



# SEN Information Report 2025-26

What our school can offer children with additional needs.

# What is a school information report?

- The school information report answers some of the most frequently answered questions about the school's provision for children with special educational needs or disabilities (often abbreviated to SEND)
- It is reviewed annually or when necessary throughout the year.

# What does having a Special Educational Need or Disability mean?

‘A child or young person has SEND (Special Educational Need or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

(SEND Code of Practice 2014)

# The four broad areas of need are:

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Communication and interaction

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Cognition and Learning

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Social, Emotional and Mental health difficulties

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Sensory and Physical needs

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Your child may have difficulties in more than one of the broad areas of need. These are explained in more detail in the SEN Code of Practice.

# How does Plympton St Maurice Primary identify if your child has a Special Educational Need?

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Your child's achievements and progress are continually assessed throughout the year.

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Their progress is tracked and children who are not making the expected progress are identified.

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Pupil progress meetings are held three times a year between class teachers, SENCO (Special Educational Needs Co-ordinator) and the Head Teacher.

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Outside of these meetings, teachers can raise their concerns with the SENCO.

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When concerns are raised, they will be shared with parents and a consultation meeting can be arranged to discuss next steps.

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If necessary, the SENCO will seek advice from other professionals to make more detailed assessments to inform the support put in place for your child.

# What could you do if you think your child has a Special Educational Need?

Plympton St Maurice Primary School really values its strong relationships with parents. If you have any concerns we would welcome you sharing them with us.

There are a number of people you could talk to at school.

- . Class Teacher
- . SENCO
- . The Head Teacher

We recognise the importance of working together to secure the best possible outcomes for the child.

# Who is the person responsible for children with SEN at Plympton St Maurice Primary School?

A child's class teacher is responsible for the day to day needs for the SEN children within their class. Any concerns about a child's learning should always in the first instance be raised with the child's class teacher.

Mrs Baxter is our school's Special Educational Needs Co-ordinator. She is responsible for co-ordinating provision for our SEN children across the school.



The Head teacher has overall responsibility for all pupils.



# How do I contact the people responsible for SEN or arrange to meet them?

For **existing pupils** the first point of contact should always be their class teacher.

For **new admissions** or **where necessary for existing pupils** Mrs Baxter can be contacted at school either:

In Writing: Mrs S Baxter

Plympton St Maurice Primary School

Plympton

Plymouth

PL7 1UB

By Telephone: 01752 337427

By Email: [sarah.baxter@psmps.co.uk](mailto:sarah.baxter@psmps.co.uk) who will respond to all queries as soon as possible and if required arrange to meet with you at a mutually convenient time.

# How does Plympton St Maurice Primary support children with special needs?

- . All children will benefit from high quality teaching that has been adapted to suit their needs.
- . Where necessary they will take part in small group or individual interventions targeted to meet and support their area of need.
- . We draw on expertise from outside agencies to inform our support programmes to ensure children make the best progress they are capable of.
- . Children who are performing significantly below their age related expectations or have provision that is 'additional to or different from their peers' may be given an Individual Learning Plan. Here, targets are set to ensure the child meets their small steps of progress. These plans are reviewed and updated regularly and shared with both parents and children.
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- The teacher and SENCO communicate frequently to discuss the child's progress and achievements. This forms part of the graduated approach ( a model of action and intervention). The SENCO monitors the effectiveness of provision and adapts as necessary.
- Children who have social, emotional and mental health needs are encouraged to share their thoughts and feelings. Personal, Social and Health Education (PSHE) lessons provide children with strategies on how to do this. Additionally, our ELSA trained teaching assistants support children's well-being.
- Our school environment where possible is adapted to meet children's additional needs. See Accessibility policy.
- All children with SEN are given every opportunity to take part in extra curricular activities. Staff will try to support children in these activities in the same way that they are supported in school.
- If your child has significant needs where they are working significantly below their age related expectations, an Education Health Care Plan (EHCP) may be applied for. More information on EHCPs can be found via Plymouth City Council.
- <http://www.plymouthonlinedirectory.com/plymouthlocaloffer/ehcp>

# What sort of provision will be put in place for my child within the classroom setting?

- Word banks
- Personalised visual timetables
- Frequent Teacher/TA check ins
- Task organisers
- Safe spaces
- Colourful semantics
- Use of equipment
- Scaffolded and adapted tasks

# How accessible is Plympton St Maurice Primary School?

Plympton St. Maurice school was built in 1954 but has since had several alterations and extensions . All classes are located in the main building which is on one floor with no internal steps. Access to the school office is via a slight ramp. All doors used at lunchtimes and playtimes to access the main school playground have a ramp. In addition, Year 3 and 4 classrooms and the Computing suite can be entered via a ramp.

There are 2 playgrounds, a field and an outside play space for Reception. The playgrounds are accessed directly from the school building with no additional steps. The Trim trail play area is entered from the playground and has bonded rubber mulch as a base. The school field is accessed via 10 steps. The Reception play area consists of a level playground but pupils may also use the grassy bank area which is accessed via several steps.

For more information please see our **Accessibility plan**.

# What training or specialist expertise do your staff have around SEN?

Mrs Baxter is an experienced SENDCo. She continues to keep up to date by regularly attending SENDCo briefings and working alongside WEST SENCOs and other agencies to provide training opportunities and support for staff.

