

*Becoming the 'best versions of ourselves' by 'working together in friendship
and faith, learning for life'*

SEN

Information Report



St John the Baptist CE Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2025-2026

"Every child is known, valued and supported to flourish."

Welcome

At St John the Baptist CE Primary School, we are committed to providing an inclusive, nurturing and ambitious learning environment where every child can thrive. We believe that all children should feel valued, respected and supported to achieve their full potential, regardless of their starting point or individual needs.

As a Church of England school, our Christian values underpin everything we do. We celebrate diversity and recognise the unique strengths, talents and achievements of every child. We work closely with families, pupils and professionals to ensure that children with Special Educational Needs and Disabilities (SEND) receive the support they need to succeed academically, socially and emotionally.

This report explains how we identify, support and monitor pupils with SEND and how we work in partnership with families to achieve the very best outcomes for every child.

Contact Information

SENDCo: Sarah Foster

SEND Governor: Teresa Anger

Headteacher: Susie Arnold

School Contact Details

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Barnsley SEND Local Offer

The Barnsley Local Offer provides information about services and support available for children and young people with SEND and their families.

<https://www.barnsley.gov.uk/services/children-families-and-education/children-with-special-educational-needs-and-disabilities-send/send-local-offer/>

Our Vision for Inclusion

At St John's we believe that:

- Every child is of equal value.
- Every child deserves high-quality teaching.
- Every child should feel safe, included and respected.

- Every child should be supported to achieve their full potential.
- Families are valued as partners in their child's education.

We are committed to removing barriers to learning and ensuring all pupils can participate fully in school life. We strive to promote independence, confidence, resilience and a love of learning in every child.

What is SEND?

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision which is additional to or different from that normally available for children of the same age.

The SEND Code of Practice identifies four broad areas of need:

Communication and Interaction: Including speech, language and communication needs and autism.

Cognition and Learning: Including moderate learning difficulties, severe learning difficulties and specific learning difficulties such as dyslexia.

Social, Emotional and Mental Health: Including difficulties with emotional regulation, anxiety, attachment and mental health.

Sensory and/or Physical Needs: Including hearing impairment, visual impairment, physical disabilities and medical conditions.

How We Identify SEND

Children's needs may be identified through:

- Teacher observations.
- Ongoing assessment and progress monitoring.
- Information shared by parents and carers.
- Information from previous schools or settings.
- Medical information.
- Advice from external professionals.
- Discussions with the child themselves where appropriate.

If concerns arise, parents will be invited to discuss these with the class teacher and, where appropriate, the SENDCo. Early identification allows us to put support in place as quickly as possible.

How We Support Children with SEND

Quality First Teaching

The foundation of support for all children at St John's is high-quality classroom teaching.

Teachers carefully adapt learning to meet the needs of all pupils through:

- Differentiated activities and outcomes.
- Adapted teaching approaches.
- Visual supports.
- Practical learning opportunities.

- Additional modelling and explanation.
- Scaffolded tasks and resources.
- Specialist strategies recommended by professionals.

All teachers are teachers of pupils with SEND and are responsible for ensuring every child can access learning and make progress.

The Graduated Approach

Where a child requires support beyond Quality First Teaching, we follow the SEND Code of Practice graduated approach.

Assess: Identifying strengths, needs and barriers to learning.

Plan: Agreeing support, outcomes and strategies with families and pupils.

Do: Delivering appropriate interventions and support.

Review: Evaluating impact and agreeing next steps.

Children receiving SEND support have a SEN Support Plan which is reviewed termly with parents and pupils where appropriate.

Specialist Resource Base Provision

Key Stage 1 Communication and Interaction Resource Base

St John the Baptist CE Primary School hosts a specialist Resource Base for Key Stage 1 pupils with identified Communication and Interaction needs.

The Resource Base provides highly personalised support for children whose communication difficulties significantly affect their ability to access learning within a mainstream classroom.

The provision aims to:

- Develop communication and language skills.
- Support social interaction and friendship development.
- Build emotional regulation skills.
- Promote confidence and independence.
- Enable successful access to learning.
- Facilitate meaningful inclusion within the wider school community.

Children benefit from:

- Specialist teaching approaches.
- Structured learning environments.
- Visual communication systems.
- Social communication interventions.
- Individual and small-group support.
- Sensory regulation strategies.
- Planned opportunities for inclusion within mainstream classes and school activities.

The Resource Base works closely with families and external professionals including Speech and Language Therapists, Educational Psychologists and Specialist Advisory Teachers to ensure provision is personalised and responsive to individual needs.

Admission to the Resource Base is agreed through Local Authority processes where specialist provision is identified as necessary to meet a child's needs.

Key Stage 2 Specialist Resource Base

The Key Stage 2 Specialist Resource Base provides highly personalised support for identified pupils working significantly below age-related expectations and requiring a specialised curriculum pathway.

The provision offers:

- Individual learning pathways.
- Highly adapted curriculum delivery.
- Small group teaching.
- Communication and language development.
- Functional literacy and numeracy learning.
- Life skills and independence programmes.
- Emotional wellbeing support.
- Sensory and therapeutic approaches where appropriate.

Assessment is tailored to each child's individual needs and may include pre-key stage assessment frameworks, developmental milestones, communication outcomes and independence measures.

Pupils remain an important part of the wider school community and are encouraged to access assemblies, trips, clubs, enrichment activities and mainstream learning opportunities where appropriate.

Additional SEND Interventions

The school offers a range of targeted interventions which may include:

Communication and Interaction

- WelComm
- Friendship Formula

Literacy

- Read Write Inc
- Reading Interventions
- Daily Readers

Numeracy

- Maths Catch-Up
- Success at Arithmetic

Social, Emotional and Mental Health

- Incredible Me
- Inside Out (Homunculi)
- Zones of Regulation

Physical Development

- Dough Gym
- Handwriting Support

Interventions are reviewed regularly to ensure they are having a positive impact on pupil outcomes.

Working with Specialist Services

We work closely with a range of professionals to support children and families.

These may include:

- Educational Psychology Service
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing Service
- CAMHS
- Sensory Services
- Specialist Advisory Teachers
- SEMH Specialist Teachers
- SEND Inclusion Officers (SENDIO)

Education, Health and Care Plans (EHCPs)

For a small number of children whose needs are more complex, the school may request an Education, Health and Care Needs Assessment (EHCNA).

Where an EHCP is issued:

- Parents are fully involved throughout the process.
- Outcomes are reviewed annually.
- Provision is regularly monitored.
- School works closely with all professionals involved.
- Targets and aspirations are reviewed to ensure continued progress.

Monitoring Progress

We carefully monitor the progress of all pupils through:

- Daily assessment and feedback.
- Teacher observations.
- Termly assessment data.
- SEN Support Plan reviews.
- Intervention tracking.

- Pupil voice.
- Parent consultations.
- Annual Reviews for pupils with EHCPs.

We evaluate the effectiveness of SEND provision through:

- Academic progress and attainment.
- Attendance.
- Pupil engagement.
- Emotional wellbeing.
- Parent feedback.
- Pupil voice.
- Learning walks and classroom observations.
- Governor monitoring.

Supporting Emotional Wellbeing

Children's wellbeing is at the heart of everything we do.

Support may include:

- Nurture-based approaches.
- Incredible Me.
- Inside Out.
- Zones of Regulation.
- Friendship Formula.
- Pastoral support.
- Referrals to external services where appropriate.

We recognise that children learn best when they feel safe, understood and supported.

Forest School and Outdoor Learning

At St John the Baptist CE Primary School, we recognise the significant benefits that outdoor learning can provide for children's academic, social, emotional and physical development.

We are proud to offer regular opportunities for pupils to participate in Forest School and outdoor learning experiences as part of our wider curriculum. These opportunities allow children to learn through exploration, creativity, challenge and discovery in a natural environment.

We believe that learning beyond the classroom helps children to:

- Develop confidence and independence.
- Build resilience and perseverance.
- Strengthen communication and teamwork skills.
- Improve emotional wellbeing and self-regulation.
- Develop problem-solving and critical thinking skills.
- Gain a deeper understanding of the natural world.
- Experience success through practical and hands-on learning.

Forest School

Our Forest School provision is delivered by trained staff and follows child-centred principles that encourage curiosity, exploration and personal development.

Activities may include:

- Nature exploration and environmental learning.
- Den building and teamwork challenges.
- Outdoor storytelling and literacy activities.
- Practical mathematics investigations.
- Creative arts using natural materials.
- Fire safety learning and tool use under close supervision where appropriate.
- Sensory exploration.
- Wildlife and habitat studies.

Forest School supports the development of the whole child and provides opportunities for children to learn in ways that are often different from the traditional classroom environment.

Supporting Pupils with SEND Through Outdoor Learning

Outdoor learning can be particularly beneficial for many pupils with SEND.

Forest School and outdoor learning opportunities can help pupils to:

- Develop communication and interaction skills.
- Improve confidence and self-esteem.
- Enhance attention, concentration and engagement.
- Support emotional regulation and wellbeing.
- Develop social skills and friendships.
- Reduce anxiety through access to calm outdoor environments.
- Improve physical coordination and motor skills.
- Build independence and resilience.

Many pupils thrive when learning outdoors and are able to demonstrate strengths that may not always be evident within the classroom.

Inclusion and Accessibility

We are committed to ensuring that outdoor learning opportunities are accessible to all pupils.

Reasonable adjustments may include:

- Adapted activities and resources.
- Additional adult support.
- Visual supports and communication aids.
- Personalised risk assessments where appropriate.
- Flexible participation arrangements.

Staff carefully plan activities to ensure all children can participate safely and successfully, regardless of their individual needs.

Wider Outdoor Learning Opportunities

In addition to Forest School, pupils benefit from a variety of outdoor experiences throughout their time at St John's, including:

- Outdoor curriculum sessions.
- Educational visits.
- Physical development opportunities.
- Residential and enrichment experiences where appropriate.

Through these experiences we aim to nurture confident, resilient and curious learners who are equipped with the skills and confidence to succeed both in school and beyond.

Accessibility

We are committed to ensuring our environment is accessible for all pupils.

Our facilities include:

- Wheelchair-accessible entrances.
- Wide access routes.
- Disabled toilets.
- Hygiene suites on both sites.
- Lift access within Key Stage 2.
- Specialist equipment where required.
- Accessible educational visits, clubs and enrichment activities.

Reasonable adjustments are made to ensure all pupils can participate fully in school life.

Working in Partnership with Parents

We believe that parents know their children best and are key partners in achieving positive outcomes.

Parents are encouraged to:

- Attend review meetings.
- Share concerns and successes.
- Contribute to target setting.
- Participate in Annual Reviews.
- Work alongside staff to support learning and development.

The SENDCo is available to provide advice, guidance and support whenever needed

Supporting Successful Transitions

We recognise that transitions can be challenging for some children and take steps to ensure these are carefully planned.

Moving Between Classes

- Information is shared between staff.
- Transition meetings are held where appropriate.

- Additional visits and familiarisation opportunities can be arranged.
- Transition resources may be provided.

Moving to Secondary School

- SENDCos work closely together.
- Information is shared in advance.
- Additional transition visits may be arranged.
- Pupils are prepared through focused transition activities and discussions.

Admissions

St John the Baptist CE Primary School welcomes applications from all pupils, including those with SEND.

Pupils with an Education, Health and Care Plan will be admitted where the school is named in the plan and the school can appropriately meet their identified needs.

Concerns, Compliments and Complaints

We value open and positive communication with families.

If you have concerns regarding SEND provision, please follow these steps:

1. Speak with your child's class teacher.
2. Contact the SENDCo.
3. Arrange a meeting with the Headteacher.
4. Contact the SEND Governor if concerns remain unresolved.

We will always seek to work collaboratively with families to address concerns and achieve the best possible outcomes for children.

Further Information

For further information, please contact:

SENDCo: Sarah Foster

St John the Baptist CE Primary School

You may also find the following documents helpful:

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Barnsley SEND Local Offer

Our Commitment

At St John the Baptist CE Primary School, we are committed to ensuring that every child feels valued, included, respected and empowered to succeed. By working in partnership with families and professionals, we strive to provide an environment where all children can develop the confidence, independence and skills needed to flourish both now and in the future.