

ST JOHN XXIII CATHOLIC PRIMARY SCHOOL



SEND Information Report 2026-2027

Approved by:

LGB

Date: Sept 2026

Last reviewed on: Sept
26

Next review due by:

Sept 27

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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 SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy on our school website:

You can find it on our website: <https://www.stjohnxxiii.lbhf.sch.uk/>

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.

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

As a Catholic primary school, we value every child as a unique individual, created in the image and likeness of God. We are committed to providing an inclusive and nurturing environment where all pupils can grow in faith, love, and learning.

Our school provides support for children with a wide range of **Special Educational Needs and Disabilities (SEND)**, in accordance with the **SEND Code of Practice (2015)**. These needs usually fall into one or more of the following four broad areas:

1. **Communication and Interaction**

We support children who have difficulties with speech, language, and communication. This includes children with Autism Spectrum Disorder (ASD) or social communication difficulties.

2. **Cognition and Learning**

We provide help for children who learn at a slower pace than others, even with appropriate support. This includes those with specific learning difficulties (SpLD) such as dyslexia, dyscalculia, or dyspraxia, as well as moderate, severe, or profound and multiple learning difficulties.

3. **Social, Emotional and Mental Health (SEMH)**

We support children who may experience difficulties with emotional regulation, relationships, or behaviour, which can affect their learning. This may include children with ADHD, anxiety, or attachment difficulties. We promote emotional wellbeing through our Gospel values and a caring school community.

4. **Sensory and/or Physical Needs**

We support children who have a disability that affects their access to education, such as hearing impairment, visual impairment, physical disabilities, or multi-sensory impairment.

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

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Developmental Language Disorder, ASD, Dyslexia etc.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational needs.

Our special educational needs co-ordinators, or SENCOs

Our SENCO is Wendy Nolan. They can be contacted via the school office admin@sjxxiii.sjscat.co.uk.

They have four years of experience in this role and have worked as class teachers. They are a qualified teachers.

She achieved the National Award in Special Educational Needs Co-ordination in 2025

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. Class teachers and support staff may undergo various training specific to their class needs, often delivered by the Local Authority. All staff receive AET training.

Teaching assistants (TAs)

We have a team of LSAs, including one higher-level teaching assistants (HLTAs) and two Early Years Educators (EYE) who are trained to deliver SEN provision.

Our team are trained to deliver interventions such as:

- Rapid Maths
- White Rose Maths
- 5 Minute Box
- Numicon
- Talk Boost
- Lego Therapy
- Language for Thinking

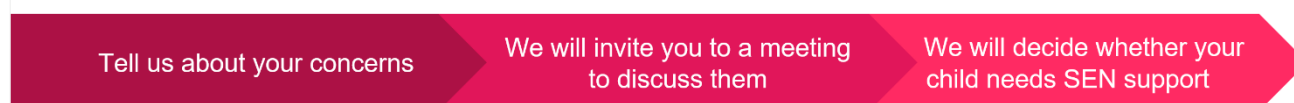
- ELSA
- RWI
- Fresh Start
- Barrier Games
- ELS
- Word Aware
- Colour coding
- Attention Building
- Sensory Circuits

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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
- Educational psychologists
- Occupational therapists
- Play therapists
- MIND
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Play Therapists
- Voluntary sector organisations such as: MIND and Beanstalk readers.
- Hammersmith and Fulham Inspire Team
- Sensory & Language Impairment Team
- Literacy and Numeracy Support
- OAT Outreach
- Individual training can be arranged when necessary

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



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

Appointments can be made via the school office.

They will pass the message on to our SENCO, Miss Alderson or Mrs Nolan who will be in touch to discuss your concerns.

You can also contact the SENCO via the school office at:

admin@sjxxiii.sjscat.co.uk

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.

If we decide that your child needs SEN support, we will work with you and outside agencies to put this in place. Children on SEN support receive a learning plan which is reviewed termly.

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

At St John XXIII Primary School children are identified as having SEN through a variety of ways including the following

- Liaison with a previous Nursery/School
- The child performing below the age expected levels
- Concerns raised by a parent.
- Concerns raised by a teacher
- Liaison with external agencies such as speech and language therapy.
- Health diagnosis through a doctor or paediatrician

If a 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 give the pupil extra tuition to try to fill it. 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 may contact you to discuss the possibility that your child may require SEN support.

The SENCO will ask for your opinion and speak to your child to get their input as well and possibly observe in class. 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.

If your child does need SEN support, their name will be added to the school's SEN 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?

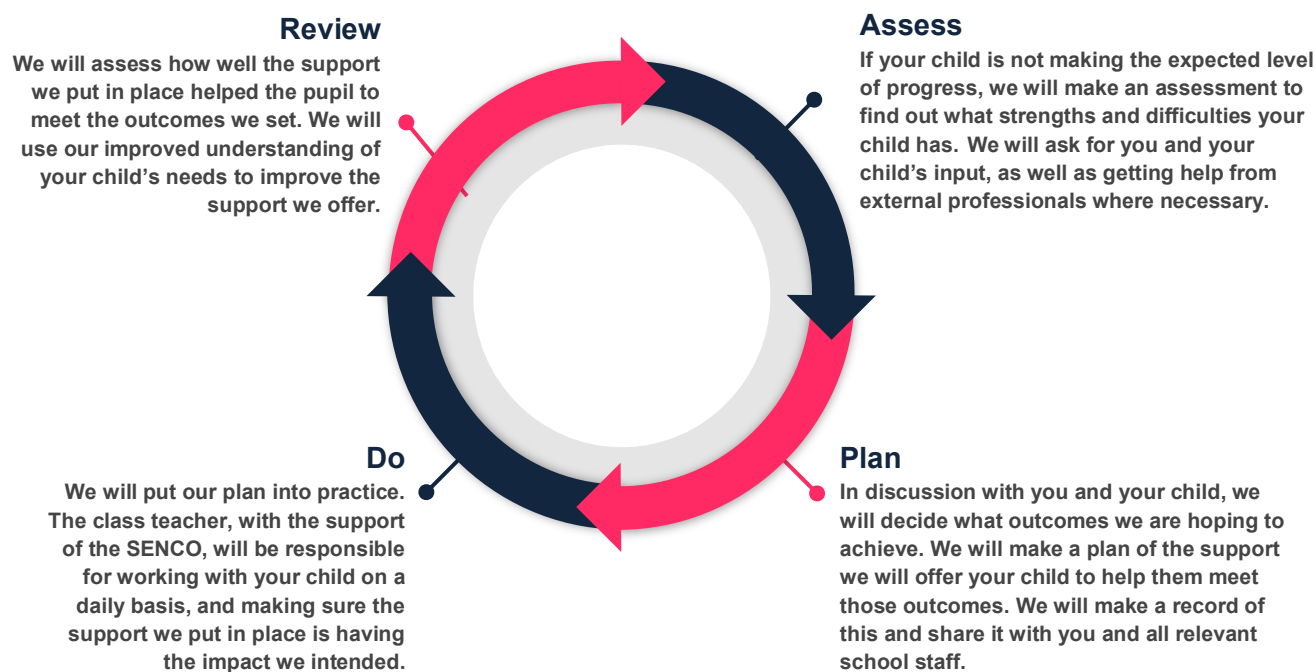
At St John XXIII, pupil progress is carefully and continuously monitored to ensure that all children receive the support they need to make the best possible progress.

- **Class Teacher Monitoring:** Your child's progress is continually monitored by their class teacher and tracked throughout the school on a programme called SONAR. Learning plans are tracked through Provision Map which can be accessed by parents.
- **Termly Reviews:** Progress is formally reviewed every term, with National Curriculum levels recorded in reading, writing, numeracy, and science. Progress in other areas such as attendance, engagement, and behaviour is also reviewed as appropriate.

- **Standardised Assessments:** A range of assessments may be used, including standardised Maths, Reading, Spelling, and Comprehension tests to provide additional information about progress and attainment.
- **Specialised Assessments:** For pupils with communication and social interaction difficulties, specific tools such as the SCERTS model may be used to assess development and guide support.
- **End of Key Stage Assessment:** At the end of Key Stage 2 (Year 6), all children are formally assessed using Standard Assessment Tests (SATs), as required by the government. Pupils not yet meeting Key Stage requirements are assessed using the Pre-Key Stage Standards.

For pupils receiving SEN Support, specific termly targets are set and tracked using Provision Map. These targets are reviewed, updated, and shared with parents each term to ensure a cohesive and collaborative approach.

The school follows the **Graduated Approach** — a four-part cycle of **Assess, Plan, Do, Review** — to ensure that support is personalised and effective:



Pupils with an Education, Health and Care Plan (EHCP) **have an** Individual Education Plan (IEP), which is reviewed termly with parental involvement. New targets are set for the following term in line with progress made. The progress of children with an EHCP **or** Statement of SEN is formally reviewed at an Annual Review Meeting, involving all adults working with the child. The SENCO regularly checks that pupils are making good progress both within individual and group work.

The effectiveness of each intervention is measured carefully to ensure learning outcomes are achieved. Where outcomes have not been met, provision is reviewed and adjusted. If sufficient progress is made, pupils may move off the SEN Register.

This is a continuous process: as pupils' needs change, support and targets are refined to ensure that provision remains appropriate and effective.

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

We will provide termly and annual reports on your child's progress.

Your child's class teacher will have 3 scheduled meetings with you per 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. Appointments can be made via the school office.

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

At St John XXIII, we recognise the importance of a child-centred approach to learning. The level of involvement will depend on your child's age, and understanding. We recognise that no two 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

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

At St John XXIII Catholic Primary school we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher. 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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
- Adapting the classroom environment, for example, a low arousal space or flexible seating options
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

A detailed list of interventions can be found here – [Provision Map](#)

The school's Accessibility Plan can be found on the website [here](#).

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

This process is part of the Graduated Approach detailed above. We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions termly or more frequently depending on the intervention delivered
- Using pupil questionnaires and discussions with individuals
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan) as well as parent consultations.

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
- 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.

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

All pupils are encouraged to go on our school trips, including our residential trips and to take part in extra-curricular activities such as school plays, sports day and workshops. These can be adapted to suit individual needs,

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 that they can be included.

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

Our school's Admissions Policy can be found [here](#).

13. How does the school support pupils with disabilities?

Our school is committed to promoting equality of opportunity and inclusion for all pupils, in line with the SEND Code of Practice (2015) and the Equality Act (2010). We ensure that pupils with disabilities are fully supported to access a broad, balanced, and inclusive curriculum. The school's Accessibility Plan can be found on the website [here](#).

Support for pupils with disabilities includes:

- **Early identification and assessment:** We work closely with parents, carers, and outside professionals to identify any barriers to learning as early as possible.
- **Individualised support plans:** Each pupil's needs are met through a personalised approach, which may include an Education, Health and Care Plan (EHCP) or targeted interventions within the school's SEND provision.
- **Accessibility and reasonable adjustments:** The school environment, resources, and teaching methods are adapted where necessary to remove barriers to learning and participation. This may involve physical adaptations, assistive technology, or differentiated teaching strategies.
- **Staff training:** All staff receive regular training to understand a wide range of disabilities and to implement inclusive classroom practices effectively.
- **Partnership with parents and professionals:** We value ongoing communication with parents and work collaboratively with external specialists (such as educational psychologists, speech and language therapists, and occupational therapists) to ensure coordinated support.
- **Promoting independence and wellbeing:** We encourage pupils to develop confidence, self-advocacy skills, and independence, while ensuring they feel safe, valued, and included in all aspects of school life.

Our approach reflects the core principles of the SEND Code of Practice, ensuring that every pupil with a disability is given the support they need to achieve their potential and make a successful transition to the next stage of their education.

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

Our school recognises that emotional wellbeing and positive mental health are vital to every child's development and learning. In line with the SEND Code of Practice (2015), we provide support that promotes the emotional, social, and mental health needs of all pupils, including those with special educational needs and disabilities (SEND). At St John XXIII Catholic Primary School we commit to promoting positive well-being throughout our school community and understand the importance of well-being and the role it plays in creating an environment where all are healthy, happy and achieve their best. We aim to listen, support and respond to the views of our community and provide opportunities to equip all with the tools needed to maintain a positive well-being.

Support includes:

- **A whole-school approach to wellbeing:** We foster an inclusive and nurturing environment where pupils feel safe, respected, and listened to. Our ethos promotes kindness, resilience, and respect for diversity. We use the Zones of Regulation as a whole school approach to help us identify, connect with and manage our emotions.
- **Pastoral care and wellbeing support:** Staff monitor wellbeing and provide a safe space to talk about worries or concerns. We also have strong links with the mental health charity Mind - St John XXIII is a Mind pilot school and collaborate with Mind on many initiatives to develop our knowledge, understanding and practices around mental health and well-being.

- **Targeted interventions:** For pupils needing additional support, we offer evidence-based interventions such as social skills groups, emotional regulation programmes, such as ELSA or sessions with MIND. We also run an after school wellbeing club for pupils.
- **Mental health and wellbeing leads:** Our designated mental health lead, Mr Bloomfield, works with staff, parents, and external agencies to coordinate support and promote mental health awareness across the school.
- **Support from external professionals:** Where appropriate, we work with external services such as Educational Psychologists, CAMHS (Child and Adolescent Mental Health Services), or behaviour support teams (OAT Outreach) to ensure children receive the right help at the right time.
- **Personalised planning:** Social, emotional, and mental health (SEMH) needs are identified as part of a pupil's overall SEND provision. Strategies and targets are included in their individual support plan or EHCP, with regular reviews involving parents and carers.
- **Developing social skills and friendships:** We provide opportunities for all pupils to build positive relationships through structured group work, peer mentoring, and inclusive extracurricular activities. We also provide specific interventions to support children making friendships and building social skills
- We have a 'zero tolerance' approach to bullying. The Anti-Bullying Policy can be found [here](#).

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

At our St John XXIII, we understand that transitions - whether moving to a new class, a new school, or preparing for the next stage of life - can be challenging for children, especially those with Special Educational Needs and Disabilities. We aim to make every transition as smooth as possible.

Between years

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

- Hold teacher handover meetings to share information about strengths, needs and effective strategies.
- New teachers will also meet with the SENCO and have time to go through support plans/EHCPs in more detail
- Transition visits give opportunities for children to spend time in their new classroom and meet their new teacher and support staff
- Visual supports and social stories to support children's understanding of what is going to happen.

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 primary and secondary

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:

- If the child has an EHC Plan, the new school will be invited to the Year 6 Annual Review to discuss targets and share information on strengths and strategies
- Children usually attend extra transition days
- Children may be part of a transition group in Year 6 led by the HLTA to support

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

Mrs Sinead Finn will work with both our SENCOs, 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 SEND. 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 complaint about my child's SEN support?

The Complaints policy can be found [here](#).

Complaints about SEN provision in our school should be made to the Head of School, Mrs Sinead Finn in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found on the Local Authority website [here](#).

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

If you have questions about SEND, 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 your local authority's Hammersmith & Fulham's local offer. Hammersmith & Fulham publishes information about the local offer on their website:

[Hammersmith and Fulham Local Offer](#)

[Ealing Local Offer](#)

[Kensington and Chelsea Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SENDIASS Hammersmith and Fulham](#)

[SENDIASS Ealing](#)

[SENDIASS Kensington and Chelsea](#)

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

- › [Parentsactive](#)
- › [Living With Equal Opportunities](#)
- › [MIND](#)
- › [Stephen Wiltshire Centre](#)
- › [Kooth](#)

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- › **EHC 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/EHCP** – an education, health and care 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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 which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages