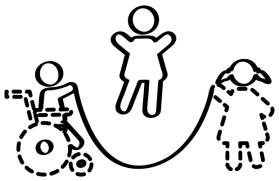
SEND Annual Information Report Autumn 2026

Key Facts and Figures about SEND at St Peter's

Number of pupils on roll	**301**
Number of pupils on the SEN Register (without an EHCP)	**79 (26%)** *(National Average: 14.8%)*
Number of pupils with an EHCP (Educational Health Care Plan)	**9 (3%)** *(National Average: 6%)* **(+1 in Assessment phase)**
Headteacher	Steve Hitchcock (head@sps1.org.uk)
SENDCo	Caroline Walshaw (carolinew@sps1.org.uk)
SEMH Lead	Beverley Cawthera (bcawthera@stpeters-budleigh.devon.sch.uk)
SEND Governor	Helen Tribble (htribble@sps1.org.uk)

Our approach	At St Peter's Primary, our underpinning ethos for all pupils, including those with SEND or Medical needs, is to achieve *outstanding academic progress*, and to nurture pupils who are *happy, spiritual, respectful* and *hard working*. We support and value the abilities of all our pupils and believe that all children should be given the best possible opportunity to reach their potential. We achieve this through having high expectations for our pupils and by teaching them the skills needed to become independent and to feel confident and empowered to manage their individual needs and access all areas of the curriculum. We commit to: ● Providing equal opportunities for all. ● Offering an accessible, adaptable and well equipped learning environment for all. ● A focus on individual needs. ● Using inclusive, high quality teaching strategies. ● Providing an inclusive core offer also known as Ordinarily Available Inclusive Provision. ● Ensuring all teachers receive training and support to effective teachers of SEND. ● Use a team approach to identify needs and support students to reach their potential. ● A continuous cycle of monitoring through our 'Notice and Focus' approach that ensures early identification of need and timely intervention.
Types of SEND we cater for:	We are a mainstream school and we cater for pupils with additional needs under the four primary areas of need: ● Cognition and Learning, including ★ *moderate learning difficulties (MLD),* ★ *learning difficulties (SLD),*



Created by Perlisima Shoeder
from Noun Project

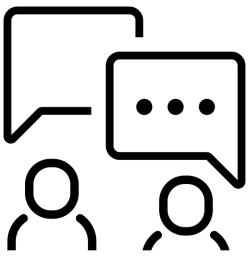
★ *specific learning difficulties (SpLD) such as **dyslexia**, **dyspraxia** and **dyscalculia**.*

● Communication and Interaction, including
- ★ Speech, language and communications needs
  - ○ Articulation difficulties
  - ○ Fluency difficulties
  - ○ Apraxia of Speech
  - ○ Expressive and receptive language difficulties
  - ○ DLD
- ★ Autism

● Social, Emotional and Mental Health, including
- ★ ADHD
- ★ Attachment difficulties
- ★ Anxiety
- ★ Depression
- ★ OCD
- ★ Tourette's Syndrome

● Sensory and/or Physical Needs, including
- ★ Hearing impairment (HI),
- ★ Visual impairment (VI),
- ★ Multi-Sensory Impairment (MSI),
- ★ Physical Disability (PD).

Communication with Parents and Carers



Created by Oksana Latysheva
from Noun Project

Parents and carers are essential partners in our high quality SEND provision.

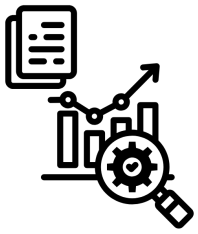
