Special Educational Needs (SEN) Information Report

St John's Catholic Primary School

Approved by:	Rob Meech	**Date:** September 2026
Last reviewed on:	17th September 2026	
Next review due by:	September 2027	

Contents

Contents 2
1. What types of SEN does the school provide for? 3
2. Which staff will support my child, and what training have they had? 5
3. What should I do if I think my child has SEN? 6
4. How will the school know if my child needs SEN support? 7
5. How will the school measure my child's progress? 7
6. How will I be involved in decisions made about my child's education? 8
7. How will my child be involved in decisions made about their education? 8
8. How will the school adapt its teaching for my child? 9
9. How will the school evaluate whether the support in place is helping my child? 10
10. How will the school resources be secured for my child? 10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? 10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 11
13. How does the school support pupils with disabilities? 11
14. How will the school support my child's mental health and emotional and social development? 11
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 12
16. What support is in place for looked-after and previously looked-after children with SEN? 13
17. What should I do if I have a complaint about my child's SEN support? 13
18. What support is available for me and my family? 13
19. Glossary 14

.

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy or make contact with the school and we will arrange for our SENDCo, Mrs Jodie Veen to meet with you and talk to you.

You can find it on our website https://www.stjohnstiverton.uk/send

At St John's we aim to ensure that all children are fully included in the life of our school and able to engage in the rich, exciting and rewarding opportunities we offer. We work hard to adapt our provision to enable every child to take part both inside the classroom and in the wider school environment. The information in this report helps to highlight how we do this.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

We look forward to working with you!









1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties & Delayed Language Disorder.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Global developmental delay
	Moderate learning difficulties
	Severe learning difficulties
	Down Syndrome
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Jodie Veen

They have 6 years experience in this role and have worked as teacher for 12 years, having been at St John's for the past 9 years. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2022.

They also hold a Level 5 Diploma in Trauma and Mental Health Informed Schools (Practitioner Status).

They are allocated 1.5 days a week to manage SEN provision.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

All staff have received Trauma Informed Schools training.

Teaching Assistants (TAs)

We have a team of 8 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Thrive, Attachment Based Mentoring and Read, Write Inc phonics coaching.

External agencies and experts

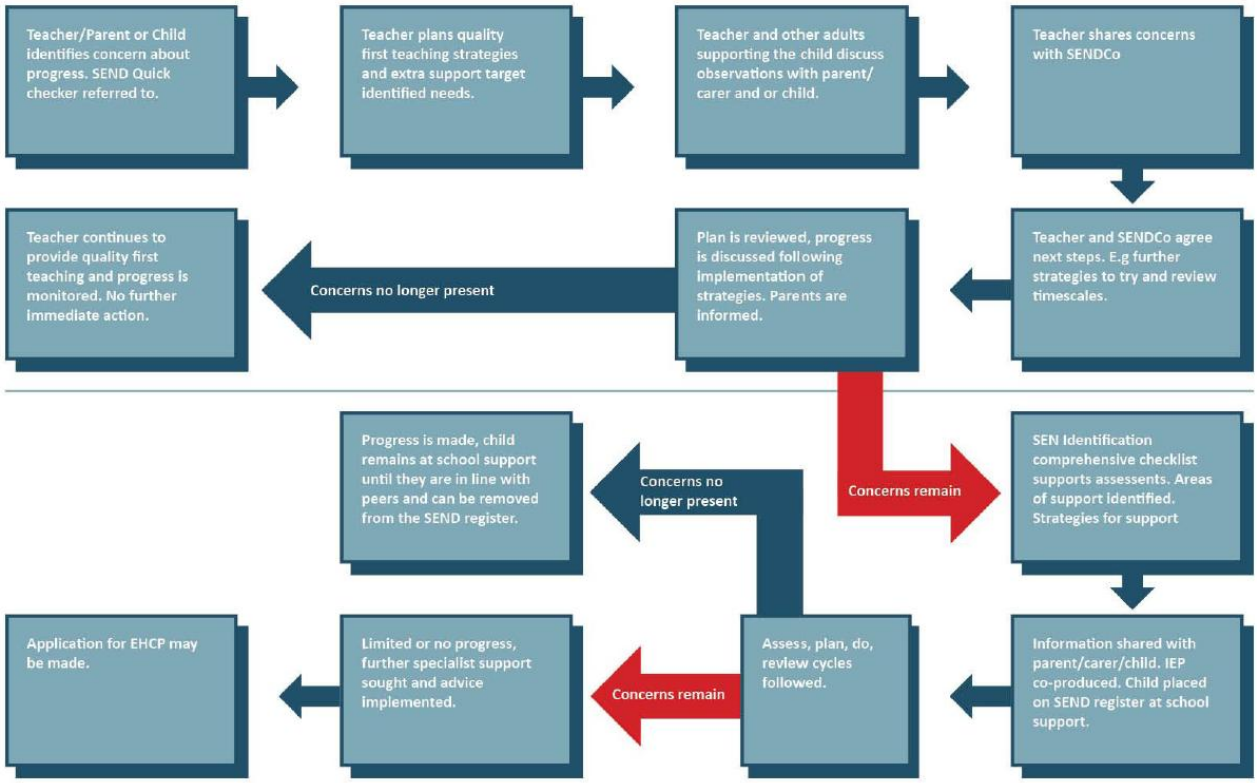
Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Learning Disability Team
- Early Years Complex Needs Team
- Family Intervention Teams
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Mood, Emotions and Relationships Service
- Attendance Improvement Officers
- Social services and other local authority (LA)-provided support services
- Starfish Mentoring

