



St. John's Catholic Primary School



SEND Information Report 2026-27

Our Special Educational Needs and Disabilities Report

"Every child is unique. We provide the support each child needs to thrive, belong and succeed."

At St John's Catholic Primary School, we believe that every child is made in the image and likeness of God and is valued as a unique individual. We are committed to creating a nurturing, inclusive and aspirational environment where all children can flourish academically, socially, emotionally and spiritually.

We recognise that children learn in different ways and at different rates. Our role is to identify and remove barriers to learning, enabling every child to participate fully in school life and achieve their potential.

We work in partnership with pupils, parents/carers, staff, governors and external professionals to ensure that children and young people with Special Educational Needs and Disabilities (SEND) receive the support they need to succeed.

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Key Contacts

Headteacher - Mrs Mary Price

**Special Educational Needs and Disabilities Coordinator (SENDCo) -
Mrs Tracey Rix**

- National Award for SEN Coordination (NASENCO)

- BA (Hons) Teaching, Learning and Mentoring
- Both Mrs Price and Mrs Rix are Designated Senior Leads for Mental Health and Wellbeing

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SEND Governor

Mrs A Tait

What is SEND?

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision that is additional to, or different from, that provided for most children of the same age.

A child may have SEND if they experience difficulties in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Many children have strengths and needs across more than one area.

How We Identify SEND

Early identification is important because it allows us to provide support promptly and effectively.

We may identify SEND through:

- Discussions with parents/carers
- Information from nurseries or previous schools
- Teacher observations
- Ongoing assessment and progress tracking
- Screening and assessment tools
- Concerns raised by external professionals
- Conversations with pupils

Parents and carers know their child best and play a vital role in helping us understand a child's strengths, interests and areas where support may be needed.

If concerns arise, we will discuss them with parents/carers and agree next steps together.

Our Graduated Approach

At St John's, we follow the SEND Code of Practice graduated approach:

Assess

We gather information from teachers, parents/carers, the child and, where appropriate, outside professionals.

Plan

We agree desired outcomes and identify appropriate support strategies.

Do

Support is delivered through high-quality adaptive teaching and targeted interventions.

Review

The impact of support is evaluated regularly and adaptations are made as required.

This cyclical process ensures that provision remains responsive to each child's changing needs.

High Quality Teaching for All

The foundation of our SEND provision is high-quality adaptive teaching.

All teachers are responsible for the progress and development of every pupil in their class.

Teaching may be adapted through:

- Flexible grouping arrangements
- Scaffolded activities
- Visual supports
- Multi-sensory learning approaches
- Assistive technology
- Adapted resources
- Alternative methods of recording work
- Modified questioning
- Targeted adult support

We aim to ensure that every child can access an ambitious and inclusive curriculum.

The Four Broad Areas of Need

Communication and Interaction

Some children may experience differences in speech, language, communication and social interaction.

This may include:

- Speech, Language and Communication Needs (SLCN)
- Autism

Support may include:

- Visual timetables
- Now and Next boards
- Vocabulary pre-teaching
- Adapted language and instructions
- Visual prompts and symbols
- Social communication support
- Additional processing time
- Sensory adaptations
- Makaton where appropriate

Supporting Autistic Pupils

We recognise and celebrate neurodiversity. Support for autistic pupils is personalised and may include:

- Predictable routines
- Preparation for change
- Sensory considerations
- Personalised regulation strategies

- Safe spaces and calm environments
- Close collaboration with families
- Advice from specialist services

Cognition and Learning

Some children learn at a different pace and benefit from additional support to access learning.

This may include:

- Dyslexia
- Dyscalculia
- Developmental Coordination Disorder (DCD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)

Support may include:

- Multi-sensory teaching methods
- Adaptive resources
- Structured interventions
- Assistive technology
- Small-group teaching
- Additional adult support
- Overlearning and retrieval activities
- Visual supports and learning aids

Social, Emotional and Mental Health (SEMH)

Children may require support with emotional wellbeing, confidence, relationships or self-regulation.

Support may include:

- Nurture-informed practice
- Emotional literacy programmes
- Wellbeing interventions
- Safe and supportive spaces
- Social skills groups
- Flexible approaches to learning
- Access to mental health support
- Individual support plans

Strong relationships are at the heart of our approach.

Sensory and/or Physical Needs

Some children may require specialist support because of sensory, medical or physical needs.

This may include:

- Hearing impairment
- Vision impairment
- Multi-sensory impairment
- Physical disabilities
- Medical conditions

Support may include:

- Specialist seating
- Writing and recording aids
- Assistive technology
- Accessibility adaptations
- Individual healthcare plans
- Sensory resources
- Physical adaptations to learning activities

We work closely with specialist advisory teachers and health professionals to ensure children can participate fully in school life.

Medical Conditions

We are committed to supporting pupils with medical conditions so they can access education safely and successfully.

Where necessary we provide:

- Individual Healthcare Plans
- Risk assessments
- Appropriate staff training
- Emergency procedures
- Close liaison with families and healthcare professionals

Medical needs are planned for and reviewed regularly.

Working with Parents and Carers

Parents and carers are our most important partners.

We work collaboratively by:

- Sharing information openly
- Holding regular meetings
- Listening to concerns
- Celebrating progress
- Reviewing outcomes together
- Co-producing support plans

Parents/carers of pupils with SEND are invited to review meetings throughout the year in addition to Parents' Evenings.

Pupil Voice

Children are central to decision-making at St John's.

We actively seek pupil views through:

- Review meetings
- Pupil conversations
- Classroom discussions
- Surveys
- Everyday interactions

We encourage children to share:

- Their strengths
- Their interests
- What helps them learn
- Their aspirations
- Any worries or concerns

"No decision about me, without me."

Our SEND Team

Our SEND provision is coordinated by our SENDCo and supported by a skilled and committed team of teachers, teaching assistants and support staff.

The SENDCo:

- Oversees SEND provision across the school
- Supports staff with planning and intervention
- Coordinates support from external agencies
- Monitors pupil progress
- Works closely with families
- Ensures statutory duties are fulfilled

Staff Expertise and Training

Staff participate in ongoing professional development to ensure that provision remains effective and up to date.

Training may include:

- Autism
- Dyslexia-friendly practice
- Speech and Language Development
- SEMH and Mental Health
- Trauma-informed approaches
- Makaton
- Safeguarding

- Medical needs
- Inclusive classroom practice

Additional specialist training is sought whenever required.

Specialist Support and External Agencies

We work collaboratively with a range of external professionals including:

- Educational Psychology Service
- Learning Support Advisory Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help Services
- Social Care Services
- Autism Advisory Services
- Hearing and Vision Support Services

Advice from professionals is used to enhance provision and improve outcomes.

Resources and Facilities

We provide a range of resources to support learning and inclusion, including:

- iPads and laptops

- Visual timetables
- Communication resources
- Timers and organisational aids
- Makaton prompts
- Fine and gross motor equipment
- Specialist writing equipment
- Sensory resources
- Reading interventions
- Adaptive furniture and seating
- Reading pens

Resources are selected according to individual need.

Assessment, Monitoring and Review

Progress is monitored through:

- Teacher assessment
- Observations
- Formal assessments where appropriate
- Pupil progress meetings
- Intervention reviews
- Discussions with parents/carers
- Pupil voice

Support plans and outcomes are reviewed regularly to ensure children continue to make progress and receive appropriate support.

Extra-Curricular Opportunities

We believe that every child should have access to the full life of the school.

Children with SEND are encouraged and supported to participate in:

- Breakfast Club
- After-school provision
- Sports clubs
- Music activities
- Educational visits
- Visitors and workshops
- Lunchtime activities
- Residential experiences where appropriate

Reasonable adjustments are made to ensure inclusion wherever possible.

Transition Arrangements

We understand that transitions can be exciting but also challenging.

Starting School

We work closely with nurseries, early years settings and families to ensure a positive transition into Reception.

Moving Between Year Groups

Information is shared carefully between staff and transition activities help prepare children for change.

Secondary School Transition

We work closely with receiving secondary schools through:

- Additional visits where appropriate
- Transition meetings
- Social stories
- Transition booklets
- Information sharing with SEND teams

Accessibility and Equality

We are committed to ensuring that disabled pupils are not treated less favourably than their peers.

We do this through:

- Reasonable adjustments
- Accessible environments
- Inclusive teaching
- Adapted resources
- Staff training
- Individual planning where needed

Further details can be found within the school's Accessibility Plan.

Funding

Schools receive funding to support pupils with SEND.

Additional funding may be available through:

- High Needs Funding
- Education, Health and Care Plans (EHCPs)
- Personal Budgets where applicable

Funding is used to provide additional support, specialist resources and staff training.

Further Support for Families

Families can access independent advice through:

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, impartial and confidential advice for parents, carers and young people.

The school can also signpost families to local support groups and services.

Concerns and Complaints

We value open communication and encourage families to discuss concerns promptly.

The usual route is:

1. Class Teacher
2. SENDCo
3. Headteacher
4. Governing Body (via the Complaints Procedure)

Our aim is always to work together to resolve concerns positively and constructively.

Safeguarding and SEND

The safety and wellbeing of every child is our highest priority.

We recognise that children with SEND may be more vulnerable to abuse, bullying, exploitation or neglect.

At St John's:

- Safeguarding is everyone's responsibility.
- Staff receive regular safeguarding training.
- Children learn about personal safety and healthy relationships through PSHE.
- Trusted adults are always available to listen.
- Concerns are acted upon promptly and in accordance with safeguarding procedures.

We strive to ensure that every child feels safe, respected, heard and valued.

The Shropshire SEND Local Offer

The Shropshire SEND Local Offer provides information about services, support and opportunities available for children and young people with SEND and their families.

Website:

<https://shropshire.gov.uk/the-send-local-offer/>

The Local Offer includes information about:

- Education
- Health services
- Social care
- Leisure activities

- Support groups
- Advice services
- Preparing for adulthood

Approved: March 2026

Next Review Date: March 2027

SENDCo: Mrs Tracey Rix

Headteacher: Mrs Mary Price

Governing Body: St John's Catholic Primary School

Our Commitment

"Together, through faith, inclusion and aspiration, we ensure that every child is known, valued and empowered to flourish."