



St. Peter's C of E Primary School

SEND Information Report 2025 - 2026

St Peter's



Church of England
Primary School

*Excellence in all we do - Excellence in who we are -
Excellence in our service with others.*

St Peter's Church of England Primary School is a welcoming, inclusive family with a strong Christian ethos, a vibrant community, and a commitment to excellence for staff and children.

We are a school with a nurturing environment, that is committed to the '6 Principles of Nurture' our children, and staff, feel secure and develop enthusiasm and confidence to learn and achieve.

Our learning environment is exciting and encourages all to participate.

Our curriculum is stimulating, broad, creative and relevant, and focused on the whole child so that they are well prepared and equipped for the future.

The term Special Educational Needs and Disability (SEND) is a legal definition. Children with SEND have difficulties or disabilities that make it harder for them to learn than other children of the same age. As a result, these children may need extra or different help from that given to other children.



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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [LSP SEND Policy](#) .

You can ask a member of staff to make a copy/send you the policy.

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.



- What types of SEND does the school provide for?
- Which staff will support my child, and what training have they had?
- What should I do if I think my child has SEND?
- How will the school know if my child needs SEN support?
- How will the school measure my child's progress?
- How will I be involved in decisions about my child's education?
- How will my child be involved in decisions about their education?
- How will the school evaluate whether the support in place is helping my child?
- How will school resources be secured for my child?
- How will the school make sure my child is included in activities alongside pupils who don't have SEND?
- How does the school make sure the admissions process is fair for pupils with SEND?
- How does the school support pupils with disabilities?
- How will the school support my child's mental health and emotional wellbeing and social development?
- What support will be available for my child as they transition between classes or settings or in preparation for adulthood?
- What support is in place for looked-after and previously looked-after children with SEND?
- What general support is available for me and my family?
- Glossary



What types of SEN does the school provide for?

The DfE broadly identifies four different areas of need. Our school currently provides additional and/ or different provision for a range of needs including:

Cognition and Learning

- Specific Learning Difficulties e.g. dyslexia, dyscalculia and/ or dyspraxia
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Multiple and Profound Learning Difficulties (MPLD)

Communication and Interaction

- Speech and Language Needs (SLCN)
- Autism Spectrum Disorder (ASD)

Social Emotional and Mental Health

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Mental health issues
- Social difficulties

Sensory and/ or Physical Needs

- Visual Impairment (VI)
- Physical Impairment (HI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)

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

SEND Team



Mrs. McCullough
Assistant Head/ SENCO
Lynnemccullough@sppschoool.uk



Miss Luce
Deputy SENCO
jessicaluce@sppschoool.uk



Mrs. Fuller
SEND Governor

Pastoral Team



Mrs. Hunt
Deputy Head
DSL



Mrs. McCullough
Assistant Head/ SENCO
DDSL



Mrs. Evans
Learning Mentor (DDSL)



Mrs. McCullough has been teaching for more than 20 years. She has 12 years experience in this role. Alongside this she has supported SENCOs across the Lighthouse Schools Partnerships and supports in the delivery of SENCO Networks and the NPQ SEND.

She achieved the National Award in Special Educational Needs Co-ordination in 2013.

She is a qualified teacher and is out of class full time as Assistant Head and SENCO.

Further training:

- Safeguarding
- Safer Recruitment
- Mental Health First Aid
- Nurture UK
- Boxall Profile
- ACES
- Attachment
- Type 1 Diabetes
- Peg feeding
- Hearing Impairment
- CVI
- Autism
- Reading Ambition for All
- GDPR
- Cyber Safety
- Educational Visits Co-ordinator

Miss Jessica Luce – Deputy SENCO



Miss Luce has 2 years experience in the role of Deputy SENCO. She is also a qualified Teacher and Autism Champion at St. Peter's.

She achieved the National Award in Special Educational Needs Co-ordination in 2024.

She is out of class one day a week to manage SEND Provision.

Further training:

- Making Sense of Autism
- Good Autism Practice
- Autism Champion
- CVI
- EBSA
- PDA
- Reading Ambition for All
- GDPR
- Cyber Safety

Training Across the School

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Class teachers

All of our teachers receive internal and external SEND training and are supported by the SENCO to meet the needs of pupils who have SEND.

Learning Support Team

We have a team of 25 members of the Learning Support Team who are trained to deliver SEND provision and a range of interventions e.g. Lego Therapy, SMART moves, Touch typing.

In the last academic year, staff have been trained in the following areas:

Training for All Staff	Identified Staff
TLAC WalkThrus Making Sense of Autism Nurture UK Boxall Profile Zones of regulation Unlocking Letters and Sounds Unlocking Reading Fluency Reading Ambition for All Provision Map GDPR Cyber Safety	Team Teach First Aid, including Diabetes training and Peg Training Mental Health First Aider Hearing Impairment CVI Good Autism Practice Sensory Processing



Which professionals work with us at St. Peter's?

Sometimes we need extra guidance 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:

					
• SEND Team • Educational Psychology • Autism, Social Communication Team	• Occupational Therapy • Speech and Language • Physiotherapy • School Nursing Team	• Advisory Teacher* *This incurs an additional cost to the school	• Speech and Language* *This incurs an additional cost to the school	• Sensory Processing needs* *This incurs an additional cost to the school	• Bristol Sensory Support (Hearing and Vision team)



What should I do if I think my child has SEND?

Educating your child is about developing strong relationships, which need to be honest and as open as possible. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENCO/ Deputy SENCO or Phase leader.

If you are still concerned, as a parent or carer you have the right to use the school's complaint process.

Class Teacher

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

You can make an appointment via the Welcome Desk.

The class teacher will share this information with the SENCO/ Deputy SENCO.



Phase Leader

SENCO/ Deputy SENCO

Pastoral Team

PastoralSupportTeam@sp-pschool.uk



Senior Leaders

Head teacher
Deputy Head
Assistant Head

How will the school know if my child needs SEND support?

Section 20 Children and Families Act 2015 defines a child as having Special Educational Needs (SEN) if he or she:

"has a learning difficulty or disability which calls for special education provision to be made for him or her".

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

SEND Code of Practice 2014

The SEND Code of Practice sets out the processes and procedures organisations should follow to meet the needs of children and young people.

You can view the code of practice and other useful documents:

[SEND Code of Practice, January 2015](#)

At St. Peter's we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stage, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify:

- Children performing significantly below age expected levels and interventions have not had impact
- Concerns raised by parent
- Concerns raised by teachers, for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies or health professionals i.e. physical, speech, paediatricians
- Liaison with nursery school/previous school

Teachers will discuss any concerns with parents and explore what can be done to assist children in getting back on track.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

