# Special Educational Needs (SEN) Information Report

St John's Catholic Primary School

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| **Approved by:** | SENCO (Fran Lobban) | **Date:** 04/02/2026 |
| | Inclusion Governor (Charles West) | 04/02/2026 |
| | Headteacher (Nicola Armstrong) | [04/02/2026] |
| | Governing Body/Trustees | [04/02/2026] |
| **Last reviewed on:** | [ n/a ] | |
| **Next review due by:** | June 2027, then annually | |

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy (link 2026.27). 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 Frances Lobban to meet with you and talk to you.

You can find it on our website https://www.st-johns.cornwall.sch.uk/ .

At St John's Catholic Primary School, 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!


inclusion
children
SENCo
progress
TAs
SEMH
Down Syndrome
speech & language
fine motor
learning difficulties
teachers
anxiety
autism
dyspraxia
learning plan
parents
dyslexia
ADHD
special needs
hearing
dyscalculia
inclusion
TAs
SEMH
ADHD
progress
special needs
dyscalculia
children
SENCo
hearing
learning plan
parents

## 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 |
| Cognition and learning | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| | Severe learning difficulties |
| 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?

St John's Catholic Primary School provides a high-quality teaching and learning environment for all pupils. We adopt an aspirational, inclusive, differentiated, and personalised approach to ensure that all learners, including those with Special Educational Needs (SEN), are able to engage fully in all aspects of school life. All teachers are teachers of SEND and are responsible for the learning and progress of every child in their class, including those with SEN. Classroom Teaching Assistants (TA) receive regular training updates to ensure they are well equipped to meet all pupils' current needs.

### Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Frances Lobban

They have 13 years experience in this role and have worked as class teacher. Roles of responsibility have included co-ordinator for RE, PSHE, maths and assessment. Leadership roles have included being deputy head teacher and head of school. She has been instrumental in developing the children's cultural capital introducing additional music tuition to the school and led the school on the journey to be a Fairtrade School. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in 2012.

Additional training includes TIS  practitioner (trauma Informed Schools), SMHL (senior mental health lead) and relevant safeguarding training to support roles as SENDCo and DDSL (designated safeguarding lead)

They are allocated 2 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.  In order to meet school need trends, additional training is also delivered by external agencies. All teachers receive safeguarding training provided by SSS Training, in order to meet safeguarding statutory requirements.

2025.26:

Teaching Children successfully in the Classroom (Cognition and Learning Team - SEN Support Services)

Wordcraft

What is SLCN  and Supporting language to promote mental health(Communication Support Team)

## Teaching Assistants (TAs)

We have a team of 9 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 7 teaching assistants who are trained to deliver interventions such as Funfit, Lego Play Therapy, Draw and Talk, TIS, Social Stories, Precision Teach, sensory regulation, Word Craft, RWI interventions

In the last academic year, TAs have been trained in Precision Teach, Wordcraft in addition to safeguarding training provided by SSS Training, in order to meet safeguarding statutory requirements.

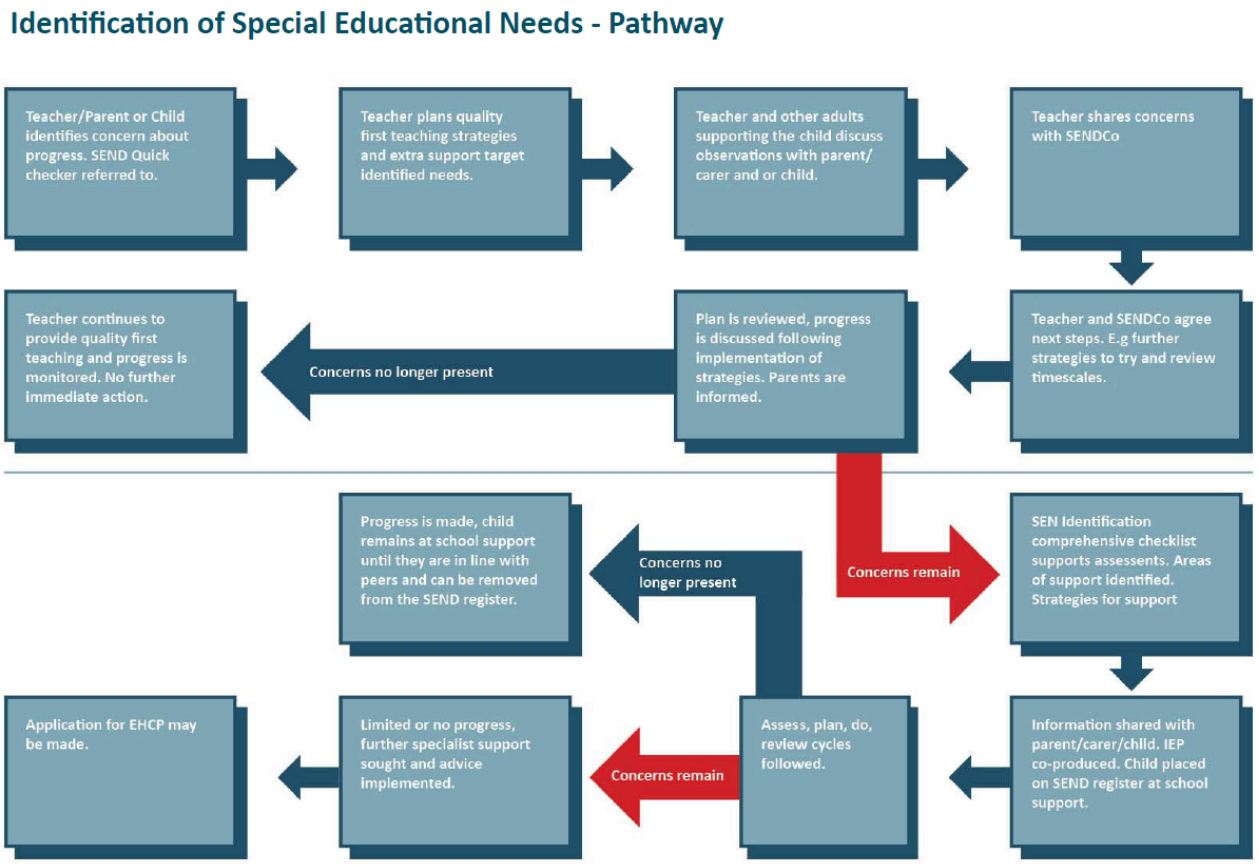
## External agencies and experts

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:

- Statutory SEN team
- CAPH SEND
- Parent Carers Cornwall, inc neurodiversity hub
- SEN Speech and language therapists
- CDC (children with early identification of SEND
- Vision Support
- Hearing Support
- Children's audiology team
- Augmentative and Alternative Communication Team
- Early Years Inclusion Team
- Educational psychologists
- Cognition and learning team
- Physical and medical advisory services
- Hearing Support
- Communication Support Team
- ASD in schools team
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- MHST (mental Health Support Team)
- Education welfare officers
- Social services and other local authority (LA)-provided support services inc EHH, FIS, Headstart Kernow
- Voluntary sector organisations inc Penhaligon's Friends, Gwerras Kernow

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

At St John's Catholic Primary School we follow the Plymouth CAST SEND Pathway. This follows a graduated approach to SEND which can be summarized as follows:




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

Parents can contact teachers informally at the start or end of the day, via dojo, or phone to make an appointment with the class teacher

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

You can also contact the SENCO directly. f.lobban@plymouthcast.com or via dojo or school phone number

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:

Cognition and learning (CL) eg

- Specific Learning Difficulties (SpLD): These affect specific aspects of learning, such as dyslexia (reading/spelling), dyscalculia (maths), and dyspraxia (coordination/organization).

- Moderate Learning Difficulties (MLD): Pupils may learn at a slower pace than their peers and require differentiated support for most curriculum areas.
- Severe Learning Difficulties (SLD): Significant cognitive impairments requiring specialized, intensive support for most aspects of learning.
- Poor Working Memory: Difficulty holding and manipulating information, leading to challenges in following multi-step instructions.
- Processing Difficulties: Struggles with sequencing information, understanding inferences, or making connections.
- Executive Functioning Issues: Challenges with organization, planning, and task initiation.
- Attention and Concentration Difficulties: ADHD or similar conditions that impact a child's ability to focus on tasks.

