



ST JOHN'S
PRIMARY SCHOOL
REDHILL

Special Educational Needs & Disability (SEND) Information Report

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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 SEND 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 http://www.stjohns-redhill.surrey.sch.uk/docs/policies/SEN_Policy__2021.pdf

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.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

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

Our special educational needs and disability co-ordinator, or SENDCO

Our SENDCO is Mrs Paula Bliss

Mrs Bliss has 15 years of experience in this role and 25 years of experience as a qualified Teacher working across a primary and infant schools. Mrs Bliss holds the National Award in SEN Coordination. Mrs Bliss is also a member of the Leadership Team and a Deputy Designated Safeguarding Lead. Mrs Bliss works 2 days a week to manage SEND provision.

ELSA, HSLW

Our ELSA and Home-School Link Worker is Miss Chloe Beardwell. She has completed ELSA and HSLW training.

Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEN. External training is sought when required.

Teaching assistants (TAs)

We have a team of 14 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver a wide range of learning interventions such as Elkan, Drawing and Talking, phonics (Little Wandle scheme), phonological awareness and Rapid Reading.

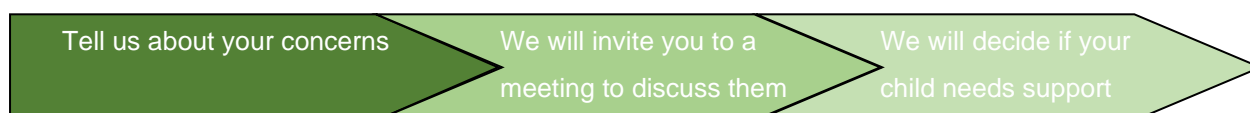
TAs have recently been trained in use of Zones of Regulation, Retrieval Practice, ASC strategies and Precision Teaching.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that 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:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (Mindworks/Camhs/Learning Space/YMCA)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?



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

You can approach your teacher to make a meeting or call into the office, phone or email in to arrange a time to discuss your concerns.

They will pass the message on to our SENDCO, Mrs Paula Bliss, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly. Please either call the school on 01737 763804 or email info@stjohns-redhill.surrey.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will discuss the way forward with you and add your child to our SEND register if we all feel that is appropriate to meet your child's needs in the best way possible.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This could be in any area of the curriculum.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they find a gap, they will use strategies to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and either the teacher or SENDCO will contact you to discuss the possibility that your child has additional learning needs.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, specialist teacher, an educational psychologist, or a paediatrician.

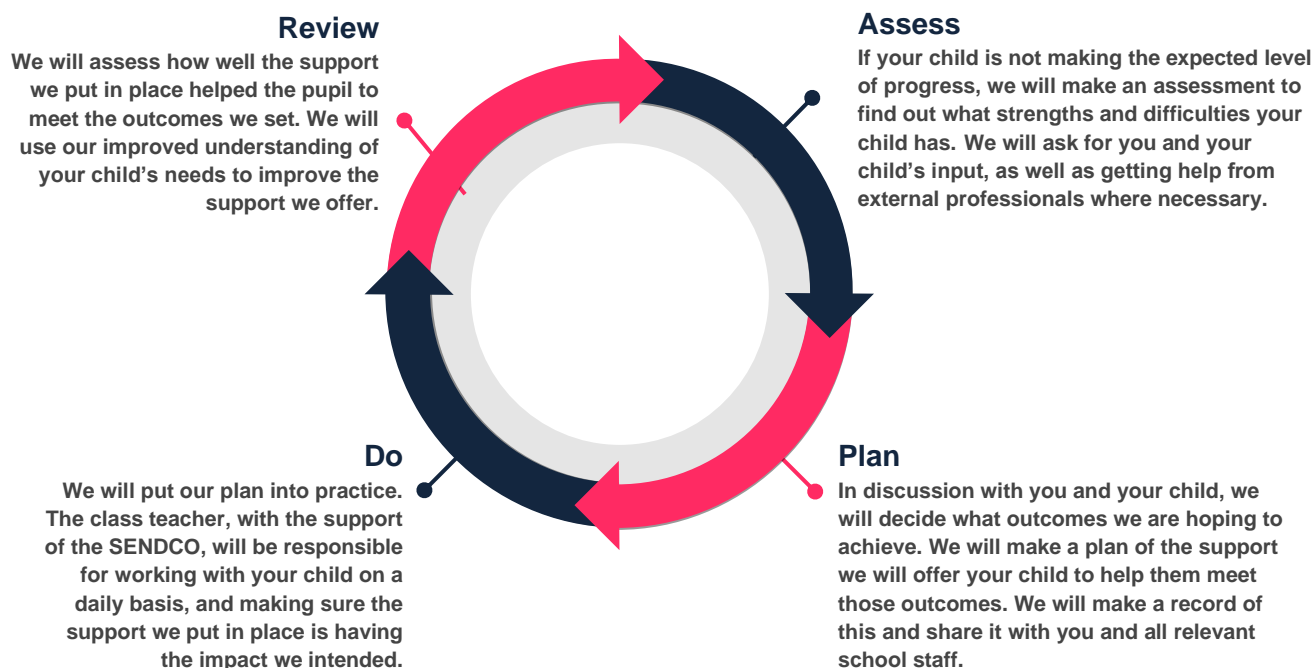
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, dependant on the level of support, their name will be added to the school's SEN register, and the Class Teacher and SENDCO will work with you to create an Individual Support Plan (ISP) for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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.

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

We will provide reports on your child's progress throughout the year.

Your child's class/form teacher will liaise with you either in person or via email 2-3 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 SENDCO may also attend any 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 right away 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.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENDCO either directly or through the school office.

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Helping them to compile an assessment portfolio focussing on their ISP outcomes

8. How will the school adapt its teaching for my child?

Your child's teacher is 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 'one 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. We will use the guidance outlined in the Surrey Ordinarily Available Provision guidance to support our

These adaptations include:

- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, homework 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 or paired basis when this support is evidently needed or detailed in an EHCP.
- Teaching assistants will support pupils in small groups when small groups are advocated by the class teacher or an EHCP.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Communication games Anxiety management strategies
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Praise Talk Partners Steps to Success Now and Next boards Visual reinforcers Meta-cognition strategies Over learning opportunities Pre-teaching Learning breaks
Social, emotional and mental health	ADHD, ADD	Quiet workstation Learning breaks
	Adverse childhood experiences and/or mental health issues	ELSA Work Zones of Regulation
Sensory and/or physical	Hearing impairment	Support in class based on the needs of individual students.

	Visual impairment	Limiting classroom displays Enlarging texts when necessary
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These interventions are part of our contribution to Surrey’s local offer as detailed in the Ordinarily Available Provision (2022) document <https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision#panel-6>

9. 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 goals each term
- Reviewing the impact of interventions after 6 or 12 weeks whichever is more suitable to the intervention.
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using class provision maps to measure progress.
- Holding an annual review if they have an education, health and care (EHC) plan and an interim review if needed before then.

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- 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.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school trips are available to all our pupils, including our before and after-school club provided they meet the criteria detailed on a risk assessment if there is one in place.

Pupils are encouraged to go on our school trips, including our overnight residential school trips which take place from Year 3.

Pupils are encouraged to take part in sports day/school plays/workshops.

No pupil is willingly excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to help them be included where possible.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Parents/care givers are invited to apply for a school place using the Surrey online admissions pathway <https://www.surreycc.gov.uk/schools-and-learning/schools/admissions>
- As per our admissions policy, pupils with an EHCP are given priority in the admissions process as per the over subscription criteria to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

13. How does the school support pupils with disabilities?

We have an accessibility plan which supports our school in removing discrimination against pupils with a disability in their access to education. It highlights how we have, and intend to make further “reasonable adjustments” to our policies, procedures and practices to accommodate pupils with disability more fully in our school life. This can be found at http://www.stjohns-redhill.surrey.sch.uk/docs/policies/Accessibility_policy_Jan22.pdf

14. How will the school support my child’s mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by regular check ins, daily meet and greets, ELSA support, good home/school partnership working relationships and external professionals when needed.
- We have a quiet room located off the playground for pupils who like to be in a calmer environment at lunchtime play.
- We have a ‘zero tolerance’ approach to bullying. We prevent bullying in the school by having an active Anti-Bullying program which includes Anti-Bullying Ambassadors, assemblies and Workshops. Our Anti-Bullying policy can be found at https://www.stjohns-redhill.surrey.sch.uk/docs/policies/Anti_bullying_policy_autumn_2024.pdf

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year’s teacher to attend final meeting of the year when the pupil’s SEN is discussed
- Children will take part in a move up morning with the incoming teacher and class staff towards the end of the summer term. These can be supplemented with additional sessions if needed.
- Children can prepare a transition booklet with the help of class staff so that they can look at it over the holidays and familiarise themselves with the new environment.
- Where 1:1 support is the need, careful transfers to the new support staff are put in place and any relevant training needs are catered for where possible.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of the secondary school will meet with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Talking about the new school with an existing supporting member of staff.
- Additional school visits can be arranged and sometimes supported by an existing member of staff.
- Learning how to get organised independently and developing a personalised learning toolkit focussing on meta-cognitive skills to know what successful learning strategies look like for the individual pupil.
- External professionals such as Mindworks and the YMCA hold sessions to support with transitions.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Wombwell, info@stjohns-redhill.surrey.sch.uk. 01737 763804 is the designated teacher for looked-after children and previously looked-after children here.

Mrs Wombwell will work with Mrs Paula Bliss, our SENDCO, 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.

17. What should I do if I have a complaint about my child's SEN support?

St John's complaints policy can be found at: https://www.stjohns-redhill.surrey.sch.uk/docs/policies/Complaints_Policy_and_Procedure_2025.pdf

Complaints about SEN provision in our school should be made to the Class Teacher, SENDCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Advice for this can be found at: <https://www.sendadvicesurrey.org.uk/information-advice-and-resources/appeals>

18. What support is available for me and my family?

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

To see what support is available to you locally, please see the Surrey local offer. Surrey publishes information about the local offer on their website:

<https://www.surreylocaloffer.org.uk/>

Our local special educational needs and disabilities information advice and support services organisations are:

Send Advice can be found at <https://sendadvicesurrey.org.uk/>

Support for children with disabilities can be found at: <https://www.surreycc.gov.uk/children/support-and-advice/children-with-disabilities>

Local charities that offer information and support to families of children with SEND are:

- Appeer – social groups for girls who have ASD/ADHD traits or diagnosis.
- Change of Scene/ Elysian/ Mane Chance.
- Childrens Trust.
- Eikon
- Disability Challengers.
- Halow.
- Sight for Surrey.
- Young Epilepsy.

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS/Mindworks** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

- › **EHC needs assessment** – 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.
- › **EHC plan (EHCP)** – an education, health and care 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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
- › **SENDCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – 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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages