

# SEND Information Report 2025-2026



## Royston St. John Baptist CE Primary School

Head teacher: Ms R Steele  
SENDCO: Mrs C Brook  
SEND Governor: Craig Mills

With knowledge we can know, with faith  
and love we can change the world.

‘Go and do likewise’ Luke 10:37

As we flourish, others do too.

### OUR SCHOOL VALUES

LOVE

COMPASSION

FORGIVENESS

## Our Vision



***At Royston St John Baptist CE Primary School, we strive to create a secure and happy environment for all. We are a Christian community who delights in learning, inspires high aspirations and broadens experiences. We learn to love our neighbours as ourselves and stand up for what we believe is right. Through our values and actions, we bring hope into our community and to the future of our world.***

Our theological vision is rooted in the parable of The Good Samaritan in which we should “go and do likewise” Luke 10:37.

This theological vision underpins all that we do and inspires our curriculum drivers of coherence, curiosity, and challenge. Our work is driven by the values of compassion, forgiveness, and love.

Our dedicated team of staff provide a friendly, nurturing learning environment where pupils feel safe, valued, and secure. We work alongside parents, governance, and the wider community to provide a creative, balanced, and inspiring curriculum. Our door is always open. Parents and carers are always welcome. We are keen for parents and carers to be involved in their pupil’s learning and successes.

## **Aims**

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)

At Royston St John the Baptist Primary School, we believe that all pupils should be valued and treated with respect. We believe that every pupil deserves the chance to flourish and achieve their full potential.

In order to achieve this aim, we will:

- Use our best endeavours to ensure that the provision for all pupils is of the highest possible standard
- Provide quality first teaching to all pupils and make reasonable adjustments, where necessary, to enable all pupils to make the best possible progress
- Ensure that pupils with SEND participate in activities alongside those who do not have SEND
- Continually strive to improve our practice
- Designate a teacher to be responsible for coordinating SEND provision (Mrs C Brook)
- Develop strong relationships with parents/carers and ensure they are fully included in all aspects of decision making for their child.

## **Definitions**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act), (Children and Families Act 2014)

## **The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech, language and communication need (SLCN)
- Cognition and learning, for example, dyslexia, dyspraxia (DCD)
- Social, emotional and mental health difficulties, for example, attention, hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, processing difficulties, epilepsy.

## **Identifying pupils with SEND and assessing their needs**

When considering whether a pupil has special educational needs and/or a disability any of the following may be evident:

- Make little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of difficulty;
- Attainment is significantly below age group expectations;
- Has sensory or physical difficulties;
- Has communication and/or interaction difficulties;
- Has social, emotional or mental health difficulties which substantially and regularly interfere with the pupil's own learning or that of the class.

Slow progress and low attainment will not automatically mean a pupil is recorded as having special educational needs and/or a disability.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning.

## Our Early Identification Process:

### **Early Identification**

Initial SEND concerns raised to class teacher by parents/carers and/or staff. SENDCO may be involved.



### **Initial Concerns**

Class teacher and SENDCO to meet with parents/carers (and pupil if appropriate) to complete an Initial Concerns. This will be an opportunity for school and parents/carers to share concerns and to note what support and/or assessment will be carried out to support the pupil. A review meeting will be booked within 8 weeks.



### **Monitoring and Assessment**

School will closely monitor and assess the pupil through:

- Trying to identify any gaps in learning and provide extra support to try and fill the gaps
- Observations (in classroom and in social settings, e.g., the playground, the dinner hall)
- Discussions with pupil, SENDCO and relevant staff members
- Review of progress and development in comparison to peers and available national data.
- The SENDCO may complete additional assessments (e.g., WELLCOMM for speech and language needs)

A Monitoring Plan may be created to track progress and development.



### **Review of Initial Concerns**

Class teacher and SENDCO will meet with parents/carers (and pupil if appropriate) to review concerns and share evidence gathered. At this point, either:

- No further action is needed due to good progress made
- The support will continue for a further 8 weeks and then be reviewed
- The pupil will be added to the SEND Register as SEN Support and a SEN Support Plan (SSP) will be written and shared with parents/carers

## **The stages of SEND**

Following the SEND Code of Practice (2015), the school uses a graduated approach when meeting the needs of pupils with SEND. For the majority of pupils, quality first teaching on a daily basis is enough to ensure that they achieve well and make good progress across the curriculum.

### **SEN support:**

For some pupils, quality first teaching may not be enough to meet their needs and they may need something which is 'additional to and different from' that which is normally provided for all pupils. This could mean that the class teacher may be using different or additional strategies to support your child, or perhaps your child will receive some additional support in a small group alongside other pupils with similar needs.

For some pupils, the school, with your agreement, may decide to involve some external professionals to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning.

Pupils classed as having SEN Support will have a SEN Support Plan (SSP) written by their class teacher, which will detail strengths and areas of need, targets to work towards and the strategies that will be put into place to support these targets. The SSP will be reviewed with parents/carers (and pupil if appropriate) at least 3 times per year.