Speech, language and communication (SLCN) eg:

- Expressive Language Difficulties: Struggling to find words, forming sentences, or using "thingy" instead of specific vocabulary.
- Receptive Language Difficulties: Difficulty understanding instructions, questions, or the meaning of words.
- Speech Sound Disorders: Speech that is difficult for others to understand.
- Developmental Language Disorder (DLD): Persistent, long-term difficulties in using and understanding language.
- Social Communication Difficulties: Struggling to follow social rules, such as taking turns in conversation, understanding jokes, or knowing how to talk to peers.
- Stammering: Frequent repetition of sounds or words, causing difficulty in participating.
- Limited Vocabulary/Syntax: Overusing simple words, making grammatical errors, or omitting words.

Social, emotional and mental health (SEMH)eg:

- Mental Health Difficulties: Anxiety, depression, self-harming, eating disorders, or medically unexplained physical symptoms.
- Emotional Regulation Issues: Severe temper tantrums, uncontrollable anger, frustration, and difficulties in managing emotions.
- Social and Behavioral Challenges: Difficulty making/maintaining friendships, antisocial behaviour, stealing, vandalism, or truancy.
- Attachment Issues: Difficulties forming relationships with adults due to early life trauma or neglect.
- Neurodevelopmental Overlap: Conditions such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD).

Physical and medic (Ph/m) eg:

Physical Disabilities and Mobility Issues

- Cerebral Palsy: Conditions affecting movement, coordination, and muscle stiffness (spasticity).
- Muscular Dystrophy/Atrophy: Conditions like Duchenne muscular dystrophy or spinal muscular atrophy affecting muscle strength.
- Spina Bifida: A birth defect affecting the spine.
- Missing or Affected Limbs: Upper and lower limb differences, including amputations.
- Acquired Injuries: Traumatic brain injuries or spinal cord injuries.
- Developmental Coordination Disorder (Dyspraxia): Difficulties with fine/gross motor skills, balance, and coordination.

### Medical Conditions (Long-Term or Complex)

- Epilepsy: Frequent seizures requiring management in school.
- Asthma: Chronic respiratory condition.
- Diabetes: Requiring monitoring and insulin management.
- Cancer: Ongoing treatment and recovery.
- Cystic Fibrosis: A genetic condition affecting lungs and digestive system.
- Autoimmune/Musculoskeletal Conditions: Juvenile idiopathic arthritis.
- Severe Allergies: Anaphylaxis requiring adrenaline auto-injectors.
- Continence Issues: Chronic bowel or bladder conditions.
- Chronic Fatigue Syndrome/ME: Severe, long-term exhaustion.

### Sensory Impairments

- Visual Impairments: Ranging from partial sight to blindness, including cerebral visual impairment.
- Hearing Impairments: Ranging from mild loss to profound deafness.
- Multi-Sensory Impairment (MSI): Combined vision and hearing difficulties.
- Sensory Processing Difficulties: Over- or under-sensitivity to touch, sound, light, or smell

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 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**.




**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.

**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.

**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.

**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.

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 termly reports on your child's progress. Your child's class/form teacher will meet you a minimum 3 times a year, 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 in the first instance. Class teachers can be contacted via our school's agreed communication system (dojo); additionally via the school office, by email, or phone call. Messages will be passed on promptly, and teachers will respond as soon as possible within school working hours. If a concern requires more detailed discussion, a meeting or phone call can be arranged at a mutually convenient time.

## 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 presentation, written statement, 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 teachers 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 can be identified on our school accessibility plan (link 2026.27) This includes:

- Differentiating and scaffolding 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 primarily when they are pupils with severe SEND , including those with Education, Health and Care (EHC) plans. Specific circumstances include:
    - Safety and Risk: When a child poses a risk of serious harm to themselves or others, or requires supervision for medical or sensory needs.
    - Targeted Interventions: Delivering high-quality, structured, and evidence-based interventions for academic catch-up
    - Behavior and Emotional Support: Assisting with emotional regulation, social skills, or processing complex emotions.

- Learning Support: Assisting with metacognitive strategies, breaking down tasks, and building independence.

It is important to note that 1:1 support in our school is used to foster independence, not create dependency. In order to be most effective we strive to ensure our TAs are well-trained and work in tandem with our teachers to provide tailored, and often time-limited support.

