



Special Educational Needs and Disabilities Information Report

St John's Meads CE Primary School 2025-2026



*Loving learning and loving one another, as God loves us.
Celebrating success in its many forms and overcoming challenges.
Praying for and caring for our whole community.
Living in the light of Christ and as a light to others.*

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is in addition to our SEND policy which is also available on the school website <https://sjm.academy/>

This report is also the information we provide to the **East Sussex local offer** which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex
www.eastsussex.gov.uk/localoffer

We will review this report every year and will involve pupils and parents through informal workshops and consultations. If you would like to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact the school office on 01323 730255 or by email to office@sjm.academy.

If your child is already at the school, you should talk to the child's Class Teacher. An appointment can be made through the school office or by emailing the class account.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs and disabilities, including those who have Education Health and Care Plans (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Our SENCO is Mrs Kelly Hitch.

Contact her directly through the school office by phone or email to make an appointment.

3. Which children does the school provide for?

We are a Primary School. We admit pupils from age 4 to 11. We are an Academy and part of the Diocese of Chichester Trust.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

- <https://sjm.academy/admissions-arrangements/>
- <https://www.eastsussex.gov.uk/educationandlearning/schools/admissions>
- contact Information for Families for admissions advice is 0345 60 80 192

4. Summary of how the school meets the needs of children with SEND

At St John's Meads, we want every child to flourish — growing in character, confidence, and faith. Rooted in our Christian foundation, we are inspired by John 1:5: 'The light shines in the darkness, and the darkness has not overcome it.' Our values — Love, Independence, Generosity, Honesty, and Teamwork — come together as L.I.G.H.T., guiding every child to shine brightly.

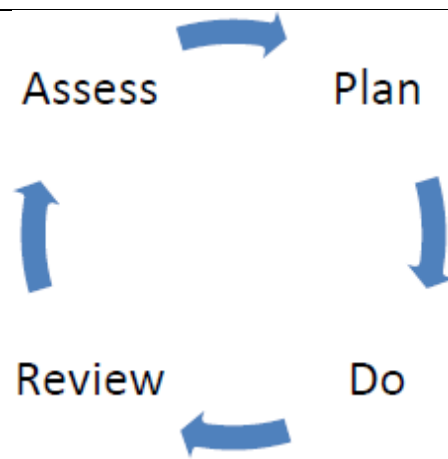
At St John's Meads we are committed to offering a varied and stimulating curriculum that meets the needs of all pupils and provides the best possible progress by ensuring that they have a sense of self-worth and are supported to develop confidence in their strengths and abilities, and the resilience to cope with difficulties.

We believe that all children should be given access to a broad, balanced, and well-structured curriculum, suitable to their needs, and that all children are entitled to experience success. As a team, we endeavour to make the adjustments necessary to ensure that no child is disadvantaged by their specific needs.

All schools have duties under the Equality Act 2010 towards individual children with disabilities, to prevent them being put at a substantial disadvantage. The Children and Families Act 2014 also places a duty on schools to support children with medical conditions.

St John's Meads has a clear approach to identifying and responding to SEND. Identifying need at the earliest point and making effective provision improves long term outcomes for a child with SEND.

The school follows a process of rigorous assessment and planning to support any identified difficulties, implementing this support, and reviewing this provision regularly. This is identified in the 2014 SEND code of practice as the 'assess, plan, do, review' cycle (APDR). Staff, parents, children and outside agencies (where relevant) are involved and consulted during this process.



More information about this process may be found on the East Sussex website and underpins good practice in all schools.

The revised East Sussex SEND matrix, originally published in July 2018, provides guidance for schools for provision to meet specific needs.

<https://www.eastsussexmatrix.co.uk/>

Where a child has not made the expected progress following close monitoring, an SEN support plan is implemented. If expected progress is still not made, consideration will be given to requesting an Education, Health, and Care assessment. This request can be made by the school or parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/schoolcollege/help-schools-colleges/>

If the child is looked after by the local authority, they will have a Personal Education Plan (PEP). We will co-ordinate these plans with the SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's SEND?

We aim to identify children's special educational needs or disabilities (SEND) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need, as identified in the 2014 Code of practice and the East Sussex SEND Matrix:

- **Communication and interaction** – including speech and language difficulties and autism.
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia.
- **Social, emotional, and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, and attachment disorder or anxiety.
- **Sensory and/or physical needs** – including visual and hearing impairment, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

Class teachers, supported by the leadership team, make regular assessments of the children's progress in their classes. These identify children making less than expected progress given their age and individual circumstances. It can include progress in areas other than academic subjects, for instance where a child needs to make additional progress with social or physical needs.

