



**St Mary's Catholic Primary School,  
Bognor Regis  
School SEND Information Report**



**'Every child should be given the best chance to succeed in life.'  
SEND Code of Practice 2014**

St Mary's is a mainstream, inclusive primary school. At St. Mary's we believe that each person is unique and of value and therefore each child is entitled to receive an education in accordance with her/his age, ability and aptitude. We believe that all children should be appreciated and respected. We promote attitudes of caring and understanding in the belief that we are a community in which we are all, to some degree, responsible for each other. We recognise the strengths of every individual as well as areas for development. We want every child to contribute to the social, cultural and spiritual life of our school and use our best endeavours to make sure that a child with SEN gets the support they need to do this.

In accordance with the SEND Code of Practice 2014, Schedule 1 Regulation 51, we have produced a school SEN Information Report to highlight what our school offers for pupils with Special Educational Needs or Disabilities. The 13 points set out below are taken from the information required by Regulation 51. This is updated annually and is scheduled to be reviewed again in June 2027.

If you have any further questions or would like further information, please contact the School Office on 01243 822287, or contact the Special Educational Needs and Disability Co-ordinator (SENDCO) Mrs Lockwood via email on [plockwood@stmarysbognor.co.uk](mailto:plockwood@stmarysbognor.co.uk)

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# St Mary's Catholic Primary School, Bognor Regis

## Our SEND Information Report 2026/2027

<p>1. The kinds of special educational needs for which provision is made at St Mary's</p>	<ul style="list-style-type: none"> <li>• At St Mary's we provide a differentiated curriculum to suit a wide range of special educational needs. We use reasonable adjustments both in our environment and in our curriculum to support all learners. We currently have children with specific learning difficulties such as dyslexia, moderate learning difficulties, global development delay, Autistic Spectrum Disorder, Downs Syndrome, Social, Emotional and Mental Health difficulties, physical difficulties and disabilities, ADHD and Social Communication difficulties. We also support many children who have Speech and Language difficulties.</li> </ul>
<p>2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.</p>	<ul style="list-style-type: none"> <li>• Parents are encouraged to firstly speak to class teachers if they have any concerns about their child's learning or behaviour. They may also speak to any member of the Leadership Team including the SENDCO (Mrs Paula Lockwood, telephone number 01243 822287, plockwood@stmarysbognor.co.uk)</li> <li>• Liaison between class teachers and parents to identify children who have difficulties.</li> <li>• Pupil progress is tracked and closely monitored throughout the year.</li> <li>• Intervention groups are set up to support children who need additional support.</li> <li>• Transition from class to class is thorough and teachers are made fully aware of any difficulties children may have had in previous classes.</li> <li>• A variety of Special Needs Assessments are used in school by the SENDCO or other trained staff, including screening for dyslexia, dyscalculia, Neale, PhaB, Ravens. We currently use checklists to identify difficulties at an early stage and online screeners from GL assessments for more detailed information regarding dyslexia and dyscalculia. These do not provide a diagnosis but provide additional information regarding specific areas of difficulty.</li> <li>• We can also make referrals to Speech Therapists, Occupational Therapy, Educational Psychologists, CAMHS, Autism and Social Communication Team, Learning and Behaviour Team and the School Nursing Service.</li> <li>• SENDCO (Special Education Needs and Disability Co-ordinator) is very happy to receive emails, telephone calls or meet with parents to discuss any concerns.</li> </ul>
<p>3. Information about schools policies for making provision for pupils with special</p>	<p>a) how the school evaluates effectiveness of its provision for such pupils;</p> <ul style="list-style-type: none"> <li>• We use the 'Assess, Plan, Do, Review' model both to review the impact of interventions and to review the pupils progress towards their outcomes. This involves observation of learning and teaching, discussions with key staff, discussions and advice from external agencies, such as Speech Therapists, discussions with the pupils and parents.</li> <li>• There are named governors responsible for SEND provision and they meet regularly throughout the academic year with the SENDCO to discuss progress and provision</li> </ul>

<p>educational needs whether or not pupils have EHC Plans including:</p>		<p>and receive written updates termly.</p> <ul style="list-style-type: none"> <li>• When a child with an EHCP or disability applies for admission to St Mary's we meet as a team to discuss the needs of the child and how we could meet them, this also involves looking at the physical environment and how this may need to be adapted.</li> <li>• SENCO carries out regular audits of provision and learning environments through observations, involvement in planning and target setting as well as learning walks and meetings with staff.</li> </ul>
	<p>b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;</p>	<ul style="list-style-type: none"> <li>• As above, plus</li> <li>• Monitoring and sharing progress through parent consultations</li> <li>• Individual Learning Plan's</li> <li>• Regular pupil progress meetings with teaching staff</li> <li>• Additional meetings as necessary</li> <li>• Review of interventions and impact with TA's/LSA's</li> <li>• Home School Contact as necessary for individual children</li> <li>• Annual Review for children with an EHCP (Education and Health Care Plan)</li> <li>• Pastoral Support Plan (PSP)/ Holistix (TAF)/ Team Around the Child if necessary</li> </ul>
	<p>c) the school's approach to teaching pupils with special educational needs</p>	<ul style="list-style-type: none"> <li>• Quality first teaching – please see QFT document for details</li> <li>• Children are supported using the 'Assess, Plan, Do, Review' model that is suggested in the Code of Practice.</li> <li>• Additional interventions planned by class teachers, subject leaders, and/or SENDCO</li> <li>• Class teachers will differentiate lessons to the needs of individual children and this is monitored by the SENDCO</li> <li>• Learning Support Assistants (LSA) and Teaching Assistants will provide support in class, in small groups or 1:1 as required to meet the needs of the pupils</li> <li>• Parents and Pupils are involved in setting and reviewing targets</li> <li>• SMART targets in Individual Learning Plan, reviewed on an on-going basis</li> <li>• SENDCO will plan and deploy resources – including LSA support</li> <li>• SEND governors liaise with SENCO regularly to monitor progress</li> <li>• Outside Agency advice as appropriate including LBAT, ASCT and Educational Psychology Service</li> <li>• Use of West Sussex Ordinarily Available Inclusive Practice document to support varying needs</li> </ul>
	<p>d) how the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<ul style="list-style-type: none"> <li>• The curriculum and teaching will be tailored to meet the needs of all children so that all children will be able to access the curriculum through support and modified lessons</li> <li>• All lessons are differentiated to include all children</li> <li>• All teachers plan for a range of abilities and individual needs</li> <li>• Adult support or additional resources are provided as necessary</li> <li>• Individual Learning Plans</li> <li>• Learning environments are adapted to suit the needs of the pupils as necessary, e.g.</li> </ul>

		physical adaptations such as hand rails, steps to reach etc as well as the general environments of displays etc. and advice is sought and followed from outside agencies where necessary.
e) additional support for learning that is available to pupils with special educational needs		<ul style="list-style-type: none"> <li>• Majority of support is given in class through use of additional adults to support learning but additional support may include 1:1 work outside of the classroom to follow specific programmes or interventions, such as OT or Physiotherapy or in small groups for interventions in specific subjects or social skills, interventions to support pupils with specific literacy or maths difficulties such as dyslexia or dyscalculia e.g Toe By Toe, Wesford for dyslexia, mastery of number</li> <li>• It is given as appropriate and as required</li> <li>• We use a graduated response and additional support is 'Needs driven'</li> <li>• Pupil Premium Grants if applicable are used to top up funding of additional support</li> <li>• Support may be given at breaktimes and/or lunchtimes as necessary for social or emotional development needs</li> </ul>
f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs		<ul style="list-style-type: none"> <li>• We believe in full inclusion in the classroom where possible and therefore we offer a fully differentiated curriculum that enables pupils to learn together within the classroom environment, whatever their needs, using Quality First Teaching (please see QFT document)</li> <li>• All school trips are planned with the individual needs of the children in mind</li> <li>• Risk assessment of activity/venue/individual in liaison with SENDCO as necessary</li> <li>• Liaison with parents where necessary</li> <li>• Pre-visit to trip venues specifically to look at individual children's needs if applicable</li> <li>• Modify equipment where needed on trips and/or in the classroom/school environment</li> <li>• Adaptations to activity/equipment where needed and additional adult support given</li> <li>• Parents are welcome to join for school trips if it will enhance the experience for the individual pupil and relevant DBS in place</li> <li>• Additional support staff deployed as necessary</li> <li>• Please also see the <a href="#">School's Disability Equality Policy</a> and <a href="#">Accessibility Policy</a>.</li> </ul>
g) support is available for improving the emotional and social development of pupils with special educational needs		<ul style="list-style-type: none"> <li>• Class teachers are provided with regular training and information regarding emotional well-being of all pupils through ThoughtFull (MHST)</li> <li>• Teaching Assistants/LSA's have a wealth of experience including Autism, Social Skills, bereavement, Quality First Teaching and EAL support</li> <li>• School have a regular play therapist and another trainee joining us this year</li> <li>• We have a Family and Pupil Mentor in school each morning to support the emotional well-being of our pupils and to offer support to families where needed</li> <li>• School benefit from being a link school with the MHST, having allocated EMHPs in school on a regular basis</li> <li>• Two Trained therapeutic teaching assistants (RAINBOWs and ELSA)</li> <li>• Clear policy for children with medical needs</li> <li>• Medical Plans/ Intimate Care Plans are created with parents</li> <li>• Social Stories/comic strips</li> </ul>

		<ul style="list-style-type: none"> <li>• Pastoral Support Plan (PSP)/ Holistix (TAF)/ Team Around the Child if necessary</li> <li>• Links to School Nursing Service and other outside agencies</li> <li>• School promote the use of Makaton and visuals across the whole school community to enhance inclusion for all our pupils</li> </ul>
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator		<ul style="list-style-type: none"> <li>• Our school SEN Coordinator (SENDCO) is Mrs Paula Lockwood. She can be contacted via the school office telephone 01243 822287 or directly via email <a href="mailto:plockwood@stmarysbognor.co.uk">plockwood@stmarysbognor.co.uk</a> (Current working days are Monday to Thursday but messages can be left via the school office at all times)</li> </ul>
5. Information about the expertise and training of the staff in relation to children and young people with special educational needs and how specialist expertise will be secured.		<p>Our staff attend regularly training sessions as needed and we currently have staff who have had training in the following areas:</p> <ul style="list-style-type: none"> <li>• SENCO – awarded NASENCO qualification in September 2015</li> <li>• Reading Recovery (1:1 reading support with a specialist teacher)</li> <li>• 1<sup>st</sup> Class @number (small group maths intervention)</li> <li>• Mastery of Maths</li> <li>• Autism Aware Award 2014</li> <li>• IPALM – Inclusive Practice Award for Literacy and Maths (training ongoing this year)</li> <li>• Speech and Language</li> <li>• Team Teach</li> <li>• Attachment</li> <li>• Calm Children</li> <li>• Rainbows (a loss and bereavement programme)</li> <li>• ELSA (Emotional Language Support Assistant)</li> </ul> <p>We also regularly liaise with outside agencies for support including:</p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• Family link Worker</li> <li>• Play Therapy</li> <li>• Counselling</li> <li>• Occupational Therapy</li> <li>• Speech Therapist</li> <li>• Educational Psychologist</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• CMHL (Community Mental Health Liaison Service)</li> <li>• Sensory Support</li> <li>• Autism and Social Communication Team</li> <li>• Learning, Behaviour and Inclusion Team</li> <li>• Early Help Designated Teacher and Family Support Workers</li> </ul>

	<p>Our training priorities for this academic year are: Quality First Teaching for all pupils, Understanding Sensory Needs and creating sensory aware environment across the school, specific difficulties in literacy and maths (through IPALM project) and improving our positive inclusion for neurodiverse pupils (including our universal offer)</p>
<p>6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured</p>	<ul style="list-style-type: none"> <li>• EAL Leader (Mrs Lockwood) some bilingual staff and access to translation services through EMTAS</li> <li>• Important information letters are translated into some languages and where needed, translation services are bought in to support</li> <li>• Lift, wet room and disability friendly toilets</li> <li>• All but 1 classroom are easily accessible for wheelchair users – access to the remaining classroom is gained through another accessible classroom</li> <li>• Access to BSL interpreter to support parent meetings</li> <li>• Some trained Makaton Staff and EYFS staff are Makaton aware</li> <li>• Continual ICT improvements to sound/visual in all classes</li> <li>• Where necessary individual children have been provided with laptops/tablets to support their learning</li> <li>• Access to software for specific areas of learning as suggested by external agencies/specialists</li> <li>• There is a public car park opposite the school which has disabled bays and short term on-street parking nearby, bus stops are also located for the main bus route within a few minutes walking distance, making access to the school easy.</li> <li>• Sensory room is available – due to be upgraded and improved Summer 2026</li> <li>• We are due to become part of the BOSCO Trust in February 2026 which will also enable us to work across a wide range of schools and be able to access further support (more details to follow)</li> </ul>
<p>7. The arrangements for consulting parents of children with special educational needs about and involving them in their education</p>	<ul style="list-style-type: none"> <li>• There are two formal parent consultations per academic year (usually November and March) and a 'drop-in' session offered in July. At these meetings parents will discuss their child's progress towards their individual targets as well as their general class progress. They will be asked for input regarding the next step towards their child meeting their outcome.</li> <li>• The SENDCO is also available during the times above to meet with any parents who requests it.</li> <li>• As well as these formal times, our staff are very open to meet with parents at their reasonable request and may also request a meeting with parents. The SENDCO may or may not be involved with this.</li> <li>• When a child meets a target, this will be sent home for the parent's information and a new target discussed.</li> <li>• If at any time a parent wishes to discuss their child's progress or achievements they can do so by requesting a meeting with the classteacher or SENDCO.</li> <li>• If a referral to an outside agency is deemed appropriate, parents will always be consulted, their views recorded and invited to meet with the professional involved if appropriate.</li> <li>• Annual Review meetings/TAF meetings/PEP meetings are held as necessary and</li> </ul>

	<p>appropriate</p> <p>As well as the above, we also encourage and welcome parents to take an active part in their child's school life with the following:</p> <ul style="list-style-type: none"> <li>• Parent questionnaires</li> <li>• Parent workshops</li> <li>• Information given about how to access further support</li> <li>• Focus groups</li> <li>• Homework</li> <li>• Coffee mornings/afternoons</li> <li>• Accompanying on trips and visits</li> <li>• Volunteering within the classroom</li> </ul>
<p>8. The arrangements for consulting young people with special educational needs about and involving them in their education</p>	<ul style="list-style-type: none"> <li>• Pupil Voice is very important to us at St Mary's and we firmly believe that the children need to be involved with each step of their learning in order to take responsibility for it and become life-long learners.</li> <li>• All of our children are involved in the 'Assess, Plan, Do, Review' cycle. They have regular opportunities to discuss their progress towards their outcomes and targets with their class teacher and are involved with planning the next steps at an appropriate level. They have access to their targets within lessons. Where appropriate or necessary the children will meet with the SENDCO or other specialist (e.g. speech therapist) to review intervention programmes.</li> <li>• All class teachers have covered conferencing time in the timetable where they meet with individual pupils to discuss next steps as necessary</li> <li>• We conduct a pupil survey at least once per year to gather feedback and make changes as appropriate</li> <li>• Through the PINs project this year we will be actively seeking to improve the pupil voice of our neurodiverse pupils through stronger representation in School Council, Faith Leader and Play Leader groups</li> </ul>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<ul style="list-style-type: none"> <li>• If a parent is ever dissatisfied with provision for their child we would first encourage them to meet with the class teacher and/or our SENDCO. If this does not resolve the issue then the parent could contact a member of the Senior Leadership Team to discuss this further. Following on from this, if the parent was still not happy they could follow the school complaints procedure as outlined in the School Complaints Policy found on the school website.</li> </ul>
<p>10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils</p>	<p>At St Mary's we liaise with a variety of outside agencies to seek the best support and advice for all of our children. These include:</p> <ul style="list-style-type: none"> <li>• School nurse</li> <li>• Family Link Worker</li> <li>• Play Therapy</li> <li>• Counselling</li> </ul>