3. What should I do if I think my child has SEN?

At St John's we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND.

Identification of Special Educational Needs - Pathway



If you think your child might have SEN, the first person you should tell is your child's teacher.

You can contact your child's class teacher via Class Dojo or by leaving a message with the school office

They will pass the message on to our SENCO, Mrs Jodie Veen, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email: j.veen@plymouthcast.com

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include struggling with specific elements of English, such as spelling, not remembering taught phonics sounds or finding it difficult to grasp age appropriate math concepts.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will support the pupil to fill it. This may be by slightly adapting the way things are being taught, providing some additional short term support , additional teaching or working with you to support your child with some additional practice at home. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO and class teacher will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide a termly written report on your child's progress.

Your child's class teacher will meet you half termly, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via Class Dojo and a phone call or meeting can be arranged.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a piece of writing, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when:
    - they need help with regulating behaviour, emotions, or attention to remain engaged in lessons.
    - a task or assessment requires personalised scaffolding, prompts, or adapted resources.
    - they need structured interventions for literacy, numeracy, or speech and language.
- Teaching assistants will support pupils in small groups when:
    - consolidating key skills after whole-class teaching.
    - delivering targeted intervention programmes (e.g. phonics, guided reading, maths catch-up).
    - providing opportunities for collaborative learning in a quieter, focused environment.
    - supporting social and communication skills through structured activities.
    - rehearsing or pre-teaching key vocabulary, concepts, or strategies before a lesson.

We may also provide the following interventions:

- Phonics Coaching
- Pre-teaching
- Speech and Language
- Nessy
- 1:1 reading
- Thrive
- Trauma Informed Therapy sessions
- Plus One

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Understanding autism Regulation interventions Autism friendly classrooms Now, next boards
	Speech and language difficulties	Speech and language therapy Communication boards Makaton Visuals
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Colored overlays Nessy programme Dyslexia friendly fonts and classrooms Catch up programmes
	Moderate learning difficulties	Fresh Start Phonics
	Severe learning difficulties	ACC- core boards, widget boards, symbol lanyards Social stories, scripting Individualised timetables and provision Use of sensory room Use of additional continuous provision room
Social, emotional and mental health	ADHD, ADD	Quiet workstation Work station screen
	Adverse childhood experiences and/or mental health issues	Nurture groups Whole school TIS approach 1:1 TIS sessions Thrive sessions
Sensory and/or physical	Hearing impairment	Seating Consideration Limiting of external noise – environmental considerations

	Visual impairment	Whole school display approach High visibility marking, where appropriate Adapted resource sizing Immersive reading apps Adapted technology
	Multi-sensory impairment	Home-school communication Use of sensory room
	Physical impairment	Occupational therapy programme Physiotherapy programme Intimate care plans Fun fit Funky fingers

These interventions are part of our contribution to Devon's local offer.

