



St Peter's CE Junior School

Learning and living life in all its fullness

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2026-27

Q: What type of school is St Peter's?

St Peter's is a mainstream Church of England Junior School. We are proud to be an inclusive school that aims to provide for the individual needs of all children.



Q: Who is who at St Peter's and what are their roles and responsibilities?

Our Head Teacher is Mr Hugh Hogan-Fleming. Our Deputy Head Teacher and Inclusion Lead is Mrs Diane Martin.

The school SENCo is the Special Educational Needs Coordinator. The role of the SENCo is to determine the development of the SEN policy and provision in the school, to co-ordinate specific provision made to support individual pupils with SEN and to provide professional guidance to colleagues, parents and outside agencies. Our SENCO is Ms Stephanie Charman.

The SEND governor is a governor appointed by the governing body to have specific oversight of the school's arrangements for SEND. Our SEND governor is Mrs Caroline Worman.

St Peter's has 2 Emotional Literacy Support Assistants (ELSA). They are Mrs Jennifer Collisson and Mrs Marzena Adjovi.

St Peter's has a Therapeutic Active Listening Assistant (TALA). This is Mrs Michelle Paver.

St Peter's has a Learning Support Assistant who is trained to deliver Emotional Regulation Coaching. This is Mrs Brioney Kendall.

Our school dog, Humphrey, has gold accreditation as a school dog mentor.

							
Mr Hogan-Fleming	Mrs Martin	Ms Charman	Mrs Worman	Mrs Collisson	Mrs Adjovi	Mrs Paver	Mrs Kendall

Q: How does St Peter's know if children need extra help?

All children are continuously observed and assessed as part of normal classroom practice, so that teachers can adapt lessons to children's learning needs. This is known as Assessment for Learning and takes place throughout every lesson during the school day.

We also:

- Liaise with previous schools
- Listen to concerns raised by parents and families
- Liaise with external agencies, such as health care professionals

We use information and guidance published by Hampshire County Council to help identify which children have Special Educational Needs and what type of support they might need.

We follow a process called the graduated approach or 'assess – plan – do – review' cycle. This process must be followed before a child can be placed on the SEN register. This process assesses where the child is now, plans for adaptations or interventions, puts these plans into place and then monitors the impact.



Class teachers discuss the outcome of the cycle with the SENCO. Additional or alternative ideas or strategies will be discussed and then the process takes place for a second time. If a child is still struggling and is identified as having a specific barrier to learning, we will consider placing them on the SEN register in discussion with parents or carers.

Q: What should I do if I think my child has Special Educational Needs?

Every teacher at St Peter's is a teacher of SEN. Therefore, in the first instance, you should contact the class teacher to discuss your concerns. They will ensure that provision is in place to support your child's needs.

Following this initial discussion, the class teacher can then arrange an additional meeting with the SENCo if required.

We are a friendly team and we have an open-door policy - we hope that parents will feel confident to approach us with any concerns they have.

You may contact us by telephone: 01252 543320, by email: adminoffice@stpetersjun.co.uk or by visiting reception.

Class teachers are also available at the school gate at the end of the day.



Q: How will St Peter's support my child?

For children with identified Special Educational Needs, your child's class teacher will work with your child to create an SEN Learning Journey. This journey will include small-step, personalised targets to enable your child to achieve in all areas of the curriculum.

Class teachers at St Peter's adapt lessons and their teaching style to support all learners. Your child may be provided with learning scaffolds and support according to their individual needs. This is known as High Quality Inclusive Teaching.

The SENCo monitors the provision and progress of any child requiring additional support.

If your child's teacher identifies that your child may have additional needs but is not on the SEN register, they will review your child's progress and adapt their provision to meet their needs. They will follow the graduated approach or 'assess – plan – do – review' cycle (see above).

After two cycles of review, if your child continues to require support that is different from or additional to that required by the rest of their class, the class teacher and SENCo will discuss with you whether to place your child on the Special Educational Needs register.

Children may move off the register if they make sufficient progress. We continue to offer these children full support through High Quality Inclusive Teaching. In addition, children removed from the SEN register will remain on a monitoring list to ensure they continue to make good progress and that they are discussed during transitions (moving classes, year groups or schools).