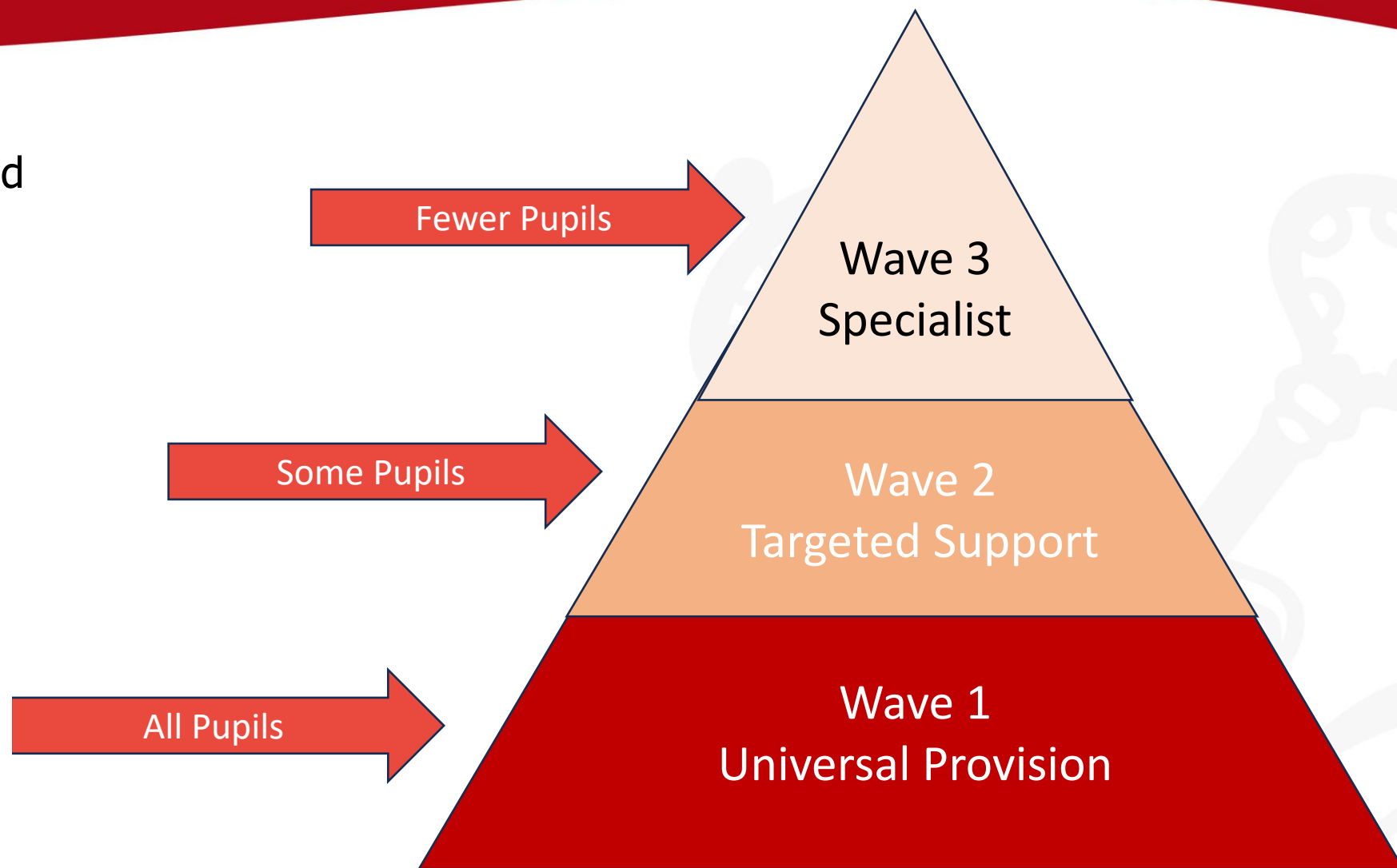
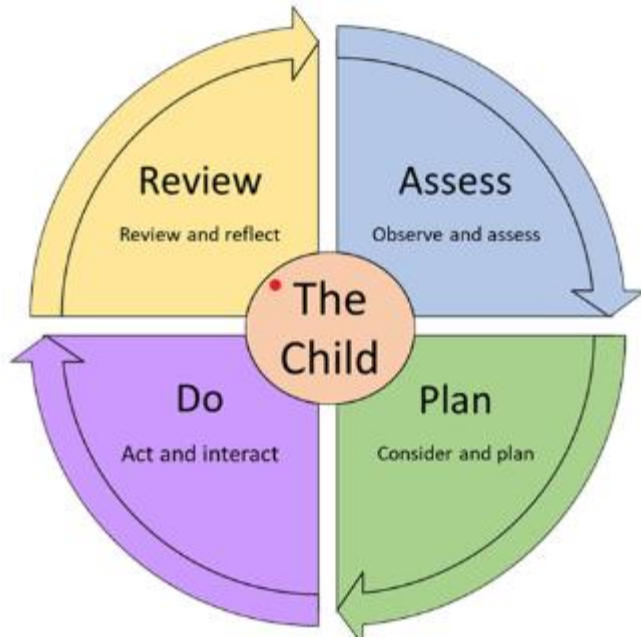
When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents can find advice and information about how they can support their child on the school's website. It can be found at <https://www.st-peters.n-somerset.sch.uk/>



How will the school measure my child's progress?

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



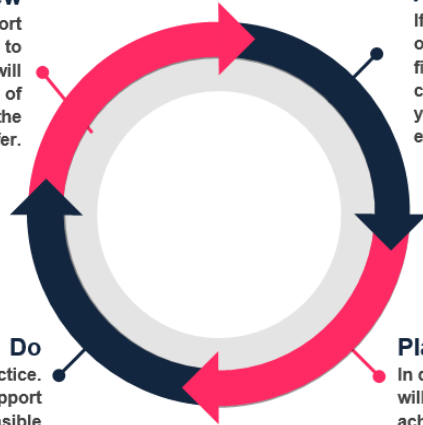


Review

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.

