

St John the Baptist Primary School

SEND Information Report

Reviewed [Autumn 2026](#)
Governor Approved
Next Review due [Autumn 2027](#)

Welcome

Welcome to St John the Baptist Church of England Voluntary Controlled Primary School.

Our school is a Church of England Primary school at the heart of our community.

We are a highly inclusive school where we value all children regardless of need.

Our motto is *'Everyone Different, Everyone Loved'*.

We have two Additional Resource Provisions, funded by the Local Authority; Cognition and Learning (20 places) and Physical and Medical (10 places). We also have a SEND Unit for Communication and Interaction (24 places). Additionally, we are a Pathway Development Centre (PDC) for children at risk of exclusion.

Our Shared Vision

Our school community encompasses all of our children, parents, staff, families, Governors and members of the Parish Church. Our vision sees St John's school at the heart of this community, with God at the centre of what we do with and for each other. Through our Christian ethos and worship, we will embed the Christian Values in our children, to live as Jesus taught us to.

We will encourage all in our community to value learning. We will provide opportunities for all to develop self-confidence, self-discipline and self-esteem so that they will have the courage to be open to new ideas, to try new experiences and aspire to be the best they can be.

We want all in our community to experience kindness, grow in faith and develop a 'healthy minds and bodies' lifestyle.

We will offer a creative, enriched and challenging curriculum - that develops RESPECT for themselves and others, RESILIENCE to tackle challenges and READINESS for the next stage and their aspirational futures - to meet the needs of all learners through a highly inclusive and inspirational approach.

We will encourage each other to become tolerant, forgiving and honest, promoting perseverance, confidence and respect for all people everywhere.

Above all we will ensure that everyone feels welcomed, safe and loved – that they belong.

Everyone Different, Everyone Loved

School Core Offer:

At St John's, we are fully committed to inclusive education. We believe that having a Special Educational Need or Disability (SEND) should not be a barrier to education.

With the right support and resources, most children can thrive and reach their potential within a mainstream setting.

Our staff continually develop their skills and expertise to ensure we can welcome and support children with a wide range of needs. Inclusion is embedded in our ethos, and all provisions are fully integrated into our school community. Every member of staff plays a role in supporting the progress and wellbeing of all pupils.

Meeting the Needs of All Children

We support pupils with diverse needs through quality first teaching, which is at the heart of our approach. We maintain high aspirations for every child and use a variety of teaching and learning strategies to ensure individual needs are met.

Curriculum: Our curriculum is highly differentiated to ensure accessibility for all learners. Lessons and activities are tailored to match each child's level of ability, enabling them to engage meaningfully and make progress.

Interventions: Where additional support is needed, children may receive small group or individual interventions led by teachers or teaching assistants. These sessions are scheduled to minimise disruption to core classroom learning and ensure continued access to quality first teaching.

Support: Every year group benefits from additional adult support. Teaching assistants work both within classrooms and with small groups or individuals to provide targeted help where needed.

Assessing and Responding to Needs

Children's progress is closely monitored by staff. In the Foundation Stage (Nursery and Reception), the EYFS profile helps identify developmental milestones. From Year 1 to Year 6, progress in reading, writing, and maths is tracked using our school assessment system, with results shared during twice-yearly parent/carers meetings.

If concerns arise, parents/carers are promptly informed. Additional support may be agreed upon to help the child's learning journey.

Children may be identified for further support when their progress:

- Is significantly slower than peers with similar starting points
- Does not match or exceed previous rates of progress
- Fails to close or widens the attainment gap
- Shows challenges in areas beyond academic attainment, such as social or emotional development

It's important to note that slow progress or low attainment alone does not automatically indicate SEND. Pupils initially identified as a Cause for Concern are monitored closely. Decisions about special educational provision are based on desired outcomes, expected progress, and the views of both the child and their parents/carers. This helps determine whether needs can be met through adaptations to our core offer or if additional provision is required.

Responding to Identified Needs

When concerns are raised by staff or parents/carers, we act swiftly. This may involve targeted interventions or seeking advice from external professionals such as Educational Psychologists or Speech and Language Therapists. Support plans are reviewed termly and adjusted as needed. Children identified as having SEND are placed on the SEND register under either SEND Support or Education, Health and Care Plan (EHCP).

Access for All

All children at St John's benefit from:

- A broad and balanced curriculum, adapted where necessary
- Quality first teaching and high expectations
- Strong partnerships with parents/carers
- Skilled and experienced staff
- Targeted small group or individual interventions
- Flexible timetabling where appropriate
- Adjustments to lunch and break times with enhanced supervision
- Explicit teaching to support skill generalisation across contexts
- Thoughtful transition planning
- Mentoring and buddy systems

This list is not exhaustive, and we remain flexible and responsive to individual needs.

SEND Code of Practice:

School complies with SEND Code of Practice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/319639/Code_of_Practice-Final-10June2014.pdf

Access Arrangements for formal assessments/examinations are made available, where appropriate.

See <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements> for more details of KS2 test arrangements

Stockton on Tees Stockton's Local Offer provides information to parents and carers of children and young people with special educational needs or disabilities, aged 0 – 25

[SEND Local Offer - Education - Stockton-on-Tees Borough Council](#)

This section is about the additional support our school offers children/young people with SEND.

Some children may have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities enjoyed by children of the same age. We always ensure that we follow the legal requirements of the Disability Discrimination Act to provide access for all children during activities both in and out of the classroom.

In addition to what is provided for all children, we know that this is not always enough for some children. Sometimes children have difficulties which means they need more help and support in school.

These may include difficulties in:

Cognition and Learning - This covers how children learn.

Communication and Interaction - This covers speech, language and communication.

Social, Emotional and Mental Health Difficulties - This covers any areas related to children's wellbeing and social skills.

Sensory and/or Physical Needs - This covers any difficulties related to the senses and how children are able to move or medical conditions.

Additional Resource Provisions (ARP)

Cognition and Learning/Communication and Interaction

Where appropriate, ARP pupils will join mainstream classes. They will be supported in mainstream by specialist staff, where needed.

Entry Criteria: Places in the ARP class are ONLY allocated through the Local Authority. Having a place in school, does NOT mean a place in the ARP.

SEND Unit for Communication and Interaction

Our specialist provision at St John's offers a nurturing, child-centred environment led by a team of highly skilled and dedicated staff.

Entry Criteria: Places in the SEND Unit are ONLY allocated through the Local Authority. Having a place in school, does NOT mean a place in the SEND Unit.

Reviewing SEND Children's Progress

- Children who need additional support will have individual SEND support plan. The plans will include targets related to the child's areas of need. These are always discussed with parents and agreements are made as to how the support will be used to help the child work towards their targets.
- Reviews with parents and children are held at least once a term to look at the progress children have made and to plan support for the next term. This gives you and your child an opportunity to celebrate success and discuss what the next steps are.

- In addition to this, annual reviews are held for children who have Education, Health and Care plans. These reviews will include: your child, family members, all outside agencies and professionals who are involved, with your child's needs as the central focus.
- Progress of the SEND children/young people is constantly reviewed with termly meetings between teaching staff and senior leaders.
- Parents/carers will be informed, as soon as concerns are raised. Termly reporting is held but school has an 'open door' policy and encourages parents/carers to ring or come in to school to discuss any concerns

The following interventions/strategies may be used to support Children who have difficulties with Communication and Interaction:

- **Communication-friendly environments:** Low-stimulus classrooms, de-stimulating areas/pods, and visual supports (e.g. timetables, symbols, task plans).
- **Enhanced communication strategies:** Use of Makaton, PECS, signs/gestures, and structured vocabulary learning with phonic, visual, and conceptual links.
- **Instructional adaptations:** Additional processing time, broken-down instructions, and topic vocabulary embedded in practical activities.
- **Specialist interventions:** Speech and Language Therapy (SALT) programmes such as Colourful Semantics, Active Listening, Language for Thinking, Word Aware, and the Blank Language Model.
- **Social development:** Explicit teaching of social skills and access to small group or individualised interventions to support communication, emotional awareness, and self-care.
- **Choice-making support:** Use of objects, photos, and other aids to facilitate decision-making

The following interventions/strategies may be used to support Children who have difficulties with Cognition and Learning:

- **Curriculum access:** Adapted curriculum with structured, multi-sensory approaches and modified pace, level, and teacher talk.
- **Learning aids:** Use of practical tools such as table squares, number lines, Numicon, and accessible reading materials.
- **Targeted interventions:** Phonics programmes, pre-tutoring, and intensive opportunities to develop automaticity in reading and writing.
- **Technology and recording:** Enhanced access to technological aids and alternative methods for recording work.
- **Visual and memory supports:** Use of visual reminders, timers, symbols/pictures, and strategies like rehearsal and visualisation to support memory and independence.
- **Flexible grouping:** Opportunities for small group work, buddy systems, and focused teaching with good role models.

The following interventions/strategies may be used to support Children who have difficulties with Social, Emotional and Mental Health Difficulties:

- **Emotional support:** Access to nurturing environments, time-out areas, and individual workspaces.
- **Structured wellbeing activities:** Bubble Time, Circle Time, and Social Emotional Aspects of Learning (SEAL).
- **Mentoring and relationships:** Mentoring systems and increased adult support in classrooms.

- **Behavioural support:** Individualised reward systems and high staff ratios to support emotional regulation.
- **External expertise:** Collaboration with professionals such as Educational Psychologists and Speech and Language Therapists.
- **Family support:** Signposting to Stockton Parent Carer Forum for additional advice and guidance.

The following interventions/strategies may be used to support Children who have difficulties with Sensory and/or Physical Needs:

- **Access and mobility:** Physical aids (e.g. lift, large print books) and adapted curriculum including modified PE and alternative recording devices.
- **Personal care and therapy:** Support for personal care and delivery of specialist-designed therapy programmes (e.g. OT, PT, Visual Impairment Team).
- **Staff development:** Training provided where required to meet specific needs.
- **Family support:** Further advice available via Stockton Parent Carer Forum.

This provision is not exhaustive. We remain committed to adapting our offer to meet the evolving needs of every child.

Transition

We recognise that transitions can be difficult for children and we take steps to ensure that any transition is as smooth as possible.

Internal Transition: We aim to inform children and parent/carers of any changes at the earliest time possible. Current class teachers will have handover meetings with new class teachers to provide an overview of your child's needs and share relevant reports, SEND plans and EHCP documentation. In the Summer Term your child will have the opportunity to meet with their new class teacher and teaching assistants, in their new classroom.

All SEND Review meetings in Summer 2 will be attended by new and current class teacher to allow for an effective handover of information.

External Transition: If your child is moving to another school, we will contact the school and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records are passed on as soon as possible. We will arrange enhanced transition for those pupils who require a greater level of support.

Secondary Transition: Local secondary schools hold open evenings for parents/carers to attend in order to support the decision-making process about which school is the right choice for your child. Schools are allocated by the Local Authority and transition arrangements are made.

Transition opportunities for children transferring to their Secondary School are arranged by secondary school staff. Dates are shared in the summer term. Details of the pupil's needs are passed on to the new school, along with details of what support has been in place at our school to help them, and any reports from external agencies. Some children will require a more detailed and individual transition package/arrangements depending upon their need and to ensure as smooth a transition as possible.

Secondary Transition for Children with an EHCP: Work on the transition of your child on to their next provision begins as early as Year 5. This introduction usually takes place during the Year 5 Annual Review or SEND meeting. Parents/carers are encouraged to make contact with the preferred secondary school to attend an open day or to plan a specific visit. During the Year 6 Education, Health and Care Plan, Annual Review your son/daughter will be provided with a transition action plan, enabling us to provide the relevant information to the new setting.

Enhanced transition will take place in the summer term to allow your child to familiarise themselves with the new adults and settings they will be working in.

Who Can I Contact?

Your child's class teacher is the first person to talk to about concerns about how your child is getting on in school.

We also have other staff who you can talk to:

SEND Co-ordinator - Mrs Vicki Dixon, Mrs Elise Pattinson (assistant SENCO)

01642 607123 vdixon@jtbprimary.org / epattinson@jtbprimary.org

School's pastoral & Inclusion team – The Pastoral and Inclusion Team offers personalised support to children and families, helping to address wellbeing, attendance, and barriers to learning. This includes referrals to external services, access to hardship support, mental health education, and practical strategies to overcome challenges. The team provides a safe, confidential space for discussing sensitive issues and works collaboratively to promote academic and personal development.

Contact Information: Main Office: 01642 607123 or Helen Conroy: 07496 368035

Services Available

The school, led by the Governing body, ensures that a range of services and expertise are available for our children with SEND. These include:

- Speech and Language Therapy – The NHS provides speech and language therapists who work in school with identified students. Programmes are written, carried out and shared with class staff. Speech and Language reports accompany annual reviews.
- Occupational Therapy – The NHS provides occupational therapist when required. Programmes are written, carried out and shared with class staff.
- Educational Psychologist – Depending on the need and referral made, there is access to both the NHS psychologist as well as the Educational Psychologist that the school commissions.
- Visual and hearing impairment team

The specialist services that have not been mentioned above but are accessible to school are:

- CAMHS-The Child and Adolescent Mental Health Service
- Health Nursing Team
- Children and Young People Services
- Family Support
- Social Services
- Parent Partnership
- LA SEN Team

The above list is by no means exhaustive.

Special Educational Needs and Disability Information Advice and Support Service:

(SEND IASS) is a free, impartial and confidential service.

They provide advice, information and support on all matters relating to special educational needs and disabilities (SEND).



Telephone: 01642 527158 E-

mail: SENDIASS@stockton.gov.uk

Website: - [SEND IASS](#)

Stockton Parent/Carer Forum: is a group of parents & carers of children with Special Educational Needs (SEN) and disabled children who work alongside our local authority education, health service and other service providers to make sure the services they plan, commission, deliver and monitor meet the needs of children and families.

The only way to make a difference is to get involved.

We acknowledge that parents are the children's first teachers and hold invaluable knowledge and skills.

We aim to work in close partnership with parents.

<https://stocktonparentcarerforum.co.uk/>



Useful Links

Stockton's Local offer

[Special Educational Needs and Disabilities 0-25 | Stockton Information Directory](#)

The Special Educational Needs and Disability (SEND) Information, Advice & Support Service has developed from the Parent Partnership Service.

Email: SENDIASS@stockton.gov.uk

Telephone: 01642 527158

Website: [Special Educational Needs and Disability Information Advice and Support Service | Stockton Information Directory](#)



Special Educational Needs Citizen Portal

The SEND Citizen Portal is a secure online gateway provided by Stockton Borough Council that enables parents/carers to self-register and then provide information to the Local Authority (in relation to SEN) about their child [SEND Citizen Portal | Stockton Information Directory](#)

We pride ourselves on our caring, inclusive approach towards our children and our 'open door' policy for parents so please do not hesitate to come and talk to us if you have a problem.

Compliments, Complaints and Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience.

We hope that complaints about our SEND provision will be rare, however, in the event of any complaint about the support provided to our SEND children please contact the SENDCo – Mrs Vicki Dixon jbsend@jtbprimary.org or 01642 607123 in the first instance.

Further complaints can be referred to the Headteacher – Mrs Kerry Coe and to the Governing body – Chair of Governors Mrs Sue Symington
Please see the procedures in our Complaints Policy.