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Special Educational Needs and Disabilities (SEND) Information Report

2026 – 2027

Adopted by

St John's CofE Middle School Academy

This report is reviewed and updated annually by a Special Educational Needs and Disabilities Coordinator within the Trust and approved annually by the Trust Board.

It is adopted by each school and published on the individual school's website in line with statutory requirements. It outlines how the school identifies and supports pupils with Special Educational Needs and Disabilities (SEND) and how the policy is put into practice in our school.

It should be read alongside the SEND Policy. All schools within the Trust follow the same SEND principles and statutory duties while adapting provision to meet the needs of their individual communities.

This report has been written in line with the SEND Code of Practice (2015) and the Children and Families Act (2014).

Reviewed:	July 2026
Ratified:	July 2026
Next Review:	July 2027

In collaboration with

Contents

1. Who is responsible for SEND at our School?
2. Where can I find information on our School's SEND policy and named contacts?
3. What kinds of SEND are provided for at our School?
4. How does our School identify and assess children with SEND?
5. How does our School consult parents/carers of children with SEND and children with SEND and involve them in their education?
6. What does our School do to prepare children with SEND for transition to their next school?
7. What approach does our School take to teaching children with SEND?
8. What expertise and training do the staff have to support children with SEND?
9. What does our School do to ensure children with SEND can access all activities?
10. What support is there for improving emotional and social development?
11. How does our School involve external agencies and other professionals in meeting the needs of children with SEND and their families?
12. What should I do if I have a complaint about the provision for children with SEND?
13. Where can Worcestershire's Local Offer be found?
14. Further information
15. Glossary and abbreviations

1. Who is responsible for SEND at our School?

Headteacher/Head of School Mrs Alison Elwell	School SENDCos Mrs Mala Shepherd	Class/Form Teacher	School SEND Local Governor/ Trust SEND Director
Day to day management of all aspects of the school, including the provision made for children with SEND. Working with Local Governors and SENDCo to ensure compliance with: • Children and Families Act (2014) • Equality Act (2010) Ensuring reasonable adjustments and access arrangements are in place.	Overseeing the day to day implementation of the Trust's SEND Policy. Coordinating provision, support and monitoring of children with SEND. Working in partnership with parents/carers of children with SEND. Working in partnership with: • Early years providers • Other schools • Educational psychologists • Health and social care professionals • Independent or voluntary bodies.	Adapts the curriculum and teaching to respond to the strengths and needs of all children including those with SEND. Monitoring the progress of all children including those with SEND and identifying any additional support required. Contributes to assessments and referrals to external agencies either through conversations with the SENDCo and other professionals or through completing assessment forms, questionnaires etc.	Ensure the Trust's SEND Policy, SEN Information Report and Accessibility Plan are reviewed and updated annually. Monitor the effectiveness of the school's delegated SEND budget. Working with the CEO and Headteacher/Head of School to ensure compliance with: • SEND Code of Practice and • Worcestershire Graduated Response.

Local Governors and Trust leaders receive regular updates on SEND provision and pupil outcomes, and use this information to monitor effectiveness and ensure statutory responsibilities are met.

2. Where can I find information on our School's SEND policy and named contacts?

The School's SEND policy is reviewed and updated annually in line with statutory guidance.
It is available on the school's website under the policies section.

Below are the key contacts within our school. Please use the contact details provided if you have any concerns about SEND provision.

School SEND Local Governor	Mrs Naomi Hampton	Date of policy:	September 2026	Review date	September 2027
School SENDCo	Mrs Mala Shepherd				

3. What kinds of SEND are provided for at our School?

The SEND Code of Practice (2015) identifies four main categories of need: **Communication and Interaction**, **Cognition and Learning**, **Social, Emotional and Mental Health** and **Sensory and/or Physical**. Our school supports pupils across all four areas with a wide range of needs. Some children may have needs that fall into more than one category below. For example, a child with autism may also experience difficulties with anxiety and may therefore have needs in both Communication and Interaction and Social, Emotional and Mental Health. Below are examples of difficulties that may fall within these categories. Further details are available in our SEND Policy.