Only a very small percentage of pupils require support of an additional nature beyond this.

### **Education, Health and Care Plan:**

If your child has significant difficulties, they may require an Education, Health and Care Needs Assessment which may result in an Education, Health and Care Plan (EHCP). This means your child will have been identified by the school as needing a particularly high level of additional support.

For your child this would mean:

#### **A request for Education, Health and Care Needs Assessment**

- The school (or you) can request that the Local Authority carry out an Education, Health and Care Needs Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school (or you) have sent in the request to the Local Authority (with a lot of information about your child), a panel will decide whether they think your child may need an EHCP (based on the evidence provided). The evidence is submitted through the EHC Hub.

[EHC Hub](#)

### Education, Health and Care Needs Assessment:

- If the Local Authority decide that the needs of your child are severe and complex and require significant support in school to make good progress, an Education, Health and Care Plan (EHCP) will be issued.
- The Education, Health and Care Plan (EHCP) will outline the support your child will receive from the Local Authority, how the support should be used and what strategies must be put in place. It will also have end of key stage or phase and medium-term outcomes for your child.
- If the Local Authority decide that your child does not need an Education, Health and Care Plan (EHCP), they will ask the school to continue with the support at a SEN support level. A meeting can be arranged in school to ensure a plan is in place so that your child makes as much progress as possible.

Pupils with an EHCP will also have a school EHCP Monitoring Plan which incorporates targets from the EHCP. The EHCP Monitoring Plan will be reviewed with parents/carers (and pupil if appropriate) at least 3 times per year.

In addition to this, pupils with an EHCP will have an annual review meeting. This meeting should be attended by the SENDCO, class teacher and/or teaching assistant (where appropriate), parents/carers, the pupil (if appropriate) and any other professionals currently involved with the pupil. The meeting provides an opportunity to celebrate progress made and review and update targets within the plan.

### **How school's resources/funding are allocated and matched to a child's needs**

- It is the responsibility of the SENDCO, senior leadership team and governors to agree how the allocation of resources is used.
- The needs of the child will always dictate the best form of provision for that pupil and on occasion, external advice may be sought, and parent/carers will be consulted.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;

- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed at least termly.

All teachers and support staff who work with the pupil will be made aware of their needs, the targets they are working towards, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will all be recorded on the pupil's SSP or EHCP Monitoring Plan.

## **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is always our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

In addition to quality first teaching, pupils identified as having special educational needs and/or disabilities will also have access to additional provision. This additional provision is personalised to their required outcomes. This may include:

### **Small group work or one to one work:**

- Your child may be involved in additional group/intervention work or one to one work with a specific focus.
- These groups/interventions may be run by a teacher or teaching assistant who has had training to run these groups.
- These groups/interventions may be run in the classroom or outside the classroom.
- Your child may be involved in a series of group sessions working through a specific programme to support their needs. For example, Lego Therapy, Music Interaction, Social Stories, Zones of Regulation. If your child is to be involved in a specific programme, you will be given information about the programme beforehand.

### **Specialist group work or one to one work:**

- If your child has been identified as needing more specialist input, a specialist professional may visit school to deliver sessions with your child.
  - You will always be asked to give your permission for the school to refer your child to a specialist professional, e.g. Speech and Language Therapist.

Any group or one to one session your child may be involved in, will be aimed specifically to help your child achieve specific targets identified.

### **Specific resources and strategies**

Pupils with SEND may also have access to specific resources (e.g. an adapted keyboard, wobble board, coloured overlays, weighted blanket) or use specific strategies (e.g. meet and greet, pre-teaching, visual scaffolds) to help them access the learning.

Every effort is made, through the use of the adjustments above, to ensure pupils with SEND are able to access and engage in the curriculum and any additional activities provided for pupils who do not have SEND in school.

## **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing scaffolds, use of visuals and concrete materials etc.

## **Additional Support for learning**

At Royston St John the Baptist, we can provide additional support using the following interventions:

- Phonics Booster sessions
- Pre-teaching of reading skills
- Precision Teach for spelling
- Additional handwriting support
- Numicon Intervention kit
- Developing fluency in numeracy
- Addressing mathematical gaps in learning
- Time to Talk (developing social skills for EYFS and KS1)
- Talkabout for Children (developing social skills for KS2)
- Socially Speaking
- 101 ways to develop Social Skills
- Music Interaction
- Six Bricks
- Lego Therapy
- Social Skills Board game
- Zones of Regulation Intervention groups
- Developing Emotional Literacy for KS1
- Starving the Anxiety Gremlin
- Starving the Anger Gremlin
- Jump Ahead
- Sensory Circuits
- Mini Movers (EYFS)
- Mighty Movers (KS1 and KS2)

Some pupils will need an individual programme of work to meet their needs. This may include support and advice from external professionals (e.g., speech and language therapy).

Teaching assistants will support pupils on a 1:1/small group basis when this is required to meet the provision as listed on individual SSPs or EHCP Monitoring Plans.

We work with the following agencies to provide support for pupils with SEND: Educational Psychology Service, Speech and Language Therapy (SALT), Social, Communication and Interaction (SCI), Occupational Therapy (OT), Children and Adolescent Mental Health Service (CAMHS), Compass Be and Branching Minds, School Nurse (0-19 team) etc.

### **Expertise and training of staff**

Our SENDCO has nine years' experience in this role and works as the Y1 teacher. She is also part of the Senior Leadership Team. She is allocated SENDCO time each week to manage SEND provision. She holds the NASENCO required qualification.

We are committed to developing continuous professional development of all staff members and recent training has included:

Autism awareness training, Team Teach training, Deaf Awareness training, EpiPen training, Speech and Language training, Managing and Analysing Behaviour and Emotion Coaching.

In addition to this, external agencies work within school with staff to provide them with advice that is relevant to the needs of specific pupils in their class (e.g. speech and language programmes).

### **Support for improving social, emotional and mental health development**

Pupils are well supported by:

- A clear anti-bullying policy that is supported by all staff
- Staff who have received specific training around this area of need (Social, Emotional and Mental Health). Miss A Bell is our designated Mental Health and Wellbeing Lead.
- A school wide approach for raising awareness of social, emotional and mental health using Zones of Regulation
- Targeted support for individual pupils (group and 1:1), e.g. Emotional Literacy and Zones of Regulation intervention groups
- Recognition of the importance of pupil voice (e.g. through school council, circle time sessions)
- A curriculum that reflects the importance of developing pupils' awareness of their own social, emotional and mental health and their impact on the social, emotional and mental health of others (e.g. PSHE lessons).

- Extra pastoral support through our Parent Support Advisor (PSA), Mrs V Goodyear.
- We have strong links with Compass Be who provide:
  - Class workshops on mental health and wellbeing
  - Coffee Mornings for parents/carers
  - Tailored support for groups of pupils and individual pupils on request

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- All pupils are encouraged to go on our residential trips. Prior to any residential visits or school trips, any potential barriers to full participation would be identified so that the best endeavours can be made to overcome these.
- No pupil is ever excluded from taking part in these activities because of their special educational needs or disability.

### **Supporting pupils moving between phases and preparing for adulthood**

We recognise that 'moving on' can be difficult for a pupil with SEND and we 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 need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).

#### **When moving classes in school:**

- Information will be passed on to the new class teacher in advance
- For pupils with an Education, Health and Care Plan, a transition meeting will be offered to parents during the Summer term. This is an opportunity for parents to meet their child's new teacher and find out more about the expectations for the new academic year.
- All pupils will spend time in their new classroom with their new class teacher during the second half of the Summer term. If required, additional visits can be planned as required.

#### **In Year 6:**

- The SENDCO will attend a meeting with the relevant representatives from the new school to discuss the specific needs of your child. If appropriate, we can

request that this meeting is attended by a specialist from within Barnsley Education Inclusion Service.

- We will make sure that all relevant records about your child are passed on as soon as possible (in line with General Data Protection Regulations 2018).
- All pupils will spend time in their new school. This varies depending on the school they are moving to. If required, we can arrange for your child to carry out additional visits in the build up to their transition.
- In some cases, staff from the new school will visit your child in this school.
- Any specific transition arrangements should be discussed in Year 4 in order for clear plans and arrangements to be made.

## **School admission arrangements for pupils with SEND**

Please refer to the admissions information on the school website. The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

To apply for a school in Barnsley you can either apply online or fill in a paper application form which is available from any primary school or from School Admissions. Further guidance is available at:

[School admissions and transfers](#)

## **How is Royston St John Baptist CE Primary accessible to children with SEND?**

The Equality Act (2010) places a duty on all schools to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an accessibility plan which is reviewed and updated every 3 years.

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

Ms Steele, our Head teacher, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. This will be supported by our SENDCO, Mrs Brook.

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.

## **What should I do if I have a complaint about the SEND provision at the school?**

- If you have complaint about the SEND provision made at the school, you should initially make an appointment to speak to the SENDCO (Mrs C Brook)
- If you are not happy that the complaint has been managed, you should request to speak to the Head teacher (Ms R Steele) or the SEND governor (Craig Mills).

## **Additional provision for children with SEND in and around Barnsley**

Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for pupils in their area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer must include provision in the local authority's area. It must also include provision outside the local area that the local authority expects is likely to be used by pupils with SEND for whom they are responsible.

To access Barnsley's Local Offer, click on the link below.

[Synergy - Enquiry](#)

### **Contact Details:**

SENDCO: Mrs C Brook  
01226 722011

Head teacher: Ms R Steele  
01226 722011

SEND Governor: Craig Mills

Barnsley SENDIASS give free and impartial advice and help to all young people who need it. They also help parents and carers of children and young people. For more information, contact:  
01226 787234

[Barnsley SENDIASS](#)

**Review date of SEND Information Report: September 2026**