



Saint John Henry Newman Catholic Primary School
SEND Information Report 2026

Last updated: October 2026

Review date: October 2027

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

This report sets out how Saint John Henry Newman Catholic Primary School supports children with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all our pupils can achieve their full potential and are educated, wherever possible, in an inclusive environment.

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

Contents

- Who to Contact
- Types of Need We Support
- How We Identify SEND
- How We Support Pupils
- Education, Health and Care (EHC) Plans
- Working with Parents
- Listening to Pupils
- Taking Part in the Life of the School
- Emotional and Social Development
- Looked-After Children with SEND
- Resources and Training
- Accessibility and Inclusion
- Joining Our School
- Preparing for Next Steps
- Behaviour Support
- Safeguarding Pupils with SEND
- Disability Living Allowance (DLA) Letters
- Monitoring and Evaluating SEND Provision
- Working with Other Services
- Local Offer and Additional Support
- Complaints and Concerns
- Useful Information and Links
- Contact Us

Who to Contact

SENDCo (Special Educational Needs and Disabilities Co-ordinator)

Name: Catherine Lyons

Email: office@stjhn.org.uk

Phone: 01733 304533

Availability: Our SENDCo works 5 days per week. Please contact the 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 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 and Language Therapist, communication-friendly environments and a 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, a specialist curriculum where stated in an EHC plan, visuals and 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 and 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 and Individual Healthcare Plans. Full details are in our Medical Conditions Policy.

How We Identify SEND

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

- 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, including the Reception Baseline Assessment

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, SENDCo 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” (APDR) to make sure support is effective and responds to pupils’ changing needs.

How We Support Pupils

Quality First Teaching

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

SEND Support

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

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

Tests and Assessments

Pupils with SEND are supported to take part in statutory assessments, including the Key Stage 2 national tests, the Phonics Screening Check and the Multiplication Tables Check if appropriate to their stage of learning. Where appropriate, we apply for or put in place access arrangements, such as extra time, a reader or a scribe, in line with Standards and Testing Agency guidance.

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)

Education, Health and Care (EHC) Plans

Most pupils with SEND do not need an EHC plan. The majority of children with SEND have their needs met effectively through high-quality teaching and SEND Support. A smaller number of pupils with more complex needs require an EHC plan.

What is an EHC plan?

An EHC plan is a legal document for children and young people whose special educational needs require more support than is normally available through SEND Support. An EHC plan sets out:

- The child's special educational, health and social care needs
- The outcomes they are working towards
- The provision required to meet their needs
- The education setting that will meet their needs

When might an EHC plan be needed?

The Local Authority must carry out an EHC needs assessment if a child has, or may have, special educational needs and it may be necessary for special educational provision to be made through an EHC plan. The school may consider requesting an assessment if a pupil:

- Has severe and complex needs across several areas
- Has made little or no progress despite sustained, targeted SEND Support
- Needs a level of adult support throughout the school day that goes beyond what is usually available
- May need specialist provision or a specialist setting

The school's decision-making process

Before requesting an EHC needs assessment, we will:

1. Provide well-planned SEND Support over time.
2. Gather clear evidence that interventions have been tried and reviewed.
3. Work in close partnership with parents.
4. Gather detailed evidence of the pupil's needs and progress.
5. Meet with parents to discuss whether to request an assessment.

Your right to request an assessment

Parents 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, and the school cannot prevent you from doing so. If you disagree with a decision by the school not to request an assessment, you can make the request yourself.

Requests can be made by:

- Parents or carers
- The school

Other professionals, such as health or social care workers, can also bring a child to the Local Authority's attention.

How to request an assessment

Complete the Request for an EHC Needs Assessment form, available on Peterborough's SEND Local Offer website, and return it to:

Statutory Assessment and Monitoring Service (SAMS), Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Email: SENTeam@peterborough.gov.uk

Phone: 01733 863996 or 01733 863934 (you can request a paper copy of the form)

What happens next

1. Within 6 weeks, the Local Authority will decide whether to carry out an EHC needs assessment. It must consider evidence from parents, the school and other professionals.
2. If it agrees to assess, advice is gathered from education, health and social care professionals. The whole process, from request to final plan, should take no more than 20 weeks. If the Local Authority decide not to assess, parents have a right to appeal this decision.
3. The Local Authority decides whether it is necessary to issue an EHC plan.
4. If an EHC plan is not issued, the Local Authority will explain why and what support should continue through SEND Support. Parents have the right to appeal this decision.

