

SEND Information Report and Core Offer

Academic year 2026–2027 | October 2026

SENDCo: Denis Orr-McGuinness, Assistant Headteacher (Inclusion/SENDCo) | Trust Headteacher: Cheryl Heaton

Contact via the school office: 0121 556 0269

Our vision and values

Our Academy is More Than a School - we are a welcoming and nurturing family who love and support one another. Inspired by the Good Samaritan (Luke 10:25–37), we seek to live as people of hope and hospitality. We shine with resilience, strive for excellence, and embody agape—unconditional love—welcoming and enabling all to flourish.

How have you REACHed out today? Resilience, Excellence, Agape, Community and Hope.

Our core offer

St John's is committed to including children with special educational needs and disabilities (SEND) in the life of the academy. Our core offer describes the teaching, reasonable adjustments, pastoral support and additional provision that may be available according to individual need. Support is planned in partnership with children, parents and carers, and relevant professionals.

What is SEND?

Children may have special educational needs when they have a learning difficulty or disability that calls for special educational provision. The four broad areas of need in the SEND Code of Practice are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas help us understand needs; they are not labels used to limit children.

How do we identify children who may need extra help?

- Class teachers assess learning and notice persistent barriers to progress, participation or wellbeing.
- Parents and carers, children, previous settings and other professionals can raise concerns.
- Teachers discuss concerns with the SENDCo and consider classroom adaptations and targeted support.
- Where necessary, the school works with specialist services and reviews evidence over time.
- Slower progress alone does not automatically mean that a child has SEND.

What should I do if I am concerned about my child?

Speak first to your child's class teacher. You can also request a conversation with Denis Orr-McGuinness, the SENDCo, through the school office. We will listen to your concerns, explain the next steps and agree how we will keep in touch.

How will my child be supported?

The class teacher remains responsible for the teaching and progress of every pupil in their class, including pupils with SEND. Teaching is adapted to remove barriers, for example through clear explanations, visual

prompts, practical resources, structured practice, flexible grouping or assistive approaches as appropriate. Some children benefit from additional small-group or individual support alongside their classroom learning.

For pupils requiring SEN support, the school uses the graduated approach: Assess, Plan, Do, Review. The child's needs and starting points are assessed; outcomes and provision are planned; support is delivered; and its impact is reviewed with the child and family. Plans and targets should be specific, meaningful and reviewed regularly.

How do we decide what support is appropriate?

Class teachers and the SENDCo consider assessment information, the child's and family's views, evidence of what has already been tried, and advice from relevant specialists. Provision may include adapted teaching, targeted intervention, additional equipment, changes to the learning environment or adult support. Decisions are based on individual need and are reviewed as needs change.

How do we know whether support is working?

- Teachers assess progress in lessons and against individual outcomes and targets.
- Interventions are evaluated against their intended impact, not simply whether sessions took place.
- Pupil progress meetings help staff identify barriers and agree specific next steps.
- Pupils and families contribute their views about what is helping and what needs to change.
- Provision is adapted when evidence shows that a different approach is needed.

How will parents and carers be involved?

The school aims to maintain regular communication, including discussions at parents' evenings and opportunities for additional meetings when needed. Parents and carers should be involved in setting and reviewing individual outcomes and in decisions about referrals or requests for statutory assessment. Please contact the class teacher or SENDCo if you would like to discuss progress or strategies for home.

How do we listen to children?

Children are encouraged to share their views about their learning, strengths, worries and aspirations in ways appropriate to their age and communication needs. Their views inform targets, reviews, transitions and decisions about support.

What happens if my child has an Education, Health and Care Plan (EHCP)?

The academy works with the local authority, family and relevant professionals to deliver the special educational provision specified in the EHCP. EHCPs are reviewed at least annually, with earlier review where appropriate. Where needs may require statutory assessment, the school can discuss the process with families. The local authority makes decisions about EHC needs assessments and plans.

How is the curriculum made accessible?

Children with SEND are supported to access a broad and ambitious curriculum alongside their peers wherever appropriate. Teachers identify essential learning, anticipate barriers and adapt how content is taught and how pupils demonstrate understanding. Where a pupil needs provision that is additional to or different from that normally available, this is planned and reviewed.

How do we support wellbeing, behaviour and medical needs?

The academy's inclusive Christian ethos underpins pastoral care. Staff work with families to understand individual needs and provide consistent support. Where necessary, individual arrangements may be agreed for emotional regulation, communication, attendance, medical needs or personal care. Medication

and healthcare arrangements are managed in line with the academy's relevant policies and individual healthcare plans where required.

How are trips and wider activities made inclusive?

The academy seeks to enable pupils with SEND to participate in school visits, clubs, events and residential activities. Staff plan reasonable adjustments and assess individual needs and risks in consultation with families so that participation is supported safely and meaningfully.

How accessible is the academy?

The 2025 report described wheelchair access to the main reception and school buildings, and two accessible toilets. These facilities and any current arrangements should be checked against the academy's 2026–27 Accessibility Plan. Families are encouraged to discuss any access needs with the school before a visit or admission.

How do we support transitions?

Staff liaise with families and previous or receiving settings when children join the academy, move between classes or transfer to secondary school. Depending on need, transition support may include additional visits, shared information, meetings with key adults, visual information or a personalised transition plan.

What specialist support can the school seek?

Where appropriate and subject to referral criteria, the academy may work with educational psychology, speech and language therapy, occupational therapy, school nursing, mental health and local authority inclusion services. Families are involved in discussions about referrals and recommendations.

How are SEND resources and provision overseen?

The Trust Headteacher and school leaders are accountable for inclusive provision. The SENDCo coordinates day-to-day SEND arrangements and supports teachers and families. The Regional Hub Lead provides trust-level oversight, and the Combined Local Academy Committee (CLAC) offers support and challenge. The academy reviews the use and impact of available resources according to pupils' needs.

Who can I contact or speak to if I have a concern?

Start with your child's class teacher. If further discussion is needed, contact the SENDCo or Trust Headteacher via the academy office. Formal concerns can be raised through the academy's published complaints procedure. Families may also seek independent SEND information and advice through Sandwell SENDIASS.

Further information and support

- Sandwell SEND Local Offer: <https://www.sandwell.gov.uk/send>
- SEND Code of Practice (0–25 years): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- School SEND Policy, Accessibility Plan, Supporting Pupils with Medical Conditions Policy and Complaints Procedure: see the academy website or request copies from the office.
- Sandwell SENDIASS, local NHS therapy pathways, school nursing and children's mental health services: refer to current service details on the Sandwell Local Offer.

Publication checks before approval

This section is for staff and should be removed from the published report.

- Confirm Denis Orr-McGuinness's SENDCo designation, availability and preferred contact arrangements.
- Confirm the actual frequency and format of SEN support plan reviews, parent meetings and pupil voice.
- Confirm current interventions, specialist referral pathways, and accessibility details.
- Insert working academy policy links, current SENDIASS contact details and the complaints link.
- Check against the academy's 2026–27 SEND policy, Accessibility Plan and actual provision before publication.
- Add approval/review dates and the responsible governance body.