	<ul style="list-style-type: none"> <li>• Occupational Therapy</li> <li>• Speech Therapist</li> <li>• Educational Psychologist</li> <li>• CAMHS (Child and Adolescent Mental Health Service)</li> <li>• CMHL Service (Community Mental Health Liaison Service)</li> <li>• Sensory Support</li> <li>• Social Communication Team</li> <li>• Learning, Behaviour and Inclusion Team</li> </ul> <p>We have a Team within the Governing Body who meet with the SENDCO to discuss progress and provision and receive written updates termly. They are also involved in EHCP applications as necessary and with admissions for pupils with EHCP's and/or disabilities.</p> <p>If you would like to talk with one of our SEND governors, please contact the school office who will provide you with the most up to date contact information.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32</p>	<ul style="list-style-type: none"> <li>• SEND information can be found in the general office foyer which includes parent support groups, training opportunities in the local area and other similar information.</li> <li>• Other information received by school will be passed on electronically via our Parentmail system or via the school website and/or social media pages</li> <li>• Specific information may be sent directly to parents as appropriate or as requested.</li> <li>• Parents can contact the SENDCO, Mrs Lockwood or our Family and Pupil Mentor, Mrs Kale at any time to seek information regarding support or advice.</li> <li>• The local authority local offer can also be used by parents to find information on support services. This can be found at <a href="https://westsussex.local-offer.org/">https://westsussex.local-offer.org/</a></li> </ul>
<p>12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living</p>	<ul style="list-style-type: none"> <li>• When a parent is considering sending their child who has special educational needs to us we would always recommend several visits to the school prior to application. One could be a general visit to the school to look at the classrooms etc and a further one to meet with the SENDCO. We are also very understanding that this is a big decision for any parents to make and therefore we are open to further meetings or telephone calls as parents require them. We are also open for any professionals/key workers currently working with the children to attend or contact us.</li> <li>• New Parents Evening usually in May preceding child starting in Reception in September</li> <li>• Transition visits – at least two are offered to each child and additional visits for those who need them</li> <li>• Home visits occur in the few days prior to the child starting in September</li> <li>• Visits to pre-school setting</li> <li>• Additional visits are offered where children are identified as vulnerable or who would find it useful</li> <li>• Meeting with key school staff such Teacher, teaching assistant/LSA, SENDCO, Head of School</li> <li>• Liaison with secondary/specialist schools</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional visits to secondary school are arranged for pupils who need this, including support with travel.</li> <li>• We have a good relationship with our main feeder secondary schools and ensure that transition is as smooth as possible for all children, often holding supported transition visits between the two schools with parents and pupils attending</li> </ul>
<p>13. Information on where the local authority local offer is published.</p>	<ul style="list-style-type: none"> <li>• The local authority local offer can be used by parents to find information regarding special educational needs. This can be found at <a href="https://westsussex.local-offer.org/">https://westsussex.local-offer.org/</a></li> </ul> <p>In addition to this, parents may also want to view the following school policies.</p> <ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Disability and Equality Plan/Scheme</li> <li>• Disability and Equality Policy</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Health and Safety Policy</li> <li>• Behaviour Policy</li> <li>• Equality and Diversity Plan</li> <li>• Intimate Care Policy</li> </ul> <p>Copies can be found on the school website or a paper copy can be requested from the school office.</p>
	<p><b>KEY CONTACT DETAILS</b></p> <p>SENDCO – Mrs Paula Lockwood Telephone 01243 822287 or email <a href="mailto:plockwood@stmarysbognor.co.uk">plockwood@stmarysbognor.co.uk</a></p> <p>Senior Leadership Team in addition to SENDCO– Mr Peter Edgington (Executive Headteacher until September 2026), Mrs Kathryn Cole (Head of School), Mrs Nikki Edge (Assistant Headteacher) – all can be contacted on 01243 822287 or via <a href="mailto:office@st-marys-bognor-w.sussex.sch.uk">office@st-marys-bognor-w.sussex.sch.uk</a></p> <p>Family and Pupil Mentor – Mrs Amy Kale 01243 822287 or <a href="mailto:akale@stmarysbognor.co.uk">akale@stmarysbognor.co.uk</a></p> <p>The Governing Body can also be contacted via the school office.</p>