



Special Educational Needs and Disabilities (SEND) Information Report

St John's & St Peter's C of E Primary School

Approved by: Local Governing Board

Date:

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This policy supersedes all previous: Special Educational Needs and Disabilities (SEND) Policy and Information Report.

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Mission Statement

St John's and St Peter's C of E Primary is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Primary can **uniquely contribute to the community and make it a place they are proud to call home.**

1. Introduction

This report explains how St John's and St Peter's C of E Primary School helps children who have special educational needs or disabilities (SEND).

We follow the law for SEND support and update this report every year. We can also add updates during the year if needed.

At our school, we want every child to feel happy, included, and able to do their best. We support children by:

- finding out early if they need extra help
- making lessons clear and supportive for all children
- giving extra help or small group support when needed
- working closely with parents and carers
- working with outside specialists (such as speech therapists or educational psychologists)

We believe strong relationships with families are very important, and we work together to help every child succeed.

2. Contact Information

SENDCO
Ben Taylor
b.taylor@fioretti.co.uk
0121 675 1398



Headteacher
Jake Bateson
j.bateson@fioretti.co.uk
0121 675 1398



SEND Governor
Rowland Hopkins
r.hopkins@fioretti.co.uk

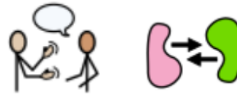
3. Types of SEND

At St John's and St Peter's, we support children with different needs. The government groups these into **four main areas**.

We currently support children with SEND across our school (about **1 in 4 children – 26%**).



Communication and Interaction



Some children may:

- find it hard to talk or explain what they mean
- find it difficult to understand what others say
- struggle with conversations or making friends
- prefer routines and find change tricky

We help by using clear language, visuals, extra time, and social support.

Cognition and Learning



Some children may:

- learn more slowly than others
- need more practice to remember things
- find reading, writing, or maths difficult
- need tasks broken into smaller steps

We help by adapting lessons, giving extra support, and using different ways to teach.

Social, Emotional and Mental Health



Some children may:

- feel worried, anxious, or upset
- find it hard to manage their emotions
- have difficulty following rules or routines
- need support with friendships or behaviour

We help by teaching emotional skills, providing safe spaces, and offering adult support.

Sensory and/or Physical Needs



Some children may:

- have difficulties with sight or hearing
- be sensitive to noise, light, or touch
- need help with movement or coordination
- require equipment or physical support

We help by making the environment accessible and providing specialist equipment or support.

4. How We Find Out if a Child Needs Extra Help (Identifying SEND)

At St John's and St Peter's, we follow a **clear and careful process** to make sure children get the right support as early as possible.

Step 1: Teacher Notices (Observation)



The class teacher watches how each child is learning and playing. They may notice if a child is finding something difficult.

Step 2: Extra Help in Class (Universal Support)



The teacher will first try different ways to help in the classroom, such as:

- explaining things more simply using pictures or resources
- giving extra time or support

Step 3: Speak to SENDCo (Referral)



If more help is needed, the teacher completes a form and shares concerns with the **SENDCo**.

Step 4: SENDCo Looks More Closely



The SENDCo will:

- observe the child in class
- talk with the teacher
- speak with parents or carers

Step 5: Plan Support (Strategies)



Together, we decide what support will help the child best. This may include new strategies or targeted support in school.

Step 6: Extra Specialist Help (If Needed)



If needed, we may ask for help from outside professionals, such as:

- speech and language therapists

- educational psychologists
- health specialists

Working Together



We always work closely with parents and carers.
You know your child best, and your views are very important.

5. Partnership with Parents and Pupils (Co-Production)

At St John's and St Peter's, we believe that children and families are very important.
We work together to make the best decisions for each child.

Parents and Carers

- Parents help create and review SEND support plans
- We talk regularly through meetings, phone calls, and updates
- Staff are available on the school gate to talk and answer questions

Listening to Children

- Children share what they enjoy and what helps them learn
- Children talk about their goals and what they would like to get better at
- We make sure children feel heard and involved

Regular Review Meetings

- We meet regularly with parents and children to review progress
- We talk about what is going well and what can be improved
- Plans are updated so support stays right for each child

Working Together Every Day

We work together as a team:

- children
- parents and carers
- teachers and school staff
- outside professionals (if needed)

This way of working together is called **co-production**.

We are proud that our school has received a **Bronze Award for co-production**.



**BRONZE
AWARD**

6. Monitoring and Reviewing Progress

How We Check Your Child's Progress

We carefully check how well your child is doing in school and make sure the support we give is helping them.

We do this in different ways:

- **Regular SEND Reviews (every term)**
We look at your child's progress at least three times a year. We check their targets and decide if anything needs to change or improve.
- **Looking at Interventions (extra support groups)**
If your child takes part in extra support sessions, we check if these are helping them learn better and make progress.
- **Class Learning and Assessments**
Teachers regularly check how your child is doing in lessons. This helps us see what they are doing well and where they may need more help.
- **Listening to Your Child and Teachers**
We listen to your child's views about their learning and how they feel in school. Teachers also share what they see in the classroom.

We share your child's progress with you regularly through meetings, reports, and conversations. We believe working closely with parents and carers is very important, and we will always keep you involved and informed about your child's learning and support.

7. Supporting Transition

Supporting Your Child with Transitions

We understand that moving to a new class or school can feel worrying for some children. We provide extra support to help your child feel safe, happy, and ready for change.

We offer personalised support when your child is:

- Starting school
- Moving to a new class or new teacher
- Joining our school during the year
- Moving to secondary school

This support may include:

- Extra visits to help your child become familiar with their new classroom and staff
- Photo books or visual guides so your child can see what their new school or classroom looks like
- Meetings with new teachers or schools to share important information about your child's needs
- A personalised transition plan to make sure your child gets the right support at each step

We will also work closely with you to make sure your child feels confident and supported during the transition.

8. Teaching and Provision

Levels of Support for Your Child

We provide different levels of support to help all children learn and succeed. This support is matched to your child's needs.

Quality First Teaching (Universal Support)

All children receive high-quality teaching in the classroom.

Teachers:

- Adapt lessons to suit different learning needs
- Use different ways of teaching to help children understand
- Make sure the classroom is supportive and inclusive

Targeted Support (Small Group Support)

Some children may need extra help in small groups for a short time.

This might include:

- Pre-teaching (learning key ideas before the lesson)
- Fluency Focus (help with reading, writing, or maths skills)
- Dialogic Reading (talking about stories to build understanding)
- Speech and Language groups (led or supported by our Speech and Language worker, who visits weekly)

Specialist / Personalised Support (Individual Support)

A small number of children may need more personalised support.

This might include:

- Precision Teaching (short, focused practise of key skills)
- TEACCH activities (structured tasks to support independence)
- Sensory Circuits (activities to help children feel calm and ready to learn)
- Bucket Time (attention and listening activities)
- 1:1 pastoral support with our Pastoral Care Manager

All support and interventions are carefully recorded and monitored. This is done through Intervention Books, which are linked to your child's Individual Education Plan (IEP).

We regularly review this support to make sure it is helping your child make good progress.

9. Curriculum and Environment Adaptations

We provide a range of supports to ensure full curriculum access, including:

- Differentiated worksheets and adapted tasks
- Visual timetables and communication tools
- Specialist seating and writing equipment
- Sensory breaks and routines
- Access to a Sensory Room for regulation and sensory processing

- Accessibility equipment for pupils with disabilities

These adaptations reflect sector expectations for curriculum and environment modification.

10. Resources, Equipment and Facilities

Specialist Support and Facilities

At St John's and St Peter's, we provide a range of support and specialist resources to help children feel comfortable, confident, and ready to learn.

This includes:

- **Assistive technology**
We use technology to support learning, for example devices or tools that help with reading, writing, or communication



- **Adapted resources**
We provide enlarged print and other materials to support children with visual needs



- **Sensory Room**
A calm space where children can go to help with their feelings and sensory needs
- **Enhanced Provision Room**
A supportive learning space for children who need a quieter or more structured, sensory environment
- **Therapy Dog**
Our trained therapy dog helps children with emotional regulation, confidence, and wellbeing



We carefully plan and provide these resources to make sure all children have the support they need and can access school in the best way possible.

11. Staff Expertise and Training

Our Staff and Specialist Support

Our staff are trained to support children with a wide range of needs. This helps us make sure every child gets the right help in school.

Our team has training in:

- **TEACCH approaches**
Structured ways of working that help children feel organised and independent
- **Autism training**
Helping staff better understand and support children with autism
- **Speech and Language support**
Strategies to help children with speaking, listening, and understanding
- **NELI (Nuffield Early Language Intervention)**
Supporting early language and communication skills
- **Fluency Focus**
Helping children build confidence and accuracy in reading and maths
- **Little Wandle**
A phonics programme to support early reading skills
- **Emotional regulation and pastoral support**
Helping children understand and manage their feelings
- **Team Teach training**
Supporting children safely, including de-escalation and positive behaviour strategies
- **Precision Teaching**
Short, focused practice to build important skills step by step
- **Sensory support and sensory integration strategies**
Helping children who may feel overwhelmed or need support to stay calm
- **Adaptive teaching**
Teachers adapt lessons in different ways so all children can learn
- **OPAL (Outdoor Play and Learning)**
Supporting active, creative play and development through outdoor learning
- **First Aid trained staff**
Staff are trained to keep children safe and respond to medical needs

Working with Other Professionals

Sometimes we work with outside specialists to support your child. These may include:

- Educational Psychologists (EP)
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Communication and Autism Team (CAT)
- Language, Learning and Strategic Support (LLSS)

We work together with these professionals to make sure your child gets the best possible support.

12. External Agency Partnership

Working with Other Professionals

We work closely with a range of professionals to make sure your child gets the right support.

This includes:

- **Educational Psychologists (EP)**
Specialists who help us understand how children learn and how best to support them
- **Speech and Language Therapy (SALT)**
We have weekly support to help children with speaking, listening, and communication
- **Communication and Autism Team (CAT)**
Specialists who help us understand how to support children with Autism
- **Language, Learning and Strategic Support (LLSS)**
Specialists that help us to support children with reading, writing and maths difficulties.
- **School Nurse**
Support for your child's health and wellbeing
- **Occupational Therapy (OT)**
Helping children with physical skills, coordination, and everyday tasks
- **Specialist Outreach Services**
Additional expert advice and support for specific needs
- **Social Care and Early Help (when needed)**
Support for families and children to make sure everyone is safe, supported, and able to thrive

All of these professionals work together with school staff and families. This helps us plan the best support for your child and make sure everything is well organised and joined up.

13. Local Offer

[Home - Local Offer Birmingham](#)

Our school's provision forms part of the Local Authority SEND Local Offer, where parents can find wider information about SEND services, processes, and support across the city.

We signpost families directly to the Local Offer as required by the Code of Practice.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SEND CoS) and the SEND information report

This policy also complies with our funding agreement and articles of association.

14. Admissions and Inclusion

Inclusion and Equal Access

We warmly welcome all children, including those with Special Educational Needs and Disabilities (SEND).

We make sure every child can take part in all areas of school life, including lessons, trips, and activities.

We do this by:

- **Planning carefully for individual needs**
We complete personalised risk assessments where needed, so children can take part safely
- **Adapting support and activities**
We adjust learning, routines, and experiences so your child can join in and succeed
- **Encouraging full participation**
We support children to be included in all parts of school life, building confidence, friendships, and independence

Our goal is to make sure every child feels valued, included, and able to achieve their best.

St John's and St Peter's C of E Primary is an accredited
SCHOOL OF SANCTUARY



15. Complaints Process

If You Have Concerns

If you have any worries or concerns about your child's SEND support, we are here to help.

You can:

- Speak to the SENDCo or the Headteacher – see section 2 for contact details.
They will listen to your concerns and work with you to find a solution

If you feel the issue has not been resolved:

- You can follow the school's complaints procedure
- A copy of this is available from the school website, and staff will be happy to help you access it

We value working in partnership with parents and carers and will always do our best to listen, support, and respond to your concerns.