We have a wonderful team of Learning Support Assistants (LSAs) who are trained in delivering a number of educational and pastoral interventions. Your child's class teacher will identify whether your child would benefit from accessing one of these interventions and arrange it accordingly.

Interventions for Foundational skills:

Foundational skills are the essential underlying skills that pupils need in order to access learning, develop independence and make progress across the curriculum.

To support the development of foundational skills, we offer a range of targeted interventions designed to strengthen the core skills that underpin access to learning. These include **Language Link**, **Language for Thinking** and **Word Aware** to develop expressive and receptive language skills; **Talk for Number**, **number bonds** and **calculation** interventions to secure early mathematical understanding; **times tables precision teaching** to develop fluency and rapid recall; and targeted support for **handwriting**, **spelling** and **reading comprehension**.

These interventions are delivered alongside high-quality classroom practice and are carefully selected to address identified needs. By strengthening foundational skills, we aim to reduce barriers to learning, support independence and enable pupils with SEND to make meaningful progress from their individual starting points.

Alongside targeted foundational skills support, we use the **Skills Builder Framework** with all children to develop essential skills such as listening, speaking, problem-solving, creativity, adapting, teamwork and leadership. For children with SEND, these skills are particularly important in supporting communication, emotional regulation, independence and engagement with learning. The framework reinforces positive learning behaviours and social understanding, helping to reduce barriers to learning and enabling children with SEND to participate more confidently and successfully across the curriculum.

Q: How are governors involved and what are their responsibilities?

The SENCo reports to the governors regularly to inform them of children's progress. Confidentiality is maintained at all times. Governors accompany staff on Learning Walks across the school, and support in the monitoring of the SEN Learning Journeys. They may also speak to individuals or groups of children, known as pupil conferencing.

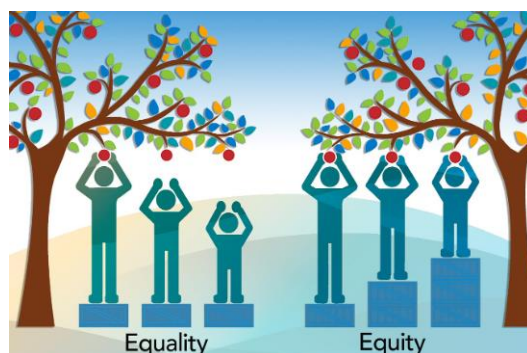
In collaboration with the head teacher, the governors agree priorities for spending within the SEND budget. Governors attend school events, including parent's evenings and celebration of learning events, throughout the school year.

Q: How will St Peter's match / differentiate the curriculum for my child's needs?

We teach every child the whole curriculum as part of normal classroom activities. For children with an SEN Learning Journey, the class teacher's planning will set out ways to provide additional support different to the rest of the class. This is known as adaptive teaching and allows all children access to the full curriculum for their year group. Children with SEN are also supported across all areas of school life, for example when attending school-run clubs or attending trips.

For some children with SEN, it is appropriate for their individual needs to offer an alternative curriculum, such as project time during the afternoon.

St Peter's believes in equity – we aim to provide fairness through seeing our children as individuals and providing support for them dependent on their own needs.



Q: How will I know how my child is doing and how will you help me to support my child?

We offer an open-door policy and you are welcome to make an appointment with your child's class teacher at any time.

Your child's education is a partnership between school and home and we value regular contact and discussions with you. We are happy to suggest ways in which you can support your child at home. If your child has an SEN Learning Journey, this will be reviewed and updated regularly. These Learning Journeys will be shared with you at parent appointments, and you are welcome to see them at any time. It is expected that your child will achieve their targets and renew them on an ongoing basis. Learning Journeys are a celebration of your child's learning and achievements and demonstrate progress that might not be evident through data.

A few children with complex or long-term Special Educational Needs may require an Education Health Care Plan (EHCP). If we believe this is the case, this will be discussed with you and other professionals. When a child has an EHCP, annual formal meetings will take place to review the plan and discuss your child's progress.

Q: How does St Peter's know how well my child is doing?

The school will monitor the progress of your child by a combination of:

- Review of interventions provided and the quality of their delivery
- On-going teacher assessment and moderation
- Pupil progress meetings every half term between SLT and class teachers
- SENCO Surgery meetings between the SENCO and class teachers

- Standardised tests to allow progress to be compared against national and age-related expectations
- Regular target reviews. Where targets have not been met, these may be adapted into smaller steps or a different strategy planned
- Where a child has an EHCP, targets are linked to the plan's outcomes through a personalised EHCP target tracker

Q: What support is there for my child's overall well-being?