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 meetings and phone calls
- SEND Support reviews – for pupils on SEND Support, we meet with you to review progress at least three times a year
- Annual reviews – for pupils with EHC plans, we hold formal reviews at least annually
- 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.
2. Contact our SENDCo.
3. Arrange a meeting to discuss your concerns.

Listening to Pupils

We believe pupils should be involved in decisions about their education. We do 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

Taking Part in the Life of the School

Pupils with SEND take part in all aspects of school life alongside their classmates, including school trips, residential visits, after-school clubs, sports events, performances and celebrations.

- We plan trips and activities with every pupil in mind and carry out risk assessments that include individual needs
- We make reasonable adjustments, such as extra adult support, adapted equipment or a quiet space, so that pupils can take part
- We talk to parents in advance about any support their child may need
- No pupil is excluded from an activity because of their SEND or disability

After-School Clubs

After-school clubs are open to all pupils, including pupils with SEND. Clubs are run so that children can enjoy and take part in an activity. They are not a childcare service, and this applies to every pupil who attends.

Where a pupil needs additional adult support to take part in a club, the SENDCo will meet with parents before the child starts to agree:

- which club or clubs are most suitable
- what support will be in place
- how the child's wellbeing and energy levels at the end of the school day will be considered

Attendance will be reviewed with parents after the first three sessions, and again if a pupil is regularly unable to take part in the activity, for example because they are too tired or distressed. Following a review, options may include:

- a different club that suits the child better
- fewer sessions each week
- a shorter session
- a break from clubs, with the option to try again later

Decisions are made individually, in discussion with parents, and are based on the child's wellbeing and whether they are able to take part in and benefit from the activity. A pupil will never be refused a club place because of their SEND or disability.

Emotional and Social Development

We support the emotional and social development of pupils with SEND through our PSHE and RSHE curriculum, our Catholic ethos, pastoral care, nurture groups and, where needed, targeted support. Our Senior Mental Health Lead is [name].

Preventing Bullying

Pupils with SEND can be more vulnerable to bullying. We work to prevent it by:

- Teaching all pupils about kindness, respect and difference
- Giving pupils trusted adults to talk to
- Supervising playtimes and lunchtimes carefully
- Acting quickly on any concerns and keeping parents informed

Full details are in our Anti-Bullying Policy, available on the school website.

Looked-After Children with SEND

Children who are looked after by the Local Authority, or were previously looked after, and who also have SEND are supported by our Designated Teacher for Looked-After Children working closely with our SENDCo. Together they make sure the child's Personal Education Plan (PEP) and any SEND Support plan or EHC plan work together. We also work closely with the Virtual School, social workers and carers.

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 – from the Local Authority for pupils with high levels of need, usually those with EHC plans
- Pupil Premium – for eligible pupils, some of whom may also have SEND

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 SENDCo has:

- Qualified Teacher Status (QTS) and the National Award for SEN Co-ordination (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 settings

Accessibility and Inclusion

Our Building and Facilities

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

- Both floors are step-free, with a lift connecting them
- Access to the playground is step-free
- Accessible toilet with hoist
- Classrooms and corridors are neutral and low-arousal
- Pupils may have access to specialist equipment prescribed by relevant professionals, e.g. Occupational Therapist, doctor or paediatrician

Our Accessibility Plan

Our Accessibility Plan sets out how we will increase access to the curriculum, improve the physical environment and improve access to information. It is reviewed annually and is available on our website.

Reasonable Adjustments

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

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

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 SENDCo to discuss your child's needs.
3. We may arrange a transition meeting before your child starts.
4. We 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

Admissions for Pupils with an 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. If our school is named in your child's EHC plan, we will admit your child.

How schools are named in EHC plans: parents can ask for our school to be named in Section I of their child's EHC plan. This happens:

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

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 efficient use of resources

If the Local Authority proposes to name a different school, it must explain its reasons to you.

What happens when our school is consulted

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

1. Review the EHC plan carefully – we consider whether we can meet the child's needs with the provision in the plan. We may contact you or your child's current setting.

2. Consider whether we can meet the child's special educational needs, whether we have the facilities, resources and expertise required, the impact on other pupils, and whether any additional resources or training are needed.
3. Discuss our response with the Local Authority, including any concerns and what additional support might be required.
4. Respond within 15 days – this is the statutory timeframe.