Communication and Interaction

- Difficulties in communicating with others
- Difficulties with social interactions
- Difficulty saying what they want to, understanding what is said to them, not understanding social rules of communication
- Children with Autism are likely to have difficulty with social interaction
- Flexibility of thought
- Forming meaningful relationships

Cognition and Learning

- Learning at a slower pace than their peers
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

Social, Emotional and Mental Health

- May demonstrate challenging, disruptive or disturbing behaviour
- Emotional wellbeing and mental health including: Anxiety or depression, Self-harming and Eating disorders
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD)
- Developmental trauma
- Neurodevelopmental difficulties

Sensory and/or Physical

- Disability that prevents a child from accessing the educational facilities
- Vision Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

We are committed to meeting the needs of all pupils with SEND through a graduated and inclusive approach.

4. How does our School identify and assess children with SEND?

The school uses its best endeavours to ensure that the support provided meets the needs of pupils with SEND, in line with the Children and Families Act 2014.

We identify pupils with SEND through a range of information, including:

- Teacher assessment and observation
- Progress over time
- Concerns raised by parents/carers
- Information from previous settings
- Advice from external professionals where appropriate

All pupils receive high-quality teaching that is adapted to their needs. Where a pupil does not make expected progress, we follow a graduated approach (Assess – Plan – Do – Review). Full details of this process are set out in our SEND Policy.

Children may be identified as having SEND in a number of ways, often through a combination of the following:

- Liaison with previous school or pre-school setting
- The child is performing significantly below age-related expectation (or equivalent e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher
- Liaison with external agencies such as Educational Psychologists, Speech and Language Therapist, Occupational Therapist, Learning Support Teacher and the Complex Communication Needs Team
- Use of assessment tools such as standardised tests, Dyslexia Pathway, Dyspraxia Motorway and the Strengths and Difficulties Questionnaire
- Pupils are placed on the SEND register when they require provision that is additional to or different from high-quality teaching, and this need is sustained over time
- If a child makes good progress and no longer needs extra support, they may be removed from the SEND register in discussion with parents/carers. We continue to monitor their progress.

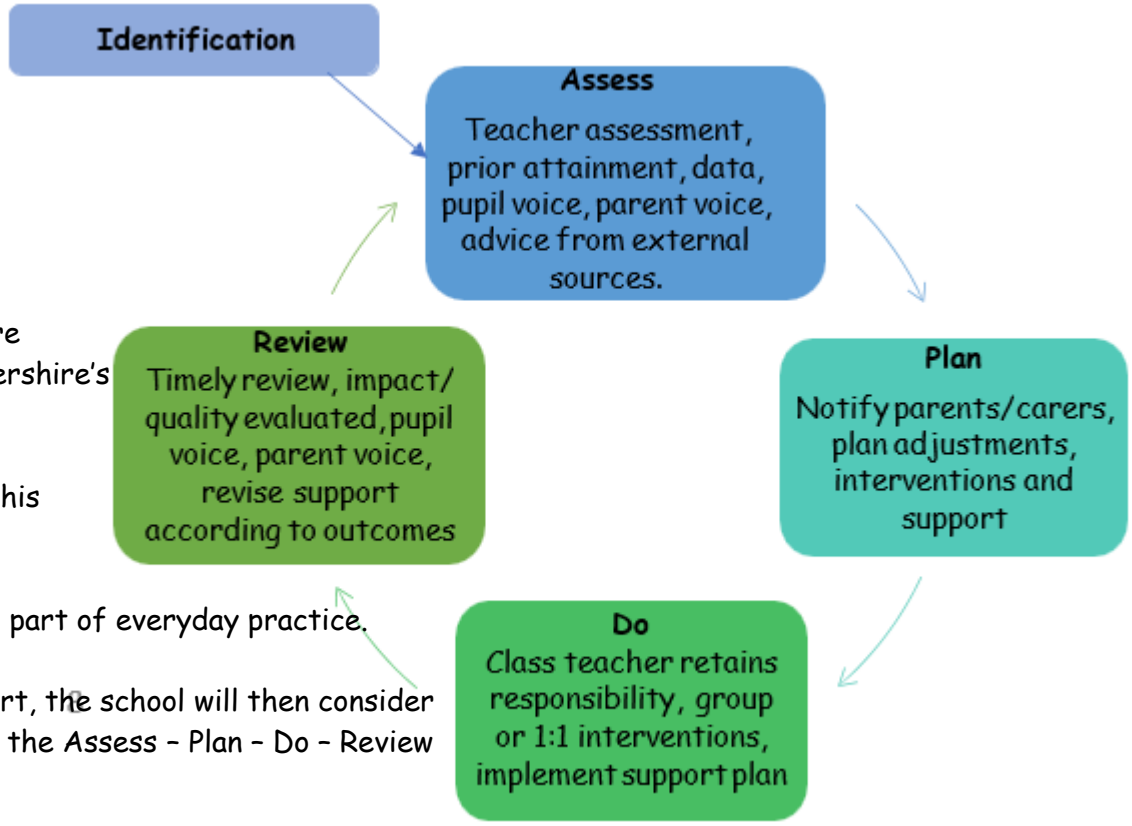
If there are concerns about a child, the class teacher will discuss these with the SENDCo to help identify any specific difficulties. For children who are looked after by the local authority, the designated teacher for looked after children will also be involved.

