



St. John the Baptist
Catholic Primary School

We will prepare the way by loving, living and learning with the Lord



Our Lady and All Saints
Catholic Multi Academy Company

Strong in Faith

SEND Information Report

*‘We will prepare the way by loving,
living and learning with the Lord’*

January 2026

St John the Baptist Catholic Primary School is an inclusive mainstream setting where we value each unique individual to ensure all pupils achieve their potential.

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND.

The purpose of this SEND report is to provide parents/carers with easy-to-understand information about what will be available in school to help children with special educational needs and/or disabilities. This report is reviewed annually with input from parents/carers, pupils, staff and governors.

Who is the school SENDCO?

Mrs S Drust is the Special Educational Needs Disability Co-ordinator (SENDCO). If you would like to discuss any concerns about your child with Mrs Drust she can be contacted via the school office.
Telephone: 0121 770 1892
Email: office@sjb.solihull.sch.uk

Who is the SEND Governor?

Ms J Brown is the SEND Governor. She ensures that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.

What should you do if you think your child may have special educational needs?

If parents/carers have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's class teacher. This may then result in a discussion with the school SENDCO. Parents/carers may also contact the SENDCO directly if they feel this is more appropriate.

What types of SEND do we provide for?

The Special Educational Needs Code of Practice recognises that children's needs and requirements may fall within or across four broad areas. St John the Baptist School support a wide variety of individual pupil needs within the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

How have we made the school buildings and site safe and welcoming for pupils with SEN and/or disabilities?

All areas of the school building and school grounds are fully wheelchair accessible. School has a wet room and disabled toilet.

(Please refer to our accessibility policy and plan for more information)

What are the admission arrangements for children with SEND?

Pupils with SEND are included within the general admissions school procedure. The Equality act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability.

Admissions:

- Must consider applications from parents of pupils who have SEND (with or without an Education Health Care Plan)
- Must not refuse to admit a pupil who has SEND because they do not feel able to meet their needs

How will we support your child with identified special needs starting school?

We will first invite you to visit the school with your child to have a look around and speak to staff. If other professionals are involved, a meeting will be held to discuss your child's need, share strategies used, and ensure provision is put in place before your child starts. We may suggest adaptations to the settling in period to help your child settle more easily.

How will the school let me know if they have any concerns about my child's learning in school?

Teachers have regular pupil progress meetings with the Head Teacher to ensure all children are making good progress. Your child may be identified as not making as much progress as they could be. When a teacher has concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will discuss this with the SENDCO. If your child is identified as not making progress, the school will decide whether to monitor this and/or to support using an intervention programme. If your child is still not making expected progress the school will discuss with you their concerns and any further interventions or referrals to outside professionals to support your child.

How will school measure the progress of my child?

All children's progress, including those children with special educational needs, is tracked using the school's assessment tracking system. Pupils are assessed regularly using teacher marking, observations and questioning as well as via more formal assessments such as curriculum tests and standardised tests. In addition, for children with special educational needs, we also set individual targets. Parents will be informed of any intervention groups that their children are participating in at Parents' Evening. If a child requires specialist intervention, parents will be invited to discuss specific targets and needs and this will be reviewed on a regular basis.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with the pupil and all adults involved with the child's education.

How are children with SEND supported?

If a pupil is identified as having SEND, we provide support that is 'additional to' or 'different from' the approaches, strategies and learning arrangements normally provided as part of high quality, personalised teaching intended to overcome the barrier to their learning. When providing support that is 'additional to' or 'different from' we engage in a four-stage process: Assess, Plan, Do, Review.

Types of support available for children with SEN and /or disabilities in this school?	What would this mean for your child?	Who can get this kind of support?
<p>Universal</p> <p>Class teacher input via Quality First Teaching</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class • All teaching is based on building on what your child already knows, can do and can understand • Clear planning for the role of the Learning Support Assistant in lessons • Using a variety of teaching strategies so that your child is fully involved in learning in class • Using flexible grouping • Providing clear feedback and next steps in pupil learning • Pre teaching of key vocabulary • Scaffolding to reduce cognitive overload • Specific strategies / equipment (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task • Visual support strategies to aid access to teaching and learning • Assistive technology to support teaching and learning • Reasonable adjustments to support access to the curriculum 	<p>All children in school receive this.</p>