We are an inclusive school and welcome and celebrate diversity. We have a caring and understanding team of staff who are committed to enabling each child to live life in all its fullness.

Your child's class teacher has overall responsibility for the pastoral, health and social care of every child in their class, not just those with SEN. If they feel that further support is needed, they will liaise with the SENCo for further advice and all support is provided on the basis of individual needs.

Our continuous review processes, and the review of SEN Learning Journeys, take into account the social and emotional wellbeing of every child. Where there are concerns, the class teacher may refer a child for Emotional Literacy Support (ELSA) or Therapeutic Active Listening Support (TALA). We also offer support through sessions based on Emotional Regulation.

We have access to support from the Mental Health Support Team (MHST) and will support families in making referrals. We may also refer some children to the Transforming Lives for Good (TLG) programme, which provides mentorship by specially trained volunteers.

Our school dog has gold accreditation as a school dog mentor, supported by a trained member of staff. We believe that every school should be a good school for all children, and we strive to ensure that St Peter's provides the very best for all the children in our care.

Our Mental Health and Wellbeing Policy can be found here: [Policies | St Peter's Church of England Aided Junior School](#)

Q: What arrangements does the school have for liaison with Children's Social Care services?

The school works in close partnership with Children's Social Care and can support families to access these services if required. Mr Hugh Hogan-Fleming is the Designated Safeguarding Lead (DSL) and Mrs Diane Martin and Ms Stephanie Charman are the Deputy Designated Safeguarding Leads. (DDSL) They will liaise with Children's Social Care and the Multi Agency Safeguarding Hub (MASH) team as necessary.

Q: What medical support is available at St Peter's?

We will provide any support that is outlined in a child's medical care plan which will be completed when your child joins our school.

We have a policy regarding the administration of medicines which is available from the school office. Please contact the office if your child requires prescription medication during school hours.

The school follows the strict guidance given by Hampshire County Council and outlined in our medical conditions policy, including the prioritisation of staff training to cater for specific needs. Staff are first aid trained and so are able to assist your child if required.

We have an accessible toilet with modified equipment on the ground floor.



We have been accredited as an Asthma Friendly School and staff have received asthma training. Our Asthma Champion is Miss Taylor.

Q: What support is there for behaviour, avoiding exclusion and increasing attendance?

At St Peter's we believe that behaviour is a form of communication. We have a positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and children, including the use of restorative conversations. There is regular communication between school and parents regarding their child's behaviour. In some circumstances, a reduced timetable may be offered in order to support a child's inclusion.

The school's behaviour policy can be viewed on our website. Other support that the school has access to, should they be required, are:

- pastoral and behavioural support plans
- behaviour risk assessments
- setting clear boundaries and targets
- working with the Primary Behaviour Service (PBS)
- working with Educational Psychology
- ongoing staff training and support



Attendance is monitored on a daily basis; lateness and absences are recorded and reported to class teachers and the head teacher. Unexplained absences are followed up by a call home on the first day of the absence. Good attendance and punctuality are encouraged and rewarded. The Inclusion Lead, Mrs Martin, can offer support for parents as necessary and put plans in place to enable good attendance.

Q: How can my child contribute their views?

We value and celebrate the children's views on all aspects of school life.

Children are actively involved in their target setting, and their views are taken into account at all times. This gives a child ownership over their own learning, and enables them to achieve by knowing what they need to do to meet their targets. Children are also able to evaluate their own progress and comment on any support they feel they need.



We have a range of student leader roles, with representatives from each class elected by their peers – these roles include School Council, House Captains' Play Leaders, Service Leaders and Student Librarians. Pupil voice is sought by subject leaders, the Senior Leadership Team (SLT) and our school governors on a regular basis.

If your child has an Education and Health Care Plan (EHCP) or if an application is in process, their views will be sought prior to an application being made and before any annual review or Transition Partnership Agreement (TPA).

Q: What services and expertise are available at or accessed by the school?

St Peter's has professional working relationships with other local infant, junior and secondary schools. We liaise with other schools regularly, and especially at points of transition.

St Peter's works closely with a variety of professional services including: the Primary Behaviour Service, the Educational Psychology team, Speech and Language Therapists, Occupational Therapists, Social Workers, Hampshire Education Advisors, GPs and other health care professionals. Staff can make referrals to some NHS services; however, it is important to note that waiting lists for services are currently extremely long. Parents may prefer to seek information regarding referrals from their GP.

Q: What training have staff had to support children with SEN?

School staff have attended training on a variety of educational and welfare-based topics and regularly receive training and updates on a variety of SEND issues. They also have a wealth of experience in dealing with a range of SEND pupils.

Staff receive in-house training from Educational Psychology, Speech and Language Therapy and Hampshire Advisors. SEN staff meetings and INSET training are provided as required and are matched to meet the current needs of the school. The SENCO and other staff regularly attend training and then share information with all relevant staff. Our SENCO, ELSAs and TALA receive ongoing support and supervision sessions from Hampshire Educational Psychologists.

Our SENCO is fully accredited and has completed the National Award for SENCos.

Q: How will my child be included in activities outside the classroom and on school trips?

We include all children in off-site activities and trips. We discuss trips with parents of children with SEN beforehand where necessary and complete risk assessments in line with local authority guidelines. Depending on the risks identified, we may provide additional support and adapt strategies and activities to meet the needs of the children.

We take advice from the trip venue about its facilities and accessibility, and discuss these and other factors with parents and other school staff.

Q: How accessible is the building for children with mobility difficulties/wheelchair users?

Our beautiful school is based in a Grade 2 listed building over 3 floors. Three classrooms are available on the ground floor. Both the hall and playground are accessible to all. There is level access to the building via the north door.

Adaptations have been made on recommendations from outside agencies to suit individual needs. The use of the building is reviewed each year to ensure full access to all the school's facilities.

Q: How does St Peter's prepare and support my child when joining or when transferring to a new school?

We encourage all new children to visit our school prior to starting. Where this is not possible, class teachers may make contact with new families by telephone.

Children identified by their class teachers or previous schools as requiring additional support with transition are contacted with a social story booklet to read at home with their families.

All children moving year groups at St. Peter's have the opportunity to meet their new teacher and spend some time in their new classroom during the summer term. Personal, social and health education lessons (RHE) are tailored to moving on by reflecting on successes over the previous year and talking about feelings and worries about the new year. Additional support may be provided through bespoke ELSA or TALA sessions.

Moving to secondary school can be a large step for some children. Staff liaise closely with all local secondary schools to ensure a smooth transition. Vulnerable children may have the opportunity to attend additional transition sessions. Our secondary colleagues are invited to St Peter's to meet all children or be part of an EHCP Annual Review or Transition Partnership Agreement meeting. They have the opportunity to meet all our children and answer their questions.

Year 6 spend time reflecting on their years in junior school and share their memories and what they are looking forward to in secondary school. Transition is supported by staff from St Peter's Church in 'It's Your Move' sessions, support from the Mental Health Service Team and the summer term Religious Education unit also focuses on moving on.

Q: What arrangements does the school have for signposting parents/carers to external agencies which can offer support, such as voluntary agencies?

Signposting to voluntary agencies and community projects is available on the school's website.

The Hampshire Local Offer is also a good starting point for additional information:

http://www.hantslocaloffer.info/en/Main_Page

Parents can find further advice from Hampshire Council's 'Support 4 SEND' page, which provides impartial and independent information, advice and support to parents of children with special educational needs (SEN) <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

Independent Parental Special Education Advice (IPSEA): www.ipsea.org.uk

Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire: <https://www.hampshiresendiass.co.uk/>

Family Help: To book onto a course, parents can complete the online booking form: [Hart & Rushmoor - Parent Support Programme Request](#)

Q: What arrangements does the school have for feedback from parents, including compliments and complaints?

Our Governors welcome parent consultations at our Parent's Evening events, which take place twice a year. This provides the opportunity for parents to share any compliments or concerns. As part of this event, parents are also invited to complete a 'proud of you' slip for their child.

Procedures for complaints are outlined in the school's Complaints Policy, which is available via the school office or on the school website.

Celebration of Learning events include family members where possible, and parents are invited to termly 'drop-ins' to view their child's work and learning. Staff are also available on the school gate at the end of the day for informal contact.