- Teaching assistants will support pupils in small groups to bridge attainment gaps, provide targeted, evidence-based academic interventions (such as literacy or numeracy support), or address specific social, emotional, and SEND needs. We strive to ensure this support is carefully structured and linked to classroom teaching. eg:
  - Academic Interventions: Targeted support for lower-attaining learners or to bolster understanding of challenging topics. This includes structured, evidence-based programs that can boost progress by several months.
  - SEND and EHCP Support: Children with special educational needs or disabilities, including those with Education, Health and Care plans, often require intensive, tailored support.
  - Supporting Literacy & Dyslexia: Small groups allow for the high levels of repetition needed for dyslexic learners.
  - Early Years and "School Readiness": Assisting children in Reception/KS1 who are not yet "school ready," including developing speech, communication, and self-care skills.
  - Social and Emotional Development: Providing pastoral support to help pupils manage emotions, improve social skills, and regulate behavior.
  - Overcoming Barriers to Learning: Assisting with sensory needs (e.g., using fidget tools, breaks) or helping pupils understand complex, abstract language.
  - Differentiated Classroom Activity: Allowing the teacher to focus on one group while the TA supports another with tailored tasks.

Effective TA support is not just for struggling pupils but can also provide extension activities for the most able, and to maximise effect we strive to ensure our TAs are well-trained and work on specific, targeted interventions rather than just providing general, informal assistance

We may also provide the following interventions:

SLCN - meet and greet, turn taking games, Blanks level questions, articulation, Lego Play Therapy

CL - Phonics (linked to RWI), filling learning gaps (maths and English), Precision Teach, Wordcraft, phonological awareness

SEMH - meet and greet, ‘tea and biscuit’, turn taking games, Lego Play therapy, funfit, draw and Talk, TIS, Social stories

PH/S - Funfit, sensory regulation

| AREA OF NEED | CONDITION | HOW WE SUPPORT THESE PUPILS |
|---|---|---|
| **Communication and interaction** | Autism spectrum disorder (ASD) | Visuals inc timetables, task boards, now/next<br>Social stories<br>Meet and Greet |

| | | |
|---|---|---|
| | Speech and language difficulties | Speech and language therapy |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope, pencil grip, access to literacy tools, access to ICT |
| | Moderate learning difficulties | |
| | Severe learning difficulties | |
| **Social, emotional and mental health** | ADHD, ADD | Quiet workstation<br>AIP |
| | Adverse childhood experiences and/or mental health issues | Nurture groups, TIS |
| **Sensory and/or physical** | Hearing impairment | As advised by external agencies |
| | Visual impairment | Limiting classroom displays |
| | Multi-sensory impairment | As advised by external agencies |
| | Physical impairment | As advised by external agencies |

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

## 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 targets each term
- Reviewing the impact of interventions after approx 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress (PIEP - Pupil Individual Education Plan for pupils at SEN Support without an EHCP; EHCIP - Education Health and Care Implementation Plan for pupils at SEN Support with an EHCP)
- 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?

At our school, we are committed to ensuring that all pupils, including those with SEN, can fully participate in a wide range of activities alongside their peers. We make every effort to ensure that all pupils are included, whether during school hours or in extracurricular activities. Specifically:

- **Extra-curricular activities and school visits**: All of our extra-curricular activities, including before and after-school clubs, are open to all pupils, regardless of their SEN or disability.
- **School trips**: We encourage all pupils to participate in school trips, including residential trips for upper KS2 pupils, and ensure that appropriate support is in place to enable full participation.
- **Special events and activities**: All pupils are encouraged to take part in sports days, school plays, special workshops, visitor assemblies, church services, and community events.

We recognise the importance of inclusion and will always make reasonable adjustments to ensure that no pupil is excluded from these activities because of their SEN or disability. This might include adjustments to physical access, additional support, or adaptations to activities, all aimed at making sure every pupil can participate to the fullest extent possible.

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

Admissions arrangements (link 2026.27)

Our school is committed to ensuring that the admissions process is fair, transparent and inclusive for all pupils, including those with special educational needs (SEN) and/or disabilities. We work closely with parents, carers, the Local Authority and other professionals to ensure that every child is given equal opportunity to access education at our school.

### Arrangements for the admission of prospective pupils with SEN or a disability

Our admissions arrangements comply fully with the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice. We do not discriminate against pupils with a disability or special educational needs and take reasonable steps to ensure that pupils with SEN or a disability are able to access our school and curriculum.