The Orchard

Our Nurture Hub provides a warm, structured environment designed to support children with Communication and Interaction (C&I) needs. Within this specialized space, learning is anchored in playful exploration and active discovery, allowing children to develop essential language, social, and emotional skills at their own pace. Through carefully scaffolded play, targeted interventions, and rich sensory experiences, we foster positive peer relationships and help every child build the confidence they need to express themselves and thrive across the wider school community.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires and pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Data from whole school systems, such as, half termly phonics assessments, AR reading ages or Power maths tests.
- Using specific measuring systems when necessary, e.g. Early years Developmental Journal or Small steps tracker
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority. This will usually require applying to an Educational Health and Care Plan. This plan may include recommendations about the way in which any additional funding should be used. If the school needs to recruit additional staff, they will follow the Plymouth Cast recruitment policy. Approval for all posts must be sought from the Trust before the school can begin the recruitment process.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Wildside in Year 4 for one night and PGL in both Year 5 and Year 6 for 3 nights. We are proud of how all our children are included in these special events.

All pupils are encouraged to take part in school sports day, sports events at THS, school Christmas plays and carol concerts. We ensure that all year groups attend swimming lessons and provide extra lessons for some pupils who require this provision in Upper Key Stage 2. All children get to enjoy a half-term of our on-site forest school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- We make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated.
- Upon receipt of admissions enquiries, our Headteacher or SENCO will make contact to discuss needs and provision support.
- Extra viewings of the school environment can be booked at any time by contacting the school office on: 01884 253630.
- Where a place is requested in an oversubscribed class, careful consideration is made as a Senior Leadership Team as to how our school can best support your child with their educational journey.

13. How does the school support pupils with disabilities?

- We ensure that our disabled pupils are never treated less favourably than pupils without disabilities.
- We work closely with external agencies who provide specific training for our staff or recommendations to improve access.

- We provide any facility necessary to support each individual pupil on a personalised basis.
- In order to make our curriculum inclusive and accessible to all, we have an accessibility policy.

Please find this policy available to read at:
https://www.stjohnstiverton.uk/goto/281157?slug=statutory_policies

14. How will the school support my child's mental health, and emotional and social development?

All Schools within the Trust are working towards becoming Trauma Informed Schools and all adults have had training to help them recognise signs that children may be having difficulty socially, emotionally or mentally. Adults are trained in ways to support children and all children have trusted adults that they can reach out to at times of difficulty.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Our staff 'meet and greet' all of our pupils every day on a personal basis. We ensure that we are active listeners throughout the day and check in with our pupils who many need so several times a day
- We survey all pupils at least once a year to seek their views about how well they are settled in school and how well they are connected to the adults and their peers. This is called our School Bonding Questionnaire
- We offer 1:1 TIS sessions for pupils who have experienced trauma
- We offer group and 1:1 Thrive Sessions
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring we speak on a 1:1 basis about their learning through the pupil voice sections of our learning plans. This also ensures we speak about the wider curriculum, including, friendships, club access, diet and emotional wellbeing.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring staff have the relevant training to respond to any accusations and take these with the utmost seriousness. We provide pupils Page | 13 with opportunity to discuss through circle times, as well as our RSE and PSHE curriculum. We participate in national 'anti-bullying week.'

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Ensure access to all relevant information for the new member of staff.
- Offer visual transition booklets showing new staff and classrooms, detailing what will change and what will stay the same.
- Schedule sessions with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Being offered transition opportunities to their new school. Extra transition sessions throughout the year are planned for some pupils.
- Learning how to get organised independently
- Plugging any gaps in knowledge

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Claire Webber will work with Mrs Jodie Veen, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a concern about my child's SEN support?

If you have concerns about the progress your child is making or the support they are receiving you should speak to the class teacher in the first instance. They may suggest that you have a meeting with the SENDCo to discuss your concerns and work together to agree how to address these. If you are still concerned you should follow the school complaints procedure. You can find a copy of that here: https://www.stjohnstiverton.uk/statutory_policies

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Devon's local offer. Devon publishes information about the local offer on their website:

https://www.devon.gov.uk/children-families-education/send-local-offer/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

https://devonias.org.uk/

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHCP needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages