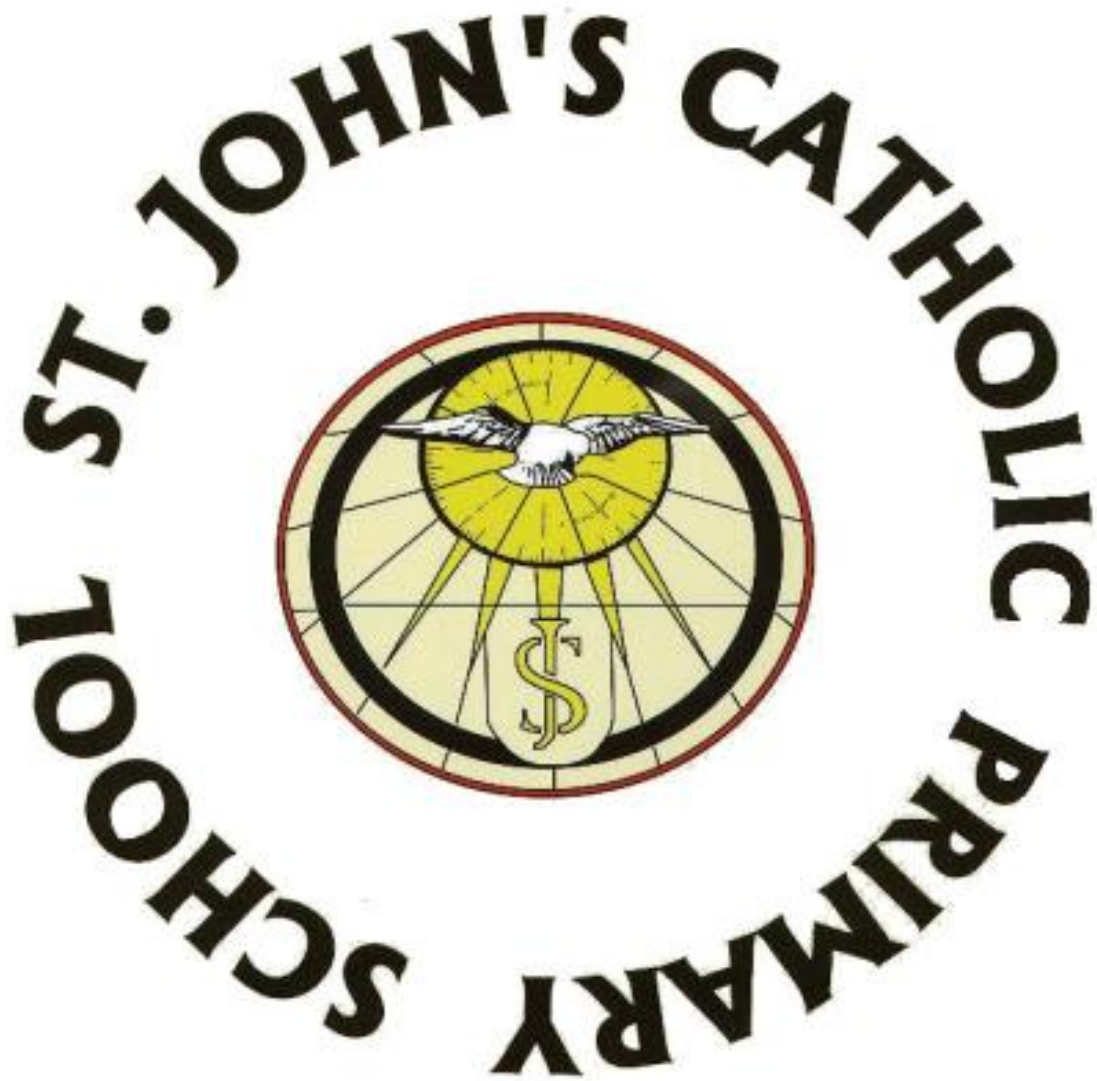




**SEND Information Report
2025 -2026**

Our Mission Statement

The Mission of St. John's Catholic Primary School is to grow and learn in the footsteps of Jesus by being: responsible, caring, prayerful, creative, independent, thoughtful, curious and respectful.

We live our Mission by:

- Ensuring that our attitudes and values are transmitted through a curriculum that is consistent with the Catholic faith
- Delivering a curriculum that is relevant, varied, interesting, stimulating, balanced and appropriate
- Developing schemes of work and policies on teaching and learning, assessment and special needs which recognise that R.E. is an integral part of the curriculum
- Developing sound teaching and effective classroom management
- Strategies generating a positive attitude to learning where realistic expectations of pupils and high standards of work are expected
- Using a variety of teaching approaches that reflect the needs of individual pupils
- Participating in projects which focus on the needs of others including local and international charities

St. John's is a Catholic voluntary aided primary school, established by the Church to serve the parishes of St. John the Baptist, Trowbridge and St. Thomas More, Bradford-on-Avon.

The Children and Families Bill 2013 underpins reforms in education, health and social care. Outcomes include a greater commitment to supporting vulnerable children and young people, ensuring that all children can succeed whatever their background. The SEN system will extend from birth to 25 years, giving children, young people and their parents/carers greater choice and control in decisions that are made. The next steps in the reform process are to

- Replace statements and Learning Difficulty Assessments with the birth to 25years Education, Health and Care Plan (in Wiltshire known as 'My Plan')
- Improve co-operation and liaison between services and professionals that support children and their families
- Require schools to change from using 2 levels (School Action and School Action Plus) to a single SEN category: SEN Support
- Require local authorities to publish a 'local offer' of support giving information about services available and how to access them
- Require schools to publish and annually update information about their policy for pupils with SEN

St John's Catholic School is supported by the Local Authority to ensure that all pupils, regardless of their specific needs make the best progress possible in school. This is achieved through a process of early identification of barriers to learning, provision to address specific difficulties in learning, regular review of

progress and a determination to ensure best outcomes for all pupils. The following questions and answers provide greater detail to this process.

How does St John's Catholic Primary School know if I need help?

- Parents/carers, teachers or the child can ask for help
- Progress can slow down or cease to be made
- There can be a change in a child's behaviour
- Records from a previous school or pre-school suggest a need
- Discussion with external agency professionals such as educational psychologist
- A medical report may indicate a need

Who should parents/carers talk to if they think their child may have special educational needs?

- The class teacher is the first point of contact
- Mrs O'Mahony, The school's Leader of Inclusion
- Mrs K O'Rourke, Head Teacher
- Wiltshire's Parent Carer Council may be able to give advice

How will St John's School staff support my child?

- Each child's education is planned by the class teacher. This will include differentiating activities and tasks to meet the needs of individual children.
- When a child has been identified as needing additional help to address specific areas of learning such as reading, spelling, writing or number skills children work in small groups or 1:1 with a teacher or teaching assistant. During the intervention, usually lasting for 2 terms, progress will be closely monitored to ensure provision is effective and to inform future planning.
- The senior leaders of St John's hold Pupil Progress meetings 3 times a year. These meetings enable phase teachers to raise concerns and discuss and plan future support with the other senior leaders, including the Head and the Leader of Inclusion. If difficulties are persistent more specialist help from outside agencies might be requested. Annually the Leader of Inclusion meets with professionals from outside agencies at the APM (Annual Planning Meeting). Specific concerns relating to individual children as well as SEN provision/training in school are discussed at this meeting.
- When a referral is made to an outside agency there usually follows a series of assessments to provide greater information about your child's individual strengths and difficulties. The outside agency may recommend a programme of intervention which is tuned to your child's individual needs. Sometimes the outside agency e.g. a speech and language therapist or specialist teacher will work with your child 1:1.
- If a child is identified as having a special educational need, provision is matched to their needs and targets and outcomes are recorded and monitored using an Individual Education Plan. This plan is monitored by staff working with the child and is reviewed formally 3 times a year with class teacher; parents and pupils are invited to contribute to each review and to the setting of new targets where necessary. A copy of the IEP is given to parents/carers. The IEP runs from the start of Term 2 to the end of Term 1 the following year. This enables continuity as the child moves up a year.

How will the curriculum be matched to my child's needs?

- When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum appropriately.
- Teaching Assistants may be allocated to work with particular children or groups of children when targeting specific needs.
- Adjustments to the classroom environment such consideration of seating, lighting or use of a work station may be made.

- Specialist equipment such as use of a desk slope, concentration cushion, pencil grip, easy to use scissors or an I-pad to access learning may be used.

How will I know how my child is doing?

- You will be able to discuss your child's progress at parent's evenings.
- Class teachers are generally available at the end of a school day if you are concerned.
- Appointments can be made to speak in more detail to the class teacher or Leader of Inclusion by making an appointment through the school office.

How will you help me to support my child's learning?

- The class teacher may suggest ways you can support your child.
- The class teacher may suggest an appointment with the school's Parent Support Advisor, to discuss any behaviour/emotional needs.
- When an outside agency is involved they may suggest tasks and activities which will support your child in their learning which can be used at home.

What support will there be for my child's overall well-being?

The school offers a wide range of pastoral support for children who are encountering emotional difficulties. These include:

- Talking 1:1 with class teacher, teaching assistant, PSA (Parent Support Advisor), Leader of Inclusion.
- Working 1:1 or part of a small group.
- Sometimes issues can arise through PSHE (Personal, Social, Health, Economic) and RSE (Relationships and Sex Education) lessons; these can be followed up with 1:1 support.
- Referrals can be made to or advice sought from the School Nurse.
- Referrals can be made to outside agencies such as MHST (Mental Health Support Team) and CAMHS (Child and Adolescent Mental Health Services).
- In some circumstances it may be appropriate for an ESA (Early Support Assessment) to be used to support the wellbeing of a child and their family. When this happens a plan is created with actions involving outside agencies and school working together to ensure needs are met.

Pupils with medical needs:

- If a pupil has a medical need such as Epilepsy or Diabetes advice will be taken from the relevant professionals and a care plan will be put in place in consultation with parents/carers. This will be discussed with all staff involved with the pupil.
- For pupils with physical and sensory difficulties such as hyper-mobility syndrome, motor skills difficulties, visual or hearing difficulties the relevant professionals carry out assessments in school where necessary and their advice is followed by school staff in consultation with parents/carers.
- Where necessary and in agreement with parents/carers, medicines are administered in school.
- Not all children with a disability, or diagnosis, will be put on the SEN register. A child is put on the SEN register if they need 'additional to and different from' support in school.

What specialist services are available at or accessed by our school?

The school has access to a wide range of professional expertise as follows:

- Specialist Special Educational Needs Service – Cognition and learning; Autistic Spectrum Disorder.

- Behaviour Support Service
- Educational Psychologist
- Ethnic Minority and Traveller Achievement Service
- Child and Adolescent Mental health Service
- Mental Health support Team
- Education Welfare Officers
- Sensory Impairment Service – to support children with hearing/visual impairment
- Medical Services: Occupational Therapist, Paediatrician, Audiologist
- Speech and Language Therapy
- Social Services
- Counselling Service
- School Nurse
- Parent Carer Council
- Play Therapist
- The Harbour Project

What training are the staff supporting children and young people with SEND had or are having?

- The Leader of Inclusion has had training in the identification of SEN WGRSS – a graduated approach to assessment.
- Teachers have been given training on Dyslexia.
- Staff have received Sounds Write training.
- All staff have been trained on Restorative Practice .
- School staff have been trained in the THRIVE approach, and we have two licensed THRIVE practitioner.
- The Midday Supervisory Assistants have received training in Behaviour Management from the Behaviour Support Service.
- Three members of staff have been trained in Team Teach, which supports de-escalation and how to respond to behaviours that challenge, whilst promoting and protecting positive relationships.

How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all children.
- Financial help via the Pupil Premium can be used to ensure access to all activities.
- For activities outside school risk assessments are carried out prior to being off site to ensure that all risks have been considered and children are enabled to participate in the activity. In the unlikely event that it is considered unsafe for a child to participate in an activity alternative arrangements will be made.

How accessible is the school environment?

- We are always happy to discuss individual access requirements. The site is wheelchair friendly; there is a toilet for disabled users and some parts of the school have wide doors for access.

How will the school prepare and support my child when joining St John's Catholic Primary School or transferring to a new school?

Transition arrangements are as follows:

- Discussions between the previous school or receiving schools prior to the pupil leaving or joining.
- The passing on of relevant data or books.

- Close liaison with secondary school staff including additional visits for children who need extra time and visits to St John's from secondary school staff.
- A transition support package for Key Stage 2 – 3
- Conversations between St John's Leader of Inclusion and secondary school SENCoS to discuss any current needs and ensure new staff are fully aware of strengths and difficulties and any on-going concerns.
- Where a child has an EHCP the secondary school SENCo is invited to the annual review meetings in both Y5 and Y6.
- Where a child coming into Reception has SEN discussion will take place between the Leader of Inclusion and pre-school setting staff and a meeting with parents/carers, new Reception Teacher and Pre-school staff will be arranged if necessary. School will also seek advice from the Local authority Early Years Inclusion Team.
- Transition from class to class within the school is carefully planned; several visits take place and extra visits to enable a child to get to know their new teacher are arranged as needed. Social stories are created with photos and information for the children to keep over the holidays.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources according to the identified needs of individual children.
- Pupils' progress is analysed through the school's tracking system and through staff observation. When a concern is raised about the progress a pupil is making discussions take place between the class teacher, Leader of Inclusion and the members of the SLT. Further assessment may follow to clearly identify individual needs. Allocation of support and intervention will be matched to the child's identified needs in order to improve learning outcomes.

How is the decision made about how much support my child will receive?

- These decisions are made in consultation with class teacher and Leader of Inclusion and are based on the tracking of pupil progress, observations and advice from outside agencies. Intervention programmes involve teaching and over-learning skills discreetly and then learning how to use and apply these skills in the classroom. The pace, frequency and length of intervention needed in order to improve learning outcomes is monitored closely. Regular reviews ensure that adjustments are made to the provision for your child.
- If a child's needs cannot be met from within the school's budget (needing more than £6000 worth of support to a single child over a year) it may be necessary to ask the local authority for an EHCP assessment in order to secure additional funding to meet the needs of that child.
- Pupils with the most complex needs are given the most support. This may, depending on the level of banding given when the EHCP is agreed, involve support from a teaching assistant.

How will I be involved in discussions about planning for my child's education?

- Discussions with the Class Teacher
- Discussions at parent's evenings
- Discussions with Leader of Inclusion and outside agency professionals
- Contributing to Individual Education Plan reviews and targets

Who can I contact for further information?

- Please contact the school's Leader of Inclusion, Mrs Deborah O'Mahony. She can be contacted through the school office on 01225 752006 or by email: office@st-johns-trowbridge.wilts.sch.uk

- Further information can also be found in the school's SEN Policy, which can be found if you click on the SEN tab on our school website.
- The Wiltshire Local Offer website also has lots of useful information for parents, the link for which can also be found by clicking on the SEN tab on our school website.

This report has been approved by the Governing Body on:

Head teacherK O'Rourke.....

Signed..... Date:29/1/26.....

Chair of GovernorsM Simmons.....

Signed..... Date:29/1/26.....

Review cycle:	Annually
Next review due:	Jan 2027