



A school's provision for SEND is defined as support which is additional to or different from that which is available to all students.

This document is intended to give you information regarding the ways in which Saint John Henry Newman Catholic Primary School strives to ensure that children with SEND are educated, wherever possible, in an inclusive environment.

This SEND report has been compiled in collaboration with staff, SEND Governor, parents and children and is reviewed annually.

SEND Information Report 2025

Last updated: September 2025

Review date: September 2026

This report sets out how [School Name] supports children and young people with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all our pupils can achieve their full potential in an inclusive environment.

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Who to Contact

SENCo (Special Educational Needs Coordinator)

Name: Catherine Lyons

Email: office@stjhn.org.uk

Phone: 01733 304533

Availability: SENCo works 5 days per week. Please contact school office if you wish to make an appointment.

SEND Governor

Name: Tom Spencer

Email: office@stjhn.org.uk

Headteacher

Name: Mark Cooper

Email: office@stjhn.org.uk

If you have concerns about your child's special educational needs or wish to discuss our SEND provision, please contact your child's class teacher in the first instance.

Types of Need We Support

Our school provides support for pupils across all four broad areas of need as identified in the SEND Code of Practice:

1. Communication and Interaction

This includes pupils with:

- Speech, language and communication needs (SLCN)
- Autism Spectrum Condition (ASC)
- Difficulties with social interaction

How we help: Small group work, visual supports, social skills programmes, pastoral support, group language sessions, speech and language therapy input if recommended by a Speech Therapist, communication-friendly environments, total communication approach

2. Cognition and Learning

This includes pupils with:

- Specific learning difficulties (e.g., dyslexia, dyscalculia, dyspraxia)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

How we help: Scaffolded teaching, tailored interventions, multi-sensory learning approaches, specialist curriculum when stated by an EHCP, visuals, small group work

3. Social, Emotional and Mental Health

This includes pupils who may experience:

- Mental health difficulties (e.g., anxiety, depression)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment difficulties
- Behavioural difficulties

How we help: Nurture groups, pastoral support, emotional literacy programmes, behaviour support plans, access to counselling services, referrals to external agencies when appropriate

4. Sensory and/or Physical Needs

This includes pupils with:

- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disabilities
- Multi-sensory impairment
- Medical conditions affecting learning

How we help: Specialist equipment, adapted resources, physical adaptations to the environment, working with specialist services, medical care plans

How We Identify SEND

Early identification of special educational needs is crucial. We identify pupils who may need additional support through:

Initial Identification

- Information from parents, previous settings, and health professionals
- Observations by teachers and staff
- Analysis of pupil progress data and attainment
- Discussions during transition meetings
- Responses to interventions
- Developmental checks and assessments

Assessment Process

When concerns are identified:

1. **Discussion with parents** - We meet with parents to share concerns and gather their views
2. **Gathering information** - We collect evidence from teachers, observations, and assessments
3. **Assessment** - This may involve the class teacher, SENCo, or external specialists
4. **Planning support** - If SEND is identified, we create a plan with clear outcomes
5. **Review** - We regularly review progress and adjust support as needed

We follow a graduated approach known as "Assess, Plan, Do, Review" to ensure support is effective and responsive to pupils' changing needs.

How We Support Pupils

Quality First Teaching

All pupils, including those with SEND, benefit from high-quality teaching that is differentiated and personalized to meet individual needs. This is our first step in supporting pupils.

SEND Support

When a pupil requires provision that is additional to or different from their peers, we provide SEND Support. This includes:

- Targeted interventions (small group or one-to-one) eg. 1:1 Read Write Inc (phonics), precision teaching
- Adapted resources and materials eg. pencil grips, wobble cushions
- Support from teaching assistants
- Use of specialist equipment or technology eg. reader pens
- Modified curriculum or teaching approaches
- Regular monitoring and review through our APDR cycle

Education, Health and Care (EHC) Plans

Most pupils with SEND do not need an EHC plan. The majority of children and young people with SEND have their needs met effectively through high-quality teaching and SEN Support. Only a small number of pupils with the most complex needs require an EHC plan.

What is an EHC plan?

An EHC plan is a legal document for children and young people with severe, complex, and long-term special educational needs. It is only issued when a child or young person requires support that is significantly greater than what the school can reasonably provide from its own SEN budget.

An EHC plan sets out:

- The child's special educational, health, and social care needs
- The outcomes they want to achieve
- The provision required to meet their needs
- The education setting that can best meet their needs

When might an EHC plan be needed?

The school may consider requesting an EHC needs assessment if a pupil:

- Has severe and complex needs across multiple areas
- Requires specialist support or provision that the school cannot fund from its own resources
- Has made little or no progress despite sustained, targeted SEN Support
- Requires a level of adult support throughout the school day that goes beyond what is typically available
- May need specialist provision or a specialist setting

The school's decision-making process:

Before requesting an EHC needs assessment, we will:

1. Have provided well-planned, intensive SEN Support over time
2. Have clear evidence that interventions have been tried and reviewed
3. Have worked in close partnership with parents
4. Have gathered detailed evidence of the pupil's needs and progress
5. Meet with parents to discuss whether to request an assessment

Parents' right to request an assessment:

If you disagree with the school's decision not to request an EHC needs assessment, you have the right to request one yourself. This is your legal right, and the school cannot prevent you from doing so.

Parents (or young people over 16) can request an EHC needs assessment directly from the Local Authority at any time. You do not need the school's permission or agreement to do this.

Who can request an EHC needs assessment:

- **Parents or carers** of children under 16
- **Young people** aged 16-25
- **The school or college**
- **Any other person** acting on behalf of the child (such as a social worker, health professional, or advocate)

How to request an assessment:

To request an EHC needs assessment, you should contact:

To request an assessment, please complete the [Request for an EHC Needs Assessment form](#).

Download a word document of the [Request for an EHC Needs Assessment form](#)

Please return this form to:

Statutory Assessment and Monitoring Team

Sand Martin House,

Bittern Way,

Fletton Quays,

Peterborough, PE2 8TY

Or email it to the SAMS Team SENTeam@peterborough.gov.uk

Alternatively, you can request a paper copy by contacting the Statutory Assessment and Monitoring Service (SAMS) by calling 01733 863996 /863934 or:

email:SENTeam@peterborough.gov.uk

The Local Authority will provide you with a form to complete and will guide you through the process.

What happens next:

1. **Within 6 weeks:** The Local Authority will decide whether to carry out an EHC needs assessment. They must consider evidence from parents, the school, and other professionals.
2. **If they agree to assess:** The assessment process takes up to 20 weeks from the date of the request. During this time, advice will be gathered from education, health, and social care professionals.
3. **The decision:** The Local Authority will decide whether to issue an EHC plan based on whether the child or young person has needs that cannot reasonably be met through SEN Support.
4. **If an EHC plan is not issued:** The Local Authority will explain why and what support should continue to be provided through SEN Support.

Specialist Support

We work with a range of external agencies and specialists, including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority SEND Team
- Specialist Teachers (e.g., for hearing or visual impairment)

Working with Parents

Parents and carers know their children best. We value your involvement and work in partnership with you throughout your child's education.

How We Involve You

- **Initial discussions** - We involve you from the start when concerns are identified
- **Planning meetings** - You contribute to setting outcomes and planning support
- **Regular communication** - We keep you informed of progress through regular meetings and phone calls
- **Annual reviews** - For pupils with EHC plans, we hold formal reviews at least annually
- **Regular SEND reviews** - For pupils on SEN Support, we review progress termly
- **Decision-making** - We value your views in all decisions about your child's education

How to Contact Us

If you have concerns or wish to discuss your child's needs:

1. Speak to your child's class teacher – they know your child best within school and are best placed to discuss any additional support you feel your child may need in order to meet their potential
2. Contact our SENCo
3. Arrange a meeting to discuss your concerns

Listening to Pupils

We believe pupils should be involved in decisions about their education. We achieve this by:

- Asking pupils about their views on their learning
- Involving pupils in setting their own targets
- Encouraging pupils to contribute to review meetings
- Using pupil-friendly formats for plans and reviews
- Pupil questionnaires and feedback sessions
- Access to pastoral support and mentoring

Resources and Training

Our SEND Budget

The school receives funding to support pupils with SEND through:

- **Age-Weighted Pupil Unit (AWPU)** - core funding for all pupils
- **Notional SEND budget** - funding for additional support
- **Top-up funding** - for pupils with EHC plans
- **Pupil Premium** – for eligible pupils

We use this funding to provide specialist staff, resources, training, and interventions.