We aspire for all Teaching Assistants to be trained in Emotional Literacy Support (ELSA's)

All teachers attend regular in-service training about a range of SEN including Colourful Semantics and Emotional Logic. We have TAs trained as advocates to support social, emotional and mental health, communication and interaction (including autism) and cognition and learning.

Most recently, three members of staff, including the SENCO, have completed Lego Therapy training through MAST. All staff have also received training from the communication Interaction Team to support neurodiverse children.

# What further external support can Plympton St Maurice Primary access and when would this happen?

- Teachers at Plympton St Maurice Primary work with a range of other professionals to support children with SEN. These include educational psychologists, Communication Interaction Team, Mental Health Support Team and Speech and Language Therapists.
- In addition, we can refer children and families to the Plymouth Multi Agency Support Team (MAST) who offer wider ranging support services. We also aim to work in partnership with our colleagues in the health service including the school nurse, CAMHS and the Child Development Centre.
- We involve external support when the child's needs dictate a higher level of expertise than the school can provide. Mrs Baxter will discuss the needs of individual SEN children with the relevant professionals and involves them as necessary.
- If appropriate a Team Around Me (TAM) meeting is held. These meetings are minuted and actions are set.
- Further information about these professionals and other support services can be found in the Plymouth Directory.

[www.plymouthonlinedirectory.com](http://www.plymouthonlinedirectory.com)

# **How are pupils at Plympton St Maurice Primary School are supported to share their views?**

- All children are encouraged to share their views with their class teacher, teaching assistant or any adult member of the school team.
- When an outside agency referral is completed we record their thoughts and feelings through a One Page Profile assisted by an adult if necessary.
- If a meeting is held and it is appropriate , children with SEND are invited to attend the meeting where they can share their thoughts and feelings. If this is not appropriate their thoughts and feelings are shared on their behalf.

# How does Plympton St Maurice Primary support the transition of pupils with SEN?

- There are many stages of transition, these include Pre-school to Reception, Key stage 1 to 2 and Primary to Secondary school.
- Where necessary, the Reception teacher and SENCO meet with parents, children and staff from Pre-school before children with SEN transfer to school to plan and discuss the child's needs and how best to make the transition as smooth and successful as possible. (See **admissions policy**)
- Similarly, when pupils are preparing to move to Secondary school, the SENCO and Year 6 teacher meet with relevant staff from the Secondary school to discuss the child's needs and plan their transition. Information about the child's needs and provision is passed on via the transition portal.
- Children with high levels of need are brought to the attention of Secondary schools from Year 5 and staff often attend EHC review meetings for these children.
- Children may have additional transition visits if that is deemed necessary this is known as an 'Enhanced transition.'

# Where can I find more information about the school's approach to pupils with SEN?

Our school website has lots of information about the school. The SEN policy is also published on our website

[www.plympton-st-maurice-primary.org.uk](http://www.plympton-st-maurice-primary.org.uk)

You can also view our Admissions policy which refers to our SEN admission arrangements. Alternatively, you are welcome to meet with Mrs Baxter our school Special Needs coordinator (SENCO) who will discuss any issues with you.

# Who can I contact to provide additional advice and support for my family?

Plymouth Information Advice and Support for parents (PIAS) is available to support families in our school community and offer a range of information, advice and support relating to Special Educational Needs and Disabilities (SEND) for parents, carers, children and young people within the Plymouth Local Authority area. These include:

- signposting parents to different organisations that may help them
- talking to parents about their anxieties or difficulties concerning their child
- working with parents to help them to deal with parenting challenges such as behaviour, sleeping, eating, bereavement and other difficulties.

Plymouth Information, Advice and Support for SEND (PIAS)

tel: 01752 258933 or 0800 953 1131 email [pias@plymouth.gov.uk](mailto:pias@plymouth.gov.uk)

Or visit <https://www.plymouthias.org.uk/>

# **If I am not happy with the provision at Plympton St Maurice Primary , how can I share my concerns or make a complaint?**

We very much hope that you will be happy with the provision for SEN at our school. However, if you are not, there are several ways to resolve this:

1. Talk to the class teacher
2. Talk to the SENCO
3. Talk to the head teacher

If you feel you need to make a complaint, our complaints procedure can be found on the website. Additionally, Plymouth Information Advice and Support for SEND offer impartial advice and support.

# **Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?**

The Local Authority's Local Offer can be found at [SEND Local Offer Homepage - Plymouth Online Directory](#)

This is a directory of services available to parents and children and provides information about what every school in Plymouth provides for SEN children and their families.

For any other information about our school and the opportunities we offer please refer to our school website or contact the school office tel: 01752 337427

# Where can I find information about the school's approach to pupils with SEN?

Our school website has lots of information about the school. There is a parents area on the website and within this is a parent handbook with lots of useful information. The **SEN policy** is also published on our website together with lots of other information about SEN at Plympton St Maurice:

[www.plympton-st-maurice-primary.org.uk](http://www.plympton-st-maurice-primary.org.uk)

Alternatively, you are welcome to meet with Mrs. Baxter our school

Special Educational Co-ordinator (SENCO) who will gladly discuss any issues with you.

Email: [sarah.baxter@psmps.co.uk](mailto:sarah.baxter@psmps.co.uk)