<p>Targeted</p> <p>SEN Support</p> <p>Targeted group work (Intervention)</p> <ul style="list-style-type: none"> • Delivered by a teacher or LSA who has received appropriate training • Delivered in or out of the classroom <p>We currently use a range of intervention programmes at St John the Baptist Primary School.</p>	<p>The teacher will plan group sessions for your child with targets to help your child to make more progress.</p> <p>A Learning Support Assistant/ Teacher (or outside professional) will run these small group sessions using the teacher’s plans, or a recommended programme.</p> <p>An intervention programme may be used to support your child. Examples include;</p> <ul style="list-style-type: none"> • Speech and Language Support – Wellcomm • Tutoring • Sounds Write • Precision Teaching • Five Minute Boxes – English & Maths • Fluent in Five • Smart Moves • Mindfulness • Autism and Me • Relationship Based Play Therapy • Emotional Literacy Support • Gardening projects • Zones of Regulation • Nurture Groups (Boxall) 	<p>Any child who has specific gaps in their understanding of a subject/area of learning and identified as needing some extra support in school.</p>
---	---	---

<p>SEN Support Specialist groups run by outside agencies</p>	<p>If your child is identified as needing more specialist input, you will be invited to a meeting to discuss your child's progress and help plan possible ways forward.</p> <p>If appropriate, referrals will be made to external agencies to advise and support the school in enabling your child to make progress.</p> <p>External agency professionals will work with your child to understand their needs and make recommendations.</p>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and Intervention groups.</p>
<p>Specialist</p> <p>Specified Individual support This is provided via an Education, Health and Care Plan (EHCP). This means the SENDCO has identified your child as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school.</p>	<p>The school (with your permission) can request that the Local Authority carry out a statutory assessment of your child's needs. Parents/Carers can also request that the Local Authority carry out a statutory assessment. The Local Authority will decide if your child's needs are severe, complex and lifelong and whether to write an EHC Plan. The EHC Plan will outline strategies to achieve both short and long term goals for your child.</p>	<p>Children whose additional needs are severe, complex and lifelong.</p> <p>The range of needs MAY include: thinking and understanding, difficulties with speech and language, physical or sensory difficulties, or emotional and behavioural difficulties.</p>

What support is available for children's mental health and wellbeing?

Our curriculum promotes pupils' resilience, confidence and ability to learn. This includes the use of the PSHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Our R.E curriculum and school virtues support children's overall wellbeing. Our positive classroom management promotes positive behaviour, social development and high pupil self-esteem. Where appropriate, the school will support parents/carers in the management and development of the individual needs of their child. For pupils with complex difficulties, additional in-school support may include one-to-one therapeutic work with the pupil or support from an Educational Mental Health Practitioner. When in-school intervention is not appropriate, referrals and commissioning may be required to support the pupil.

How are pupils with Special Educational Needs involved in their own education?

We aim to involve all children in our school in the evaluation and implementation of their own education. For pupils with Special Educational Needs, we use a variety of strategies to support this including:

- Involving pupils in setting their own targets
- Pupil input into their pupil profiles
- Self-assessment at the beginning and end of learning
- Having a range of resources / equipment available for the pupil to choose to use
- Ensuring the pupil works with a range of different partners
- Ensuring the pupil has a designated adult to go to if they need help

How are parents/carers of children with Special Educational Needs involved in the education of their child?

Our school has an open-door policy ensuring we are always approachable, so parents/carers feel involved in the education of their child.

In addition, our school aims to regularly involve parents/carers in the education of their child through a variety of different ways including:

- Meetings with SENDCO, class teacher and support staff
- Parents' Meeting at the start of the new school year
- Parents are informed on Parents' Evenings and by class teachers of intervention groups taking place and what these are for
- Class Dojo
- Regular curriculum termly plans to inform parents of what their child will be learning during the term
- Home reading diary
- Information on the school website
- Information on the weekly newsletter
- Pupil/Parent workshops

How is extra support allocated to children?

The school budget includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, based on the needs of the children currently in the school.

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school including;

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the key people providing services to children with SEND in this school?

The Inclusion Team at St John the Baptist School;

- Head Teacher / DSL (Mr I Gallagher)
- Deputy Head Teacher / DSL / Mental Health Lead (Mrs H Dixon)
- Child and Family Support Worker / DSL (Ms S Clarke)
- SENDCO / DSL / Mental Health Lead / Autism Lead (Mrs S Drust)
- Learning Mentor / Autism Lead / Mental Health First Aider (Mrs E Blundell)
- Speech & Language Champion (Ms Z Cherry)
- Sports Coach (Steve)
- Education Mental Health Practitioner (Solar)

We have access to support from Solihull Inclusion Support Service (SISS)

- Social, Emotional and Mental Health team
- Speech, Language and Communication Difficulties team
- Autism team
- Physical Impairment team
- Sensory Service
- Early years support

We have access to support from Special Educational Needs Teaching and Assessment Service (SENTAA) – Julie Showell / Libby Whitsun

Other Professionals

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapist
- School Nurse
- Community Paediatrician
- Educational Psychologist
- Specialist Assessment Service
- SOLAR/CAMHS
- Virtual School (Looked After Children)

How are the adults in school helped to work with children with SEND and what training do they have?