Staff Training and Expertise

Our staff receive regular training to support pupils with SEND:

- Whole-school SEND awareness training
- Specific training on conditions (e.g., autism, dyslexia, ADHD)
- Behaviour management and de-escalation techniques
- Positive Handling
- Medical training (e.g., epilepsy, diabetes management)
- Training from external specialists
- Regular professional development updates

Our SENCo has:

- Qualified Teacher Status (QTS) and the National Award for SEN Coordination (NASENCo)
- More than ten years experience in schools
- An extensive background in supporting children and adults with a variety of Special Educational Needs and Disabilities both in and out of school based settings

Accessibility and Inclusion

Our Building and Facilities

We are committed to making our school accessible to all pupils:

- Both up and downstairs are step free with a lift connecting them
- Access to playground is step free
- Accessible toilet with hoist
- Classrooms and corridors are neutral and low-arousal

- Pupils may also have access to specialist equipment as prescribed to them by relevant professionals eg. Occupational Therapist, doctor, paediatrician

Our Accessibility Plan

We have an Accessibility Plan that sets out how we will:

- Increase access to the curriculum
- Improve the physical environment
- Improve access to information

Our Accessibility Plan is reviewed annually and is available on our website.

Reasonable Adjustments

Under the Equality Act 2010, we make reasonable adjustments for disabled pupils to ensure they are not at a substantial disadvantage. These may include:

- Adapted teaching methods
 - Modified resources
 - Assistive technology
 - Additional time or support
 - Environmental adaptations
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Joining Our School

Admissions

Our admissions arrangements for pupils with SEND are the same as for all pupils. We comply with the School Admissions Code and do not discriminate against pupils with SEND.

What happens when you apply:

1. Complete the usual admissions process through the Local Authority
2. Contact our SENCo to discuss your child's needs
3. We may arrange a transition meeting before your child starts
4. We will gather information from previous settings
5. We put support in place from day one

Transition Support

We may be able to provide enhanced transition support for pupils with SEND based on their individual needs:

- Additional visits to the school
- Transition booklets with photos and information
- Meetings with key staff
- Liaison with previous settings
- Gradual induction if needed

Here's the complete "Admissions for Pupils With an EHC Plan" section I just added to your SEND Information Report:

Admissions for Pupils With an EHC Plan

The process is different if your child has an Education, Health and Care (EHC) plan.

If your child has an EHC plan, the school is named through a separate process, not through the standard Local Authority admissions system.

How schools are named in EHC plans:

Parents can request our school to be named in Section I of their child's EHC plan. This happens:

- During the initial EHC needs assessment process, or
- At an annual review, if you wish to change schools

The Local Authority's decision:

The Local Authority must name the school you request **unless**:

- The school is unsuitable for your child's age, ability, aptitude, or special educational needs, or
- Placing your child at the school would be incompatible with the efficient education of other children, or
- The placement would be an inefficient use of the Local Authority's resources

If the Local Authority proposes to name a different school, they must consult with us and explain their reasons to you.

What happens when our school is approached:

When the Local Authority consults us about naming our school in an EHC plan, we will:

1. **Review the EHC plan carefully** - We will consider whether we can meet the child's needs with the provision specified in the plan. We may contact you or the pupil's current setting
2. **Assess compatibility** - We will consider:
 - Whether our school can meet the child's special educational needs
 - Whether we have the facilities, resources, and expertise required
 - The impact on other pupils
 - Whether any additional resources or training are needed
3. **Consult with the Local Authority** - We will discuss our assessment, including any concerns and what additional support might be required
4. **Respond within 15 days** - This is the statutory timeframe for our response

Our approach:

We have a **presumption of inclusion** and work positively to accommodate pupils with EHC plans wherever possible. We will:

- Consider all reasonable adjustments we can make
- Explore what additional resources might be needed
- Seek specialist advice if helpful
- Work with the Local Authority to problem-solve any concerns

If we can meet your child's needs:

We will:

- Confirm to the Local Authority that we can be named in the plan
- Begin detailed transition planning immediately

- Arrange pre-admission visits and meetings
- Ensure all necessary provision is in place before your child starts
- Work with you and all professionals involved to ensure a smooth transition

If we have concerns:

We will:

- Explain our concerns clearly to the Local Authority and to you
- Explore whether reasonable adjustments or additional resources could resolve the issues
- Be honest about what we can and cannot provide

Your rights if you disagree:

If the Local Authority names a different school and you disagree, you have the right to:

- Request mediation (you must contact a mediation advisor before appealing)
- Appeal to the SEND Tribunal within 2 months of receiving the final plan

Getting involved early:

If you are considering requesting our school, we encourage you to:

- **Contact our SENCo before the annual review or assessment** - Early discussion helps us prepare and ensures everyone has the information they need. The SENCo may also be able to attend the annual review
- **Arrange a visit** - Come and see our school, meet staff, and ask questions
- **Share your child's EHC plan** - The more we understand about your child's needs, the better we can plan
- **Discuss your hopes and concerns** - Open dialogue helps us work together effectively

Contact us:

If your child has an EHC plan and you are considering our school, please contact us. We are happy to discuss your child's needs and our provision in detail.

Preparing for Next Steps

Moving Between Year Groups

We support smooth transitions by:

- Passing detailed information between teachers
- Arranging handover meetings
- Extra visits to new classrooms
- Social stories and visual supports
- Transition booklet for pupils to take home over the summer

Moving to Secondary School (or Next Phase)

We work closely with receiving schools to ensure pupils are well prepared:

- Enhanced transition programmes
 - Multiple visits to the new school
 - Information sharing with SENCo and key staff
 - Joint meetings with parents
 - Transition key workers where appropriate
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Behaviour Support

Our Approach

We have high expectations of behaviour for all pupils. For pupils with SEND, we recognise that behaviour may be a way of communicating unmet needs.

We support positive behaviour through:

- Clear, consistent routines
- Positive behaviour strategies
- Individual behaviour support plans where needed
- Restorative approaches
- Working with parents and external agencies
- Reasonable adjustments under the Equality Act

Exclusions

We follow the DfE guidance on exclusions. Before excluding a pupil with SEND, we consider whether reasonable adjustments have been made and whether additional support is needed.

Monitoring and Evaluating SEND Provision

How We Check Our Support is Working

- Regular review of pupil progress data
 - Termly reviews of SEN Support plans
 - Annual reviews of EHC plans
 - Feedback from pupils, parents, and staff
 - Observations of teaching and interventions
 - Analysis of outcomes for pupils with SEND
 - External audits and inspections
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Working with Other Services

We work in partnership with:

Health Services

- School nursing service
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Paediatricians
- Younited

Local Authority Services

- Educational Psychology Service
 - SEND Team
 - Early Help Services
 - Social Care (where appropriate)
 - [Insert other LA services]
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Local Offer and Additional Support

The Local Offer

The Local Authority publishes a Local Offer which provides information about services available for children and young people with SEND aged 0-25.

Access the Local Offer: <https://www.peterborough.gov.uk/children-and-families/send-local-offer>

Information, Advice and Support Services (IASS)

Impartial advice and support is available from: SENDIASS

Phone: 0300 365 1020

Email: SENDIASS@peterborough.gov.uk

Website: <https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>

IASS can provide free, confidential, and impartial information, advice, and support about SEND to children, young people, and parents.

Complaints and Concerns

If You Have a Concern

We want to work with you to resolve any concerns. Please follow these steps:

1. **Speak to the class teacher** - Many concerns can be resolved quickly through discussion
2. **Contact the SENCo** - If the issue is not resolved, contact our SENCo
3. **Formal complaint** - If you remain unhappy, follow our complaints procedure

Our Complaints Procedure

[Insert link to complaints procedure or brief overview]

You can also:

- Contact the SEND Information, Advice and Support Service (IASS)
 - Make a complaint to the Local Authority
 - Seek mediation services
 - Appeal to the SEND Tribunal (for EHC plan decisions)
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Useful Information and Links

National Organisations

- **IPSEA (Independent Provider of Special Education Advice):** www.ipsea.org.uk
- **Contact:** www.contact.org.uk
- **SEND Code of Practice:** [GOV.UK link]
- **Council for Disabled Children:** www.councilfordisabledchildren.org.uk

- **SENDIASS:**
<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>
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How This Report Was Developed

This SEND Information Report has been developed in consultation with:

- School staff
- Pupils with SEND
- Parents of pupils with SEND
- Our SEND Governor
- External professionals

We welcome your feedback on this report.

Contact Us

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<https://www.st-johnhenrynewman.org.uk/>

SENCo: Catherine Lyons

SEND Governor: Tom Spencer

This SEND Information Report complies with Section 69 of the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. It is reviewed annually and updated as necessary throughout the year.