The teacher may be advised to make adaptations to the learning environment, lesson planning and resources to remove barriers to learning.

High-quality teaching (sometimes referred to as Quality First Teaching) is the first step in supporting all pupils. This is sometimes referred to as Ordinarily Available Provision.

Where this is not the case, the Assess–Plan–Do–Review model is used to assess needs, plan appropriate support, implement provision and review its impact. This is a cyclical process. This approach is part of a graduated response to SEND support:

- High-quality teaching (universal provision)
- Targeted support (additional school-based interventions)
- Specialist support (external agency involvement)



Where, despite relevant and purposeful action, a child does not make expected progress, the school may request an Education, Health and Care (EHC) Needs Assessment from the local authority, in line with Worcestershire's Graduated Response.

Before a pupil is identified as requiring SEN Support, they will receive this initial level of support (Ordinarily Available Provision).

Teachers regularly assess and review the impact of these approaches as part of everyday practice.

If a pupil does not make expected progress despite access to this support, the school will then consider whether additional provision through SEN Support is required, following the Assess – Plan – Do – Review cycle.

If a pupil meets the local authority's criteria, this may lead to an Education, Health and Care Plan (EHCP). The school will ensure that the provision specified within an EHCP is implemented. Parents/carers can request an EHC needs assessment at any time.

Further information can be found here: https://www.ipsea.org.uk/ehc-needs-assessments
Additional information is available on the Worcestershire SEND Services website:
http://www.worcestershire.gov.uk/info/20613/send_school_provision_and_education_health_care_plans_ehcp

5. How does our School consult parents/carers of children with SEND and children with SEND and involve them in their education?



Parents/carers: At our School, we value the important contribution that parents/carers make to their child's education. Parents/carers are experts on their children and we will always listen to any concerns you may have.

In the first instance, the class/form teacher is the main point of contact, as they work with your child each day. Class teachers are available for a brief, informal discussion at the end of the school day, or appointments can be made for more detailed conversations.

Throughout the year, there are regular parents/carers' evenings, and you will also receive reports at set points. For children on the school's SEND register, termly meetings are offered to review your child's current learning plan and contribute to the next steps. Where a child has an EHCP, the SENDCo may also attend these meetings.

All children on the SEND register have a one-page profile, which is shared with the child, parents/carers and relevant staff. This outlines how best to support your child and how they can support their own learning. These profiles are reviewed and updated termly.



Children: School staff aim to include children's views wherever possible when planning provision. Pupils receive regular verbal and written feedback and have ongoing conversations with their teachers about their learning.

We encourage parents/carers to bring their child to parents/carers' evenings so that successes and next steps can be shared together.

One-page profiles are created by the class/form tutor and, where appropriate, the child has input into the content and a say about what information the profile contains.

The school Parliament/council has representatives from every class. We ensure it reflects the diversity of the school community and that children with SEND can participate and be elected by their peers.

6. What does our School do to prepare children with SEND for transition to their next school?

We recognise that transitions can be particularly challenging for pupils with SEND and provide additional support to ensure a smooth and successful transition to the next stage of education.

Autumn Term

High/Secondary School application system opens online (paper forms also available)

Parents/carers apply for place at chosen High School by 31st October

Open day / evening events for prospective families held by local High Schools

Your child's school can offer you support with each part of this process

Spring Term

Parents/carers informed of High/Secondary School allocations on 1st March

The school SENDCo meets with the SENDCo of the receiving school to share information about pupils on the SEND register and plan appropriate support

Additional visits / further support planned for summer term

Summer Term

Transition visits for all children

Additional transition visits and tailored support are arranged for children with SEND, where appropriate, in collaboration with the receiving school

Pupils with SEND are supported to share their views about transition and are involved in planning where appropriate.

Transition events for parents/carers e.g open days, evening meetings

The school SENDCo provides the receiving school relevant SEND records and support plans to ensure continuity of provision

7. What approach does our School take to teaching children with SEND?

Our teachers are skilled in adapting teaching and learning to meet the diverse range of needs in class. When planning lessons, teachers consider individual children's needs and requirements. Teaching is adapted in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Where available, additional adults are used appropriately to help groups and individual pupils with a long-term aim of developing independent learning skills. Teachers and teaching assistants work with different groups over the course of the week to ensure that children don't become reliant on adult support. This support is monitored through book trawls, learning walks and lesson visits.

High-quality teaching (sometimes referred to as Quality First Teaching) is used to ensure that all pupils can access the curriculum alongside their peers. Teachers use a range of adaptive teaching strategies to support access to the curriculum. This includes, but is not limited to, the following strategies:

- Adapted lesson planning by level / outcome / pitch / pace and support
- Ongoing assessment
- Clear learning objectives and success criteria
- Adjusted lesson pace
- Visual supports
- Learning Partners
- Dyslexia Friendly Practice
- Visual Timetables
- Word banks Differentiated homework tasks
- Access to online learning at home
- Targeted catch-up interventions
- Small group teaching
- Quiet area to work
- Pre and post-teaching of concepts
- Fidget tools
- Mixed attainment grouping
- Daily Word Aware vocabulary teaching
- Sensory equipment such as Wobble cushions
- Facilities to support personal care, dietary, toileting, medication and mobility needs
- Access to IT to support learning
- Additional adults deployed effectively
- Clear routines, structured tasks and rewards
- Engagement with parents/carers
- Liaison with the SENDCo
- Teacher repetition and reinforcement

The effectiveness of SEND provision is evaluated through:

- Ongoing assessment and pupil progress data
- Provision mapping and intervention reviews
- Pupil voice and parent/carer feedback
- SENDCo monitoring including learning walks, book scrutiny and lesson visits

8. What expertise and training do the staff have to support children with SEND?

All staff working at our School receive regular training in school during staff meetings, 'twilights', Teacher Education Days (TED) across the year, online courses and through external providers.

Training is carefully planned to address areas of expertise that require development, based on pupils' needs, and to ensure ongoing updates to training previously covered. Training may be delivered by a range of professionals, including:

- School/Trust staff
- Speech and Language Therapists
- Chadsgrove Specialist Teachers
- Educational Psychologists
- Other external professional agencies

Our School is also part of the Worcestershire and Chadsgrove SENDCo Network, and all the SENDCos attend regular meetings and conferences with colleagues from across the county to share good practice and to keep up to date with developments within SEND.

9. What does our School do to ensure children with SEND can access all activities?

School staff are experienced at developing appropriate adaptations to the curriculum and resources used in order to enable all children to fully access the opportunities available to them. When planning the curriculum, staff ensure that all children can access and participate in all activities. High-quality teaching (Section 7) ensures that children's individual needs are planned for through appropriate adaptations, including additional adult support, adapted tasks and resources where necessary.

