assessment by internal or external agencies. It is designed to promote pupils' independence, resilience and support their learning journey.



Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Class Teacher

Is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child, identifying, planning and delivering any additional support.
- Contributing to devising Individual Education Plans to prioritise and focus on the next steps required for your child to improve their learning.
- Applying the school's SEN policy

If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the SENCo

Special Educational Needs Coordinator (SENCo)

Mrs Tanya Artmann senco@st-marycray.bromley.sch.uk

Is responsible for:

- Coordinating provision for children with SEN and developing the school's SEN policy
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Liaising with and advising Teachers and Teaching Assistants (TAs)
- Overseeing the records of all children with SEN
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new class or school

Headteacher

Mr Liam Frost:

liam.frost@st-marycray.bromley.sch.uk

Is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEN.

Trustees:

Are responsible for:

- Supporting the school to evaluate and develop the quality and impact of provision for



pupils with SEN across the school.



Assessment, Planning and Review

On-going monitoring takes place by Class Teachers to support all of our children. Any additional support is documented on a Class/individual Provision Map following consultation between the Class Teacher and the SENCo. Where external agencies are involved, their advice and recommendations are included.

In some cases, Teaching Assistants (TAs) can be used to support individual needs within a classroom.

Pupil Progress Review (PPR) meetings are held termly with the SENCo, Class Teacher and Senior Leadership Team (SLT). All aspects of learning are considered at these meetings to ensure support is effective.

If a child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested. This can include things like an Educational Psychologist (EP) assessment, a Dyslexia assessment, or a specialist teacher from London Borough of Bromley or similar coming into school to work with a child. After these areas have been explored it may be that everyone involved, including the child and the parents, feel that further support is needed and so a referral would be made to a paediatrician. At this point a diagnosis of some form may be required or additional support above and beyond what is normally provided within the school setting would be put in place. Once outside professionals have been involved it may be felt that more needs to be put in place including routes for funding.

Further details about this process will be explained in the LA Local Offer.

The Local authority process and guidance in the Banded funding Criteria can be found here: [LBB Banded funding criteria](#)

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of National Tests. The school will arrange training for staff to support this and submit names of children to whom these apply to the DfE.



Curriculum and Teaching Methods (including groupings and interventions)

How will teachers adapt the curriculum to meet the needs of my child?

Our Class Teachers are all teachers of children who have additional needs. They have many different methods of supporting children to access the learning in class through Quality First Teaching.

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account an individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. There may also be a Teaching Assistant working with your child either individually or as part of a group.

The Class Teacher will plan specific interventions to meet a child or small group's needs. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Class work is pitched at an appropriate level so that all children are able to access it. Children are also actively encouraged to review their own learning and to decide on a task which suitably challenges them.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Interventions

Access to learning and the curriculum

Pupils may have access to learning support staff in:

- Core subjects
- Other curriculum areas
- Small groups in and out of class

Strategies/programmes to support speech and language

- Access to a specialist Speech and Language therapist
- Speech and Language therapist advice disseminated to and followed by Class Teachers, TAs or Individual Support Assistants
- Specific differentiation or modification of resources e.g. symbols; practical hands on activities
- Speaking and Listening groups
- EYFS and Key Stage 1 Talk Boost Groups
- Pre-learning new concept and topic words for pupils with speech and language difficulties – TA led
- Opportunities to pre-learn or revise topic or concept word



Strategies to support/develop Literacy including reading

- Focused reading sessions with individuals, groups or paired reading
- Small group reading programmes
- Small groups to develop phonics, extend/enrichment writing; hand writing skills
- Access to structured programmes e.g. Reading eggs

Strategies to support/develop Numeracy

- Small group intervention programmes – booster groups

Provision to facilitate/support access to the curriculum:

- Literacy/Maths screener to identify underlying need
- Additional support from a TA
- Differentiation or modification of resources
- Variety of resources appropriate to the needs of the child e.g. pencil grips, alphasmarts, sloping boards
- Sensory support for visually /hearing impaired pupils
Dyslexia-friendly resources e.g. coloured overlays and reading rulers, coloured page English and Maths books

Strategies/support to develop independent learning

- Mentoring by peers, support staff or teaching staff
- Home-School diaries
- Alternative recording methods
- Visual supports e.g. task organisers, to do lists

Use of Learning Plans (Individual Pupil Profiles)

- We use individual Learning Plans and Pupil Passports as live, working digital documents to ensure high-quality, inclusive Quality First Teaching (QFT) across all classrooms.
- Class teachers routinely access these plans to implement adaptive teaching strategies, managing specific learning barriers, emotional triggers, and personalized environmental adjustments tailored to each child.
- Individual SMART targets are logged, systematically reviewed, and updated in collaboration with pupils and the SENDCo to closely monitor incremental progress.
- We actively engage parents and carers by securely sharing these learning plans digitally, facilitating collaborative target-setting, transparent feedback, and official sign-offs.

Use of Provisions (Intervention Mapping)



- The Provisions framework is deployed as our master management grid to organise, schedule, and log all out-of-class academic and pastoral interventions (e.g., phonics catch-up, speech and language tracks, and nurture groups).
- We maintain records within this section to track student attendance, baseline data, and daily engagement levels across every targeted provision.
- Every intervention is assigned a clear financial value based on staffing and resources, creating a robust, transparent audit trail for our expenditure.

Reviewing Impact & Next Steps

- At the end of each designated block, we cross-reference our Provisions data against the outcomes on individual Learning Plans to measure the exact rate of progress and academic impact.
- This data-driven approach allows the inclusion team and SLT to conduct rigorous analyses, ensuring we only maintain and fund interventions that successfully close the attainment gap for our vulnerable learners.

Personalised Progress Monitoring

While academic attainment against national expectations provides a helpful benchmark, it does not fully capture the nuanced, highly significant progress made by learners with Special Educational Needs and Disabilities (SEND), particularly those with an Education, Health, and Care Plan (EHCP). Because the school is legally accountable for the progress children make toward their specific, agreed-upon outcomes, our assessment framework must accurately mirror these individual journeys. The inclusion team works collaboratively across the school to ensure our data reporting mechanisms capture both the qualitative and quantitative growth of our vulnerable learners.

Systematic Integration with TES Provision Map

We utilise the TES Provision Map platform to systematically track interventions, archive professional recommendations, and securely store pupil and parent voice. We have optimised this platform to directly monitor student progress against their short- and long-term targets. This allows us to move beyond broad age-related expectations and focus instead on the bespoke growth specified in individual SEN Support plans and EHCPs. The school generates termly impact reports through this system, providing a robust, transparent evidence base for the quality and effectiveness of our SEND provision.

The SEND Progress Index Framework

To maintain absolute data integrity and consistency, progress against individual targets is tracked using a standardised, scaled index ranging from -2.0 to +2.0. This framework quantifies progress relative to the child's unique starting point and personalized targets rather than a standardized national average:



- Expected Progress (Score of 0.0): Indicates that the learner is making exactly the expected progress toward their specific targets for that term.
- Within Expected Variance (-0.5 to +0.5): We apply a standard variance threshold of +/- 0.5 around the zero mark. Scores within this range mathematically demonstrate that a child's progress remains broadly in line with expectations.
- Accelerated Progress (+0.6 to +2.0): Represents exceptional development, where a learner is exceeding their predicted target trajectory.
- Slower Than Expected Progress (-0.6 to -2.0): Highlights a rate of development below expectations. A score within this band automatically triggers a formal, internal review of current interventions, QFT strategies, and support structures by the class teacher and SENDCo.

By generating reports via this index on a termly, year-to-date, and annual basis, the school maintains an airtight, data-driven overview of how it meets its statutory obligations and actively maximizes the life chances of our most vulnerable learners.

Pastoral Support

Social, emotional and mental-health wellbeing

St Mary Cray Primary Academy understands the importance of the social, emotional and mental-health wellbeing of each child within our care. We have created a space to Develop Enable and Nurture (DEN) to help cater for these needs outside of the classroom. Please speak to the SENCo for more information regarding this provision.

Strategies to support the development of pupils' social skills and enhance self-esteem

- Small group programmes e.g. Social Skills
- Lunch time provision to support more vulnerable pupils
- 1:1 Mentoring through our PSL
- Regular "celebration of success " opportunities
- Pastoral Lead and qualified ELSA
- The engagement of a therapy dog one afternoon per week

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Small group programmes
- Transition support, visits and events
- Reduced or modified time-table
- Regular contact and liaison with parents
- 1:1 Mentoring through our PSL
- Targeted group sessions with PSL
- PSHE scheme of work
- Circle Time
- Early support
- Regular meetings with parents



Strategies to support/modify behaviour

- School reward and sanctions as set out in the School Behaviour Policy
- Individual Education Plans
- Small group programmes e.g. Emotional Literacy
- 1:1 Mentoring through our PSL
- Regular meetings with parents

Support/supervision at unstructured times of the day including personal care

- Break time and Lunch time support
- Trained staff supervising during break times

Planning, assessment, evaluation and next steps

- Class teachers have daily contact as required with parents through class dojo
- The Headteacher and SENCo are available to meet parents when required
- Termly Pupil Progress Reviews take place where targets are discussed and interventions put in place where necessary
- Regular Parents Evenings. (Parents can also request a meeting, if they are concerned about their child, between these evenings)
- Class and provision maps
- Arbor- a pupil tracking system used by Class Teachers

Increasing accessibility - getting about

We have an Accessibility Plan in place (2022)

Access to strategies/programmes to support occupational /physiotherapy needs

- Advice of Occupational Therapists is disseminated and followed
- Use of any recommended equipment e.g. sloping boards, move'n'sit cushions and pencil grips
- Support staff to assist pupils with personal care as specified by clinical plans
- Some modified toilet facilities for individual needs
- Access to modified equipment and ICT
- Specialist equipment as required on an individual basis to access the curriculum
- Software to support learning
- Laptops/ipads/chrome books appropriate to the age and need of the child

Partnerships with External Agencies

What support from outside does the school use to support my child?

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Occupational therapist



- Speech and Language Therapist
- Sensory support service
- Educational Psychologist
- Clinical Psychologist
- Social Communications Difficulties Team
- Bromley Well-Being - Child and Adolescence Mental Health service (CAMHS)
- Paediatric Services
- ISAT – Inclusion Support Advisory Team
- Bromley Mentoring Service
- Specialist Support and Disability Services including Complex Needs team
- School Nurse
- Educational Welfare Officer (EWO)
- Animal therapy

Access to Medical Interventions

- Use of Individual Health Care Plans
- Referral to Paediatrician
- Referral to Bromley Well-Being Service - CAMHS
- School Nurse Team

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Regular meetings as required
- SENCo available at all Parents Evenings
- Referrals to outside agencies as required
- Speech and Language Therapist for specific individual pupils
- Sensory Support Team ; Educational Psychologist; Clinical Psychologist; School Nurse; Social Communication Team all attend school at regular intervals to see specific pupils
- Use of Individual Health Care plans
- Referrals to Paediatricians as required
- Referral to CAMHS/Wellbeing as required

Agency	Description of Support
Inclusion Support Service • Educational Psychology Service • Social Communication Team • SEN Team • Sensory Support Service	Assessment of children's cognitive abilities and provide advice to the school. Observation and providing advice to the school and parents.
• Speech and Language Therapy • Occupational/physiotherapy	The school may refer as required and implement recommendations following specialist assessment. After consulting with the class teacher and SENCo, it may



• Paediatric Services	be necessary to refer to one of our outside agencies. We have built up strong relationships with these teams and they help us address any difficulties individual pupils may be facing.
Bromley Well-Being Service - CAMHS (Child and Adolescent Mental Health Service)	The school may refer as required and implement recommendations following specialist assessment. Bromley Wellbeing is a self-referral service which is a single point of access for the emotional wellbeing of young people under the age of eighteen living in Bromley. Referrals can be made by the young person, parent or professionals during office hours. Tel: 020 3770 8848 Fax: 020 3121 3005 info@bromleyv.org
Information, Advice and Support Service (IASS, formerly known as Parent Partnership)	The IASS provides independent information and advice and guidance for parents/carers of children and young people with SEN. http://www.bromley.gov.uk/parentpartnership Email: iass@bromley.gov.uk Telephone: 0208 4617630
Helen Priest - Educational Professional responsible for children who are looked after. Helen.Priest@bromley.gov.uk	Oversees and monitors provision for children who are in the care of the Local Authority.
Voluntary agencies • Bromley Parent Voice • Burgess Autistic Trust/Bromley Mencap • Bromley Y	These organisations can advise parents who need support.
The full range of local support which may be available to support your child both within and outside of school can be found in the Bromley Local Offer for Pupils with SEN. http://www.bromley.gov.uk/localoffer	

Transition

How will the school help my child move to a new class/year group/school?

Children and young people with SEN can become particularly anxious about “moving on”



so we seek to support successful transition:

When moving classes in school

An information sharing meeting will take place with the new teacher. Your child will be given the opportunity to meet their new teacher and visit their new class. If necessary, we will create a 'Moving on' social story with photos of your child's new class and teacher to help support their transition.

When moving to another school

We will contact the School SENCo and share information about special arrangements and support that have been made to help your child achieve their learning goals.

We will ensure that all records are passed on as soon as possible.

Secondary School Transition

The school's Year 6 team will run a dedicated transition programme with the Year 6 pupils to help prepare them for Secondary school. Children and staff also work closely with local Secondary schools that often run their own transition programme to support the move from Primary to Secondary education. This usually involves a whole day visit for prospective Y7 children.

The SENCo and/or class teacher will attend the Primary/Secondary Transition day meeting to discuss a specific need of your child and the nature and level of support which have had the greatest impact.

Local secondary schools visit the Y6 classroom to introduce themselves

In some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are the staff in meeting the needs of my child?

Children are identified as having Special Educational Needs through a variety of ways including the following:

- Child performing below age-expected levels
- Concerns raised by parent
- Concerns raised by teacher
- Consultations between Class Teacher, Deputy Head and SENCo where progress data is discussed
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis by a paediatrician
- Liaison with previous school or setting

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching



and support of children with SEN. Recent training has covered:

- Autism Awareness
- Positive Handling techniques
- Dyslexia Awareness
- Attachment theory
- Precision teaching
- Prevent duty
- Speech and Language Difficulties
- Emotional Literacy training
- Bereavement training
- Mental Health First Aid training
- Mindfulness
- Nurture Groups
- Anti-Bullying training
- De-escalation training

Our SENCo actively engages with local opportunities, for example Bromley SENCo Forum, to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

Who should I talk to ...

if I think my child may have Special Educational Needs or if I am unhappy with my child's support or progress?

1. Your child's Class teacher
2. SENCo - Miss Jess Major senco@t-marycray.bromley.sch.uk
3. Headteacher - Mr Liam Frost admin@st-marycray.bromley.sch.uk

If you have a complaint please go to the school's website, Policy Section, Complaints Procedures

Further Information

about support and services for pupils and their families can be found in

- The Local Authority Local Offer
<http://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>
- Bromley Parent Voice
www.bromleyparentvoice.org.uk
- The DfE Code of Practice
<http://www.education.gov.uk/childrenandyoungpeople/SEN>