Progress and attainment are shared with parents at consultation evenings, in addition specific needs or concerns will be discussed with parents/carers at the earliest opportunity and may involve the Class Teacher and SENCO.

Children will be involved in this process of identifying areas of difficulty and ways forward in age-appropriate ways.

If a child has behavioural difficulties, we will use the expectations and guidance of the school behaviour policy whilst also investigating any social or emotional issues as well as SEND.

If a child with English as an additional language is making less than expected progress, we may involve the EALS service to help identify any underlying needs.

We assess each pupil's skills and level of attainment when they start at the school, and we continually assess each child's progress in a variety of ways throughout their school career. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.

This is used alongside observations, work scrutiny and consultation with parents and the child, to identify special educational need. The SENCO will also consult outside agencies for advice if necessary.

Where it is decided to provide a pupil with SEN support, the decision will be recorded in our school record, and we will formally notify parents.

6. How does the school teach and support children with SEND?

Teachers provide quality lessons to meet the needs of all children in their class. Additional support for individual children or groups of children may be planned and reviewed by the class teacher or teaching assistant. All classes currently have teaching assistants or additional adult support in the morning to provide flexibility and consistent support in each year group. Opportunities may be made for children to work in different groupings (mixed ability, adult supported, and pairs) and to record their ideas in different ways (mind maps, presentations, recorded).

Where necessary, the class teacher will talk to the SENCO and complete an internal referral form detailing concerns and support provided. A more personalised programme of support may be introduced which may include support from an outside agency. Parents and children will be informed and consulted during this process.

We will track your child's progress carefully, adjusting support as needed and meeting with parents regularly to share information.

Each child on the Additional Needs register has an individual APDR (assess, plan, do, review form) which sets tightly focused targets based on their specific needs. These are shared with parents and completed three times a year when they are reviewed with the Class Teacher. The SENCO may join review meetings if deemed appropriate.

Other children may require adjustments to teaching or the environment, without the need for regular targets and reviews. These children will be placed on the Reasonable Adjustments Register and all staff will be made aware of their needs and necessary adjustments using a pupil passport.

Good teaching is ensured through the school's performance management process, regular observations and through an ongoing programme of training for all staff.

Intervention groups:

Trained members of staff or outside agencies may run intervention groups. Parents

and children are consulted. Groups are regularly assessed for effectiveness.

Example of Groups may include

Language and speech link - to develop basic language skills or children's speech sounds

Talk about – a social skills development programme

Emotional regulation – developing self-regulation

Pastoral support group – small group nurture session

Pupil voice – 1:1 time to talk

Sensory circuits – an intervention to support sensory integration

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

We adjust the curriculum for each child with additional needs to make sure that they can access the subjects at their own level and make progress. This is called adaptive teaching.

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the APDR support cycle (assess, plan, do, review).

The leadership team regularly carries out environmental audits of the school, and part of this includes looking at resources, displays and how 'learning friendly' and inclusive the classrooms are. A considerable amount of money has been invested in specific resources and programmes to support the learning of children who may be experiencing difficulties.

Information for parents about the curriculum is available on the school website and a termly topic web is shared with parents and carers at the beginning of each term.

8. How are parents and carers involved in reviewing children's progress and planning support?

As a school we are committed to working with parents and carers in partnership, this is especially important for children with SEND. There is regular communication between home and school, both through parent consultation evenings and less formal meetings which may be arranged by parents or teachers to share successes or concerns.

Parents are involved in the decision to place their child on the Additional Needs or Reasonable Adjustments register, which will usually take place after a process of support, monitoring, and assessment. However, the ultimate decision to place a child on these registers will remain with the SENCO and Head Teacher.

Parents/carers will be notified if their child has been placed on either of these registers and provided a rationale for this decision. On occasions, a specific event may cause significant social or emotional issues for a child which may mean their needs justify assignment to a register, although this may be short term.

Regular review meetings are available for children on the Additional Needs register and involve parents, SENCO, and the class teacher wherever possible. At these meetings, progress is discussed and actions agreed which are then reviewed at the next meeting.

Specific interventions or support strategies, which may have been agreed at the meetings, take place within whole class teaching, on a one-to-one basis or in small groups. Progress is reported through the APDRs and forms part of the regular review process with parents. Specific individual or small group support are tracked.

It is the class teacher's responsibility to provide and update an overview of support for children in class through pupil progress planning.

APDRs, meeting notes, intervention notes, pupil voice materials, and advice from outside agencies also form part of our SEND support plans.

On occasion, a child with significant ongoing needs may have an Additional Needs Plan (ANP). This document draws together the views of parents and carers, children, school and outside agencies to form a complete picture of the child's needs. This is reviewed three times a year and may form the starting point towards an Education, Health, and Care Plan request.

Children with Education, Health and Care plans have an annual review with parents/carers, school, any relevant agencies and sometimes an Assessment and Planning Officer present. This replaces the ANP provision and reviews.

For children with ANPs (Additional Needs Plans) or EHCPs (Education, Health, and Care Plans) the focus is on the agreed outcomes and how support is planned to help children and young people reach these outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

9. How are children involved in reviewing their progress and planning support?

Children are encouraged and supported to make suggestions about their learning, this begins in the classroom where next steps are discussed daily, and during the interventions where a dialogue takes place between the adult and child. During interventions children are encouraged to say what they have found helpful and what they think their next steps should be. We are committed to ensuring that all children are active participants in their learning.

Opportunities for talking to children about their learning include:

	<i>Who is involved?</i>	<i>How often?</i>
<i>Self-assessment</i>	<i>Pupil, class teacher</i>	<i>Daily</i>
<i>Class / peer assessment</i>	<i>Pupil, class teacher</i>	<i>Weekly / regularly</i>
<i>School Council</i>	<i>Class reps and designated lead teacher.</i>	<i>At least monthly</i>
<i>Green team</i>	<i>Class reps and designated lead teacher.</i>	<i>At least monthly</i>
<i>Friendship leaders</i>	<i>Class reps and designated lead teacher.</i>	<i>At least monthly</i>
<i>Worship group</i>	<i>Class reps and designated lead teacher.</i>	<i>At least monthly</i>
<i>Online safety group</i>	<i>Class reps and designated lead teacher.</i>	<i>At least monthly</i>
<i>Pupil Voice</i>	<i>Pupil, SENCO, trusted adult.</i>	<i>As necessary</i>
<i>APDR/ANP review meetings</i>	<i>Pupil, parents, class teacher/SENCO</i>	<i>As necessary (usually three times a year)</i>

<i>Parent consultation evenings</i>	<i>Pupils are welcome to attend these, but it is parental choice.</i>	<i>Twice yearly, optional third occasion in term 6.</i>
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<i>Annual reviews (EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher, support services, local authority.</i>	<i>Once a year</i>
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10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We recognise that moving on and dealing with changes can be difficult for all children, but particularly for those with additional needs.

As a school we have different plans in place to ensure that any transition is as smooth as possible.

Effective transition between early years settings and school:

- Home visits for children joining the Reception class.
- Parents and children invited to look around the school and speak to staff.
- Additional visits for children prior to joining according to need.
- Phased entry towards full time spread over a number of weeks.
- Meeting with parents, SENCO, and class teacher if appropriate.
- Contact and transition meetings with any

professionals if involved.

Effective transition between year groups in school:

- Handover meetings between teachers to pass on information, including specific targets, before transition. SENCO attends the relevant parts of handover meetings.
- For children with more complex needs there will be a planning meeting, or more focussed training organised by the SENCO for the new year group team.
- There is a transfer session in term 6 for the children to spend time in their new classrooms and transition books are shared with all parents/carers.
- Transition groups may be set up for specific children who are anxious about change and additional opportunities to become familiar with the new classroom and adults will be available.

Effective transition into secondary school:

- Records regarding SEND and attainment are shared with the new school.
- Additional visits for vulnerable children may be arranged.
- Staff from the new school may visit your child's class.
- Continuation of outside agency involvement will usually be planned to continue through the transition period.
- In school we support transition for some children through a small group, working on their understanding of the changes ahead.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET day. The school development plan identifies priorities for the school and includes training needs for all staff to improve the teaching and learning for children in the school.

There is ongoing training for staff to increase or refresh knowledge and learn strategies to ensure consistency in the school's approach to additional needs. All staff are involved in supporting children with SEND. Our aim is to provide a flexible and informed response to children's individual needs. Training may be done internally, using our staff, or through external service.

12. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We continually review our SEND provision and use this to develop an action plan to further improve our SEND provision. These actions are informed by the School Development Plan which is also revised annually.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website.

<https://parentview.ofsted.gov.uk/>

13. How accessible is the school and how does the school arrange equipment, or facilities children need?

We are committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors. We are committed to developing a culture of awareness, tolerance, and inclusion. We interpret our duties positively, considering the necessary actions to remove barriers to inclusion. We recognise that there are similarities and differences between individuals and groups, but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

Our Accessibility Plan shows reasonable adjustments made to accommodate their needs where practicable to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support, and awareness within the school:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

<https://czone.eastsussex.gov.uk/teaching/equality-and-diversity-teaching-resources/>

For pupils with a disability, we expand and make reasonable adjustments to ensure they are as equally prepared for life as able-bodied pupils. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aid and equipment which may assist these pupils in accessing the curriculum.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Equalities Policy Link below
[Equality Policy and Objectives 2023.doc](#)

Medical Condition Policy – link below
[Supporting Pupils with Medical Conditions Policy July 2025.pdf](#)

14. How are children included in activities with other children, including school trips?

We are committed to making school trips, activities, and clubs available to all children at our school. Risk assessments are carried out to ensure that procedures are in place so that all children can participate safely. The head teacher is responsible for checking that all risk assessments for trips address the specific needs of the children on the trip.

Through careful planning and reasonable adjustments, pupils with additional needs (including medical conditions and disabilities) engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

<https://www.meads.e-sussex.sch.uk/wp-content/uploads/2022/09/Accessibility-Plan-and-Policy-2022.pdf>

15. What support is there for children's overall well-being and their emotional, mental, and social development?

The class teacher will assume responsibility for monitoring and ensuring your child's well-being. We recognise that resilience and a positive self-image is key to a child's emotional well-being and academic progress. The school is a supportive environment with relationships of trust between adults and children. The staff know the children well and will quickly notice a change in behaviour, which may suggest an emotional need. Staff will provide opportunities to talk, and communication between parents and teachers is key to share any concerns.

Zones of Regulation

At St John's Meads, we recognise the importance of promoting positive mental health and emotional wellbeing to our children and their families. We aim to create an open culture around the discussion of feelings and emotions and to empower our children to be able to regulate their emotions. By implementing the Zones of Regulation in every classroom, we aim to teach our children to identify feelings in themselves and others and provide them with a bank of strategies to help regulate their emotions and improve their wellbeing.

The children learn different strategies to cope and manage their emotions based on which colour zone they are in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Based on children's identified needs, we provide additional pastoral support arrangements and work closely alongside outside agencies to support pupils with more complex needs.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure a child's specific needs are met. Parents are always involved in any decision to involve specialists.

We currently use:

CLASS (Communication, Learning and Autism Support Service), ESBAS (Education Support, Behaviour and Attendance Service), School Health Service (School Nurses), CITES (Children's Integrated Therapy and Equipment Service, covering speech and language and occupational therapy), Educational Psychologist Service (to provide professional development to staff and for specialist cognitive assessments).

We provide support for parents when requesting a paediatric assessment referral and make referrals to CAMHS (children and adolescent mental health services).

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/health/health-services/>
<https://www.escis.org.uk/category/family-information/>

17. Where can I get information, advice, and support?

The 'local offer' on the internet

www.eastsussex.gov.uk/localoffer

This has a section for advice and family support and is being updated to make it more accessible and useful.

SEND information, advice, and support service

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 informationforfamilies@eastsussex.gov.uk

www.eastsussex.gov.uk/sendadvice

18. What do I do if I am not happy or if I want to complain?

School Complaints Policy and Procedure –

is available on the school website

https://www.meads.e-sussex.sch.uk/wp-content/uploads/2020/10/Complaints-Policy-Procedures_Sep20.pdf

If you have any concerns regarding the SEND provision for your child, please contact the SENCO in the first instance.

If the matter is unresolved and you wish to take the matter further, please follow the School Complaints Policy and Procedure shown above.

For more information, consult our policies on the school web site including;

Accessibility Plan

Child Protection & Safeguarding

Behaviour & Anti-Bullying

Equality and Objectives

Supporting Pupils with Medical Conditions

<https://www.meads.e-sussex.sch.uk/policies/>