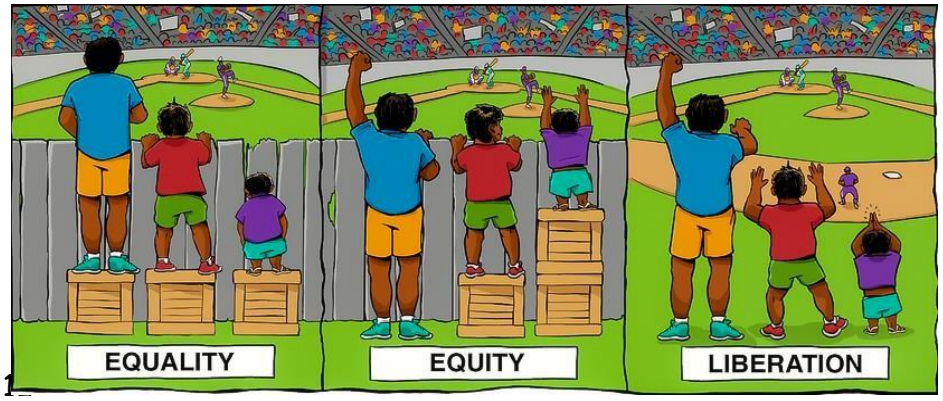
Where an activity is taking place off-site, consideration is given to ensuring access for all children and any required adaptations or additional staffing requirements are accounted for. Adult to child ratios are carefully planned to ensure appropriate staffing at all times during off-site activities. A Risk Assessment is carried out by the lead teacher in consultation with Senior Leaders and the School SENDCo if necessary, to ensure that any required adaptations or additional support are provided for the inclusion of children with SEND. The school's duties under the Equality Act 2010 apply to all disabled pupils, whether or not they are identified as having special educational needs.

We make reasonable adjustments to ensure that pupils with disabilities are not placed at a disadvantage. This includes adaptations to teaching, resources, the environment and school activities. Further details are set out in the school's Accessibility Plan on the website.

Our Accessibility Plan, available on the school website, sets out how we are improving access to the curriculum, environment and information over time.

These arrangements support the school in meeting its duties under the Equality Act 2010 by ensuring pupils with disabilities are not placed at a disadvantage.





10. What support is there for improving emotional and social development?

"An anxious child is not a learning child"

We take a whole school approach to improving emotional and social development at our School. Through our Christian values, trauma informed/Thrive and relationship-based approaches, we use a holistic approach to support pupils' social, emotional and mental health.
Staff are skilled in identifying social and emotional difficulties in children and we have a trained Youth Mental Health First Aider on each site. Children are encouraged to discuss any worries or concerns with a trusted adult in school so that they can be dealt with promptly. This helps to prevent concerns from developing into more serious difficulties.

We provide a range of interventions to support positive social and emotional development, including support from trained Trauma Informed School or Thrive practitioners, Lego Therapy, Talkabout for Children, break and lunchtime clubs, tailored transition support programmes, social stories and home/school contact books where appropriate.

We also work closely with external agencies such as the Complex Communication Needs Team and Early Intervention Family Support Workers, who provide additional support for children and their families. In addition, we work with local charities and can offer therapeutic support for children who may have experienced trauma or bereavement.

Where a child's emotional needs impact their mental health, we may make a referral to Child and Adolescent Mental Health Services (CAMHS) in consultation with parents/carers.



We recognise that some pupils with SEND may be more vulnerable to safeguarding risks. Staff are trained to understand and respond to these needs, including adapting communication where necessary. The SENDCo works closely with the Designated Safeguarding Lead to ensure pupils are safe and well supported. Further information is available in the school's Safeguarding and Child Protection Policy.

11. How does our School involve external agencies and other professionals in meeting the needs of children with SEND and their families?

In some cases, external professionals from education, health or social care may already be involved with the child. Where these professionals are not already working with the school staff, the SENDCo may make referrals where the school and parents/carers feel this is appropriate.

Any involvement of external agencies takes place with the consent of parents/carers and following ongoing discussion. The SENDCo will support the further assessment of the child, coordinating referrals, contributing to assessments, supporting planning for future provision and monitoring the impact of support.

Class teachers remain responsible for working with the child on a day-to-day basis and for planning and delivering appropriate provision. The class teacher is the first point of contact if you have concerns about your child's development. Parents/carers are consulted and kept informed of any actions taken and the outcomes of the support.

As a school, we have developed strong partnerships with a range of external agencies to support the identification of needs and the planning of effective provision. Recommendations from these professionals inform the child's learning plan and one-page profile.

We work closely with a range of external agencies, including:

Speech and Language Therapy Chadsgrove Outreach Services The Hub Independent Behaviour Consultants

The Beacon Pupil Referral Unit Educational Psychologist Bonne Terre Physical Disabilities Outreach

Occupational Therapists Visual and Hearing Impairment Specialists Perryfields Pupil Referral Unit

Fort Royal Special School Outreach Team Early Help and Targeted Family Support Workers Mentor Link

CAMHS Aspire Academy Play Therapy/Counselling ContinU Plus Academy The Forge Pupil Referral Unit

Information about pupils with SEND is treated sensitively and shared only with staff and professionals who need it to support the child. We follow the requirements of the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. Further information can be found in the school's Privacy Notice on the website.

12. What should I do if I have a complaint about the provision for children with SEND?

At all Trust's schools, we are proud of our provision for children with SEND. All staff share a commitment to ensuring every child's needs are met and strive for excellence in the provision for all pupils.

If a parent/carer feels that the provision their child receives falls short of our expectations, this should be raised with the class teacher in the first instance. Should the matter remain unresolved, parents/carers can make an appointment with the SENDCo via the school office either for a telephone call or a face-to-face meeting. In addition, any concerns can also be raised with the Headteacher/Head of School or Senior Leadership Team.

If the matter is not resolved, parents/carers should follow the individual Trust school's Complaints Policy, which is available on the school website or as a paper copy from the school office.

13. Where can Worcestershire's Local Offer be found?

- Worcestershire's Local Offer can be found here: https://www.worcestershire.gov.uk/sendlocaloffer

- Worcestershire's SEND Graduated Response Document Can be found here: https://www.worcestershire.gov.uk/graduatedresponse

14. Further information:



Sometimes parents/carers may wish to access information independently and find websites a useful source of additional information. Whilst The Spire Church of England Learning Trust does not recommend or endorse any sites or the views expressed within them, the following links may prove useful:

https://www.hacw.nhs.uk/childrensslt/ - The website for Worcestershire Speech and Language service.

www.ipsea.org.uk – A useful site for free, legally based Special Education advice

http://www.hwsendiass.co.uk/ - SEND Information, Advice and Support service offering impartial and neutral advice.

www.autism.org.uk – The National Autistic Society website, the main UK charity for supporting people with Autism and their families

https://attentionautism.co.uk – For more information on Attention Autism and how you can support your child to develop attention and turn-taking skills

www.widgit.com/resources - Symbolled resources for different topics and areas of life, including resources for fire safety and about visiting the doctors/dentists

www.autismuk.com – Lots of information on Autism

https://www.autismwestmidlands.org.uk/ – Lots of information on Autism and where to get local advice and support

www.downs-syndrome.org.uk – Advice and support, including booklets to help with independent toileting, sleeping and managing behaviour

www.autismspeaks.org – A comprehensive site, with a useful resource library

https://www.hacw.nhs.uk/services/service/umbrella-service-125/ - Umbrella Neurodevelopment pathway

https://www.bdadyslexia.org.uk/ - Lots of information about how to support learners with Dyslexia.

15. Glossary and Abbreviations:

The SEND process can be full of acronyms which can make understanding it even more difficult. Here is a set of the most common acronyms:

Acronyms	Full name	Acronyms	Full name
ADHD	Attention deficit hyperactivity disorder	LO	Local Offer
ASD	Autistic spectrum disorder	MLD	Moderate learning difficulties
CP	Cerebral palsy	OCD	Obsessive compulsive disorder
CAMHS	Child and Adolescent Mental Health Service	OT	Occupational Therapist
CCN	Complex Communication Needs	PDA	Pathological demand avoidance
CF	Cystic fibrosis	PMLD	Profound and multiple learning disability
EHCP	Education, Health and Care Plan	PT	Physiotherapists
EP	Educational psychologist	PRU	Pupil Referral Units
EWO	Education Welfare Officer	SALT	Speech and Language Therapists
EYFS	Early years foundation stage	SEND	Special educational needs and Disabilities
HI	Hearing impairment	SEMH	Social, Emotional, Mental Health
LA	Local authority	SENDCo	Special Educational Needs and Disabilities Co-ordinator
LST	Learning Support Team	VI	Visual impairment