Our approach

We have a presumption of inclusion and work positively to welcome pupils with EHC plans wherever possible. We will consider all reasonable adjustments, explore what additional resources might be needed, seek specialist advice where helpful and work with the Local Authority to resolve any concerns.

If we can meet your child's needs, we will confirm this to the Local Authority, begin transition planning straight away, arrange visits and meetings, and make sure provision is in place before your child starts.

If we have concerns, we will explain them clearly to the Local Authority and to you, explore whether adjustments or additional resources could resolve them, and be honest about what we can and cannot provide.

Your rights if you disagree

If you disagree with the school named in your child's EHC plan, you can:

- Request mediation
- Appeal to the First-tier Tribunal (SEND)

You do not need to get mediation advice first if your appeal is only about the school or type of school named in the plan. Appeals must be made within 2 months of the final plan being issued, or within 1 month of receiving a mediation certificate, whichever is later. SENDIASS can give you free, impartial advice on this.

Getting involved early

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

- Contact our SENDCo before the annual review or assessment – early discussion helps us prepare, and the SENDCo may be able to attend the annual review
- Arrange a visit to see our school, meet staff and ask questions
- Share your child's EHC plan so we can understand and plan for their needs
- Talk to us about your hopes and concerns

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 booklets for pupils to take home over the summer

Moving to Secondary School

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

- Enhanced transition programmes
- Multiple visits to the new school where the new school offers this

- Sharing information with the new school's SENDCo and key staff
- Joint meetings with parents
- Transition key workers where appropriate
- For pupils with EHC plans, the Year 5 and Year 6 annual reviews include planning for secondary school

Behaviour Support

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 2010

Suspensions and Exclusions

We follow DfE guidance on suspensions and permanent exclusions. Before suspending or excluding a pupil with SEND, we consider whether reasonable adjustments have been made and whether additional support is needed. Full details are in our Behaviour Policy.

Safeguarding Pupils with SEND

Children with SEND can face additional safeguarding challenges. For example, some children may find it harder to tell an adult about their worries. Our staff are trained to be alert to this, in line with Keeping Children Safe in Education. Our SENDCo and Designated Safeguarding Lead work closely together. Full details are in our Safeguarding Policy.

Disability Living Allowance (DLA) Letters

The school does not complete Disability Living Allowance (DLA) application forms on behalf of parents and carers. On request, we will provide a letter on school headed paper that you can include with your application.

The letter will be a brief, factual account of how your child presents in school and will include:

- Your child's attendance
- Whether your child is on the school's SEND register, and whether they have an EHC plan
- Any diagnoses that have been formally made by a professional and shared with the school

The letter will not give an opinion on whether your child is eligible for DLA. Please request a letter from the SENDCo and allow 10 school days for it to be completed.

Monitoring and Evaluating SEND Provision

We check our support is working through:

- Regular review of pupil progress data
- Termly reviews of SEND 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

Working with Other Services

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)
- Virtual School (for looked-after children)

Local Offer and Additional Support

The Local Offer

Peterborough City Council publishes a Local Offer with 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>

SEND Information, Advice and Support Service (SENDIASS)

SENDIASS provides free, confidential and impartial information, advice and support about SEND to children, young people and parents.

Phone: 0300 365 1020

Email: SENDIASS@peterborough.gov.uk

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

Complaints and Concerns

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 SENDCo – if the issue is not resolved, contact our SENDCo.
3. Speak to the Headteacher – if you are still concerned.
4. Formal complaint – if you remain unhappy, follow our Complaints Policy, available on the school website.

You can also:

- Contact SENDIASS for free, impartial advice
- Make a complaint to the Local Authority about services it provides
- Use the Local Authority's disagreement resolution and mediation services
- Appeal to the First-tier Tribunal (SEND) about EHC needs assessment and EHC plan decisions

Useful Information and Links

- IPSEA (Independent Provider of Special Education Advice): www.ipsea.org.uk
- Contact (for families with disabled children): www.contact.org.uk
- SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Council for Disabled Children: www.councilfordisabledchildren.org.uk

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 and external professionals. We welcome your feedback on this report.

Contact Us

Saint John Henry Newman Catholic Primary School

Aqua Drive, PE7 8QL

Phone: 01733 304533

Email: office@stjhn.org.uk

Website: www.st-johnhenrynewman.org.uk

SENDCo: Catherine Lyons

SEND Governor: Tom Spencer

Headteacher: Mark Cooper

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.