We welcome applications from pupils with SEN or disabilities and encourage parents and carers to discuss their child's individual needs with us prior to admission where appropriate. This allows us to plan suitable support, reasonable adjustments and any necessary provision to ensure a smooth transition into school.

### Admission of pupils with an Education, Health and Care (EHC) plan

All pupils whose Education, Health and Care (EHC) plan names our school will be admitted before any other places are allocated, in accordance with the SEND Code of Practice and Local Authority procedures. The school works in

partnership with the Local Authority during the consultation process to ensure that we can meet the needs of pupils with an EHC plan and provide appropriate provision and support.

### Oversubscription criteria

Our oversubscription criteria are applied fairly and consistently to all applicants and do not disadvantage pupils with SEN or disabilities. Children with an EHC plan naming the school are admitted as a priority. For other pupils with SEN or disabilities who do not have an EHC plan, applications are considered in line with the published admissions criteria, which do not include factors that would unfairly discriminate against them.

The school ensures that reasonable adjustments are made throughout the admissions process where required, and support is available for parents and carers who may need assistance with applications.

Through these arrangements, we aim to ensure that all pupils, including those with SEN or disabilities, have equal access to our school and the opportunity to thrive within an inclusive and supportive learning environment.

## 13. How does the school support pupils with disabilities?

St John's Catholic Primary School is committed to ensuring that pupils with disabilities are fully included in all aspects of school life. We work proactively to remove barriers to learning and participation, and to ensure that disabled pupils are not treated less favourably than their peers, in line with the Equality Act 2010. (link to Inclusion 2026.27)

### Preventing less favourable treatment

The school takes a proactive approach to promoting equality and inclusion for pupils with disabilities. Reasonable adjustments are made to policies, practices and procedures to ensure that disabled pupils are able to access learning, activities and opportunities on an equal basis with other pupils. Staff receive guidance and training to support inclusive practice and to ensure that pupils with disabilities are supported appropriately within the classroom and wider school environment.

Individual needs are considered carefully, and support is planned in collaboration with parents/carers, pupils and relevant professionals. Risk assessments are completed where necessary to enable pupils to participate safely in all aspects of school life, including educational visits and extracurricular activities.

### Facilities, auxiliary aids and services

The school provides a range of facilities, auxiliary aids and services to support pupils with disabilities in accessing education. This may include:

- adapted classrooms and learning spaces
- accessible toilet facilities where available
- specialist equipment and resources to support individual needs
- reasonable adjustments to the learning environment and school routines
- access to external support services, where appropriate, through Cornwall Council and health professionals

Support and provision are reviewed regularly to ensure they continue to meet pupils' needs effectively.

### Accessibility plan

The school's Accessibility Plan outlines how we aim to improve access for disabled pupils over time. The plan is available on the school website (link 2026.27) and can be provided in an alternative format on request.

The Accessibility Plan covers how the school will:

- **Increase participation in the curriculum**
  We aim to increase access to the curriculum for disabled pupils through inclusive teaching strategies, differentiated learning, reasonable adjustments, and the use of specialist resources or equipment. Staff work collaboratively to adapt teaching and learning to meet individual needs and enable pupils to make progress

alongside their peers.

- **Improve the physical environment**
  The school continues to review and improve the physical environment to ensure that it is accessible to disabled pupils. This includes considering access to classrooms, communal areas and outdoor spaces, and making reasonable adjustments where possible to enable pupils to take full advantage of the education, benefits, facilities and services provided.

- **Improve access to information**
  We ensure that information is provided in accessible formats where required. This may include the use of simplified language, visual supports, alternative formats or assistive technology to support understanding and communication for pupils with disabilities.

Through these measures, the school aims to promote inclusion, equality of opportunity and full participation for all pupils with disabilities.

## 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:

- Pupils with SEN are encouraged to be part of the school council
- 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
- Pupils with SEN are also encouraged to be part of the Gift Team to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by TIS practitioners
- We run an AIP for pupils who need extra support with social or emotional development
- We have a linked MHST practitioner supporting SEMH: she provides whole class workshops, Key Stage assemblies in Children's Mental Health Week, small group workshops, 1:1 intervention
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:

  Ensuring that everyone in the school community has an understanding of what bullying is and how the school will deal with incidences of bullying.

  Ensuring staff understand their role in preventing and responding where a child is at risk. ( Especially regarding peer-on-peer abuse).

  a listening caring ethos at St John's where any form of bullying is not tolerated and dealt with in the appropriate manner, encouraging discussion and not make premature assumptions and to foster a problem solving approach •

  The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.

  Exploring issues through the curriculum by RHE, assemblies and Anti-bullying week.

  Supporting the bully and the victim in modifying behaviour link to anti bullying policy 2026.27

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

At our school, we understand that transitions are an important time for pupils with SEN, and we aim to support each child as they move between classes, schools, and phases of education. We take a personalised approach to ensure that each pupil feels prepared and confident for these changes.

## Transition between years (with our school)

To help pupils with SEN transition smoothly between year groups, we:

- Arrange meetings between the current teacher and the next year's teacher at the end of the school year to discuss the child's progress, SEN, and any specific needs.
- Schedule transition sessions with the incoming teacher towards the end of the summer term. These sessions allow pupils to become familiar with the new classroom environment, routines, and expectations.
- Opportunities for pupil voice - 'I wish my teacher knew'
- Provide additional support for pupils who may need it, including visual aids, social stories, or familiarisation activities to help ease the transition into the new year.

## Transition between Primary schools

When your child is moving on from our school to a new setting, we will:

- Consult with you and your child to understand what information you would like us to share with the new school. This may include details about your child's SEN, their strengths, areas of need, and any additional support they may require.
- Work closely with the new school's staff to ensure that they are fully informed and prepared to support your child effectively from day one.
- Provide any relevant documentation such as individual education plans (IEPs), progress reports, or other important information to help the new school understand your child's needs.

We aim to ensure a smooth and positive transition for your child, making sure they feel supported and confident in their new setting.

## Transition between phases (Primary to Secondary school)

Before pupils move to secondary school, we:

- Arrange a meeting between our SENCO and/or Y6 teacher  and the SENCO/ SLT from the secondary school to discuss the needs of all the children with SEN support who will be transitioning.
- Support pupils in learning to manage a secondary school timetable by practising using a simplified version in class and in social settings.
- Arrange whole class MHST transition sessions
- Arrange and support access to transition arrangements as organised by secondary schools.
- Work with pupils to develop organisational skills, helping them become more independent in managing their school work, belongings, and daily routines.
- Identify and address any gaps in knowledge to help pupils feel confident as they make the transition to a more demanding environment.

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

Our school recognises that looked-after children (LAC) and previously looked-after children (PLAC) may have additional or complex needs, including special educational needs and/or disabilities (SEN). We are committed to ensuring that these pupils receive high-quality, personalised support to enable them to make good progress academically, socially and emotionally.

### Designated Teacher for Looked-After and Previously Looked-After Children

Name: Mrs Nicola Armstrong
Role: Headteacher / Designated Teacher for Looked-After and Previously Looked-After Children
Contact details: 01209 713944 nicola.armstrong@plymouthcast.com

Mrs N. Armstrong will work with Mrs F. Lobban, our SENDCO, 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 are supported in the same way as other pupils with SEN through our graduated approach to SEN support. This may include targeted interventions, reasonable adjustments and access to external services where appropriate. In addition, looked-after pupils will have a Personal Education Plan (PEP). We ensure that the PEP, SEN Support Plan and/or Education, Health and Care (EHC) Plan are aligned, consistent and mutually supportive. Regular reviews are held with relevant professionals, carers and social workers to monitor progress and adapt provision as needed.

The views of the child are central to all planning and review processes, and we work in partnership with families, carers and external agencies to promote positive outcomes for looked-after and previously looked-after children with SEN.

## 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 [link 2026.27].

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

If you have questions about your child's SEN or are struggling to cope with any aspect of their learning or support, please do not hesitate to get in touch. We are here to support you, your child, and your family.

To find out what support is available in your area, please refer to Cornwall's Local Offer. This is a directory of services and support available for children and young people with SEN and disabilities.

For families in Camborne and the surrounding area, the Cornwall Local Offer can be accessed via their website at: Cornwall SEND Local Offer

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

Cornwall SENDIAS

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

- Cornwall Parent Carer Council (CPCC)
- The Dyslexia Association of Cornwall
- Scope Cornwall
- Siblings UK
- National Autistic Society - Cornwall
- Cerebra

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 stage.