Mrs Drust (SENDSCO) has a Post Graduate Certificate 'Vulnerable learners and Inclusion' and she has completed the National Award for SEN Coordination. Mrs Drust has completed the senior mental health lead training and Mrs Dixon and Mrs Blundell have completed mental health first aid training. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. The school liaises with OLAAS to formulate and action priority training. The adults in school are currently receiving quality training from the PINS programme (Partnership for Inclusion of Neurodiversity in Schools). We are also working in partnership with Nurture UK and implementing the six principles of nurture. We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

At St John the Baptist School we are well trained in various aspects of special educational need:

- Trauma and Attachment
- Safeguarding
- Foetal Alcohol Spectrum Disorder
- Mental Health First Aid
- Speech and Language
- Dyslexia
- Dyspraxia
- Dyscalculia
- Working memory
- ADHD

- Autism
- PDA
- SEMH
- Drawing and Talking
- Relationship based play therapy
- First Aid
- Medical needs (Asthma, Allergies, Diabetes)

What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities. Where appropriate and possible, adjustments are made to ensure all pupils with special educational needs are fully included in all activities. Risk assessments are undertaken and procedures are in place to enable children to participate in visits off site.

In addition, our school provides inclusive sports activities for pupils with special educational needs e.g. boccia, archery, tennis (led by our sports coach) and pupils compete competitively across the borough.

How will we support your child when they are leaving this school OR moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that needs to be in place for your child.
- We will transfer all records about your child to the new setting as soon as possible.

When moving classes in school:

- A meeting will take place with the new teacher and all appropriate information shared
- If your child would be helped by a photo/transition book to support their understanding of moving on, then it will be made for them
- Individual pupil profiles are shared with the new class teacher

How do we evaluate the effectiveness of our SEND provision?

The quality of classroom teaching provided to pupils with SEND is monitored through several processes including classroom observation by the senior leadership team, ongoing assessment of progress made by pupils with SEND and work sampling to ensure effective matching of work to pupil need. Intervention plans are monitored in terms of effectiveness and value for money.

Inclusion is an important part of our School Development Plan and targets are included on the SEND action plan to continually improve the SEND provision within the school.

What services or support groups are available for Parents and Carers?

Service	Website	Support
Solihull SENDIAS	www.family-action.org.uk/solihullsendias/ www.solihull-sendias.org.uk Address: Solihull SENDIAS, 11-13 Land Lane, Marston Green, Solihull. B37 7DE Email: solihullsendias@family-action.org.uk	Provide a free, confidential and impartial service for all parents and carers of children with special

	Telephone : 0121 516 5173	educational needs in Solihull.
Solihull Parent Carer Voice	Solihull Parent Carer Voice SPCV Inspiring Positive Change Email Address: enquiries@spvc.org.uk	Independent parent carers working together to raise awareness and improve outcomes for all children with Special Educational Needs and/or Disabilities (SEND 0-25).
Signpost Inclusion	http://signpostinclusion.org.uk/ Address: The Renewal Family Centre, Vulcan Road, Solihull. B91 2JY Telephone : 0787 378 2579	Signpost Inclusion offers support and training along with resources to benefit the lives of children and young people with additional needs.
Autism West Midlands	http://www.autismwestmidlands.org.uk/ Telephone: 0121 450 7582 Email: info@autismwestmidlands.org.uk	Charity in the West Midlands enhancing the lives of autistic people.
Scope	www.scope.org.uk Telephone : 0808 800 3333	A support service available to parents of disabled children recognised as having additional needs living in Solihull.

What is Solihull's Local Offer for children with SEND?

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

What are the arrangements for making a complaint?

Most complaints are easily resolved with the class teacher or SENDCO. However, if after consultation with them parents/carers feel they have not received the outcome they would like, they will be directed to our Head teacher Mr I Gallagher, who will endeavour to resolve issues. He may direct parents to the Governing body if the needs arise. The school's complaints policy is published on our school website.

We also encourage positive feedback from our parents and carers on our SEND provision. We are grateful for any feedback to improve our services to ensure the best outcomes for our children.

Glossary

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEND Register:	List of children who have additional needs or disability
SEN Support:	Children who are supported by the Inclusion Team and are on the SEND register
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENDCo:	Special Educational Needs and Disability Coordinator

SENDCO – Mrs S Drust

January 2026