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.



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.

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.

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.

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



We will provide a mid-year and annual reports on your child's progress.

Your child's class teacher will meet you at least 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 SEND 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 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 via the Welcome desk who can book you an appointment.

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



- All children with SEND have a **Pupil Passport** which captures the important information about their additional needs/special educational needs and their SMART targets. Pupil Passports are written with pupils and their teacher using a pupil centered approach considering the pupil's views. These are discussed, shared and reviewed with parents at each SEND review.
- All children with an EHCP have a **Learning Plan** that incorporates their areas of strength and areas of need. They also include their targets linked to their EHCP outcomes. At the child's annual review their views are gathered as part of the process as well as when their learning plans are reviewed.
- All staff, including supply staff, have access to **Pupil Passports** and use them to make reasonable adjustments to teaching and learning to maximise progress, as well as to build a better understanding of the child's SEND.



How will the school adapt its teaching for my child?

Your child's teacher/s is/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 differentiate (or 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 include:

- Adapting 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading fluency 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 where an EHCP is in place
- Teaching assistants will support pupils in small groups when required

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, now/ next Social stories, comic strip conversations Workstations, Lego Therapy
	Speech and language difficulties	Speech and language therapy Lego therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, Nessy Reading/ Spelling, Coloured overlays/ reading rulers, SMART moves, Precision Teaching, Toe by Toe
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation, Movement breaks, Fiddles Task management boards
	Adverse childhood experiences and/or mental health issues	Nurture groups, ELSA Language for Behaviour and Emotions
Sensory and/or physical	Hearing impairment	Radio Aids
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	SMART moves, Printing like a pro, Touch typing

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 termly outcomes
- Reviewing the impact of interventions termly
- Using pupil voice
- Monitoring by the SENCO/ Deputy SENCO
- Using in school data to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school resources be secured for my child?

The Head Teacher decides on the budget for special education needs in consultation with the Business Manager, SENCO and school governors, on the basis on needs within the school.

The Head Teacher and the SENCO/ Deputy SENCO discuss all the information they have about SEND in the school including children who need or are getting support, with or without an EHCP and children which are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly.

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 and may look to request an EHCP for your child.

It will also depend on your child's level of need and how they manage in school. We use a wide range of strategies and interventions to support pupils across the school which is monitored for their impact and effectiveness.

Please note that we do not allocate 1:1 at St. Peter's instead children are supported by the Learning Support Team. This supports the development of independence and seeks to reduce a reliance on one adult.



How will my child be included in activities alongside pupils who don't have SEND?

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Where your child is supported by a member of the Learning Support Team, they will continue to have this support whilst out of school on a trip or working outside the classroom.
- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip.
- All children are encouraged to take part in extra-curricular clubs.
- If you have any questions or concerns about Educational Visits you can contact, **Mrs Lynne McCullough, Assistant Head/ SENCO.**



How does the school make sure that the admissions process is fair for pupils with SEND?



Admissions to St. Peter's are coordinated by North Somerset Council. You can find full details here: <https://n-somerset.gov.uk/my-services/schools-learning/school-admissions>

If you are considering enrolling your child at St. Peter's, we encourage you to contact us to arrange a tour and discuss whether our school is a good fit for your child and their individual needs.

For children with an EHCP, North Somerset Council will consult with us as part of the admissions process. We will review your child's EHCP carefully to determine whether we can meet their needs. We also welcome you to get in touch with our SENCO, Mrs. Lynne McCullough, to discuss this further.

How does the school support pupils with disabilities?

- Where needed, we liaise with parents to ensure that your child/ children are fully included within the life of the school. We are flexible and adaptable when considering school trips and how we can make these accessible for all.
- Where needed we have staff training to use radio aids to support Hearing impairments.
- The school site is wheelchair accessible, on the ground floor with three disabled toilets large enough to accommodate changing.
- The Harbour building is all on one level and the Pier building is over two levels. Where your child will be in Key Stage 2 and located in the Pier building, they will be allocated a downstairs classroom if required for accessibility reasons.
- Within the Harbour Building we have set up 'The Cocoon'; a learning environment that supports children with high levels of social communication needs to access a supportive environment that is less stimulating and quieter that they can continue their learning alongside support.
- We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.
- More details about our Accessibility Plan can be found on our website: [St. Peter's C of E Primary School Accessibility Plan](#)

What support will there be for my child's overall wellbeing?

We will support the overall wellbeing of your child by:

- Involving all children in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.
- All pupils take part in Democracy Day and are encouraged to apply for Pupil Leadership roles. These roles include School Council and Mental Health Ambassadors. Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are encouraged to be part of extra-curricular clubs after school.
- Pupils with SEND who need extra support with social or emotional development are able to attend lunch clubs.
- Ensuring we follow procedures set out by the 'Administering of medication' policy. If your child has medical needs, they may have or need a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need. If you have concerns you can contact, **Mrs Lynne McCullough, Assistant Head/ SENCO.**
- Zones of Regulation lessons
- Nurture Support
- Working with the Learning Mentor, **Mrs Carla Evans. (Wednesday – Friday)**
- If you require support, please contact the Pastoral Team (Mrs. Hunt, Mrs. McCullough and Mrs. Evans): PastoralSupportTeam@sppschoool.uk



- We encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange transition meetings to share information and additional visits for students. We also involve outside agencies such as Enhanced Transition to support the process.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.



Who should I contact if I am considering my child joining the school?

- Contact the school Admin office (01275 843142) to arrange to meet the Head Teacher **Mrs Catrin Battista** or **Mrs Angela Hunt (Deputy Head Teacher)** who would willingly discuss how the school could meet your child's needs.

What support is in place for looked-after and previously looked-after children with SEND?

The designated teacher for looked-after and previously looked-after is **Mrs. Angela Hunt**, Deputy Head Teacher.



Mrs. Angela Hunt will work with **Mrs. Lynne McCullough**, our SENCO, 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.

What should I do if I have a complaint about my child's SEND support?

Educating your child is about developing strong relationships, which need to be honest and as open as possible. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

The best person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENCO/ Deputy SENCO or Phase leader.

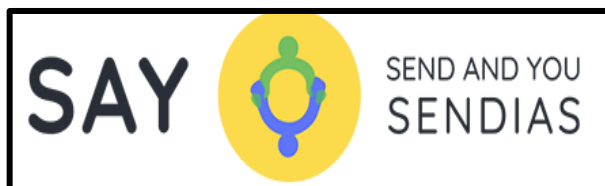
If you are still concerned, as a parent or carer you have the right to use the school's complaint process.



What support is available for me and my family?

If you have any questions about SEND, or are struggling to cope, please get in touch and let us know. We want to support you, your child and your family.

- SEND and You - <https://www.sendandyou.org.uk/>
- North Somerset Parent Carers Working Together - <https://www.nspcwt.org/>
- National Autistic Society – North Somerset Branch - <https://www.autism.org.uk/what-we-do/branches/north-somerset>
- Click on link below to view North Somerset's Local Offer for Special Educational Needs and Disability (SEND Hub). <https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>
- I can (communication) <https://ican.org.uk/>
- Dyspraxia Foundation - <https://dyspraxiafoundation.org.uk/dyspraxia-children/parents-family/>
- BDA – British Dyslexia Association - <https://www.bdadyslexia.org.uk/advice/children>
- Special Needs Jungle: <https://www.specialneedsjungle.com/>



Monitoring and ratification

This SEND Information Report will be reviewed by Mrs. McCullough, Assistant Head/ SENCO annually.

It will also be updated if any changes to the information are made during the year.

Parents are invited to review the report annually.

It will be approved by the Governing Body.

It will be available on the school website.

Hard copies can be requested from the school, and the school can arrange for the information to be translated upon request.

Co-produced with parents: November 2025

Reviewed and updated by: November 2025 Lynne McCullough

Approved by the LGB: 4 December 2025



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
EHC needs assessment EHC plan	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 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 / SEN / SEND	The special educational needs co-ordinator / Special educational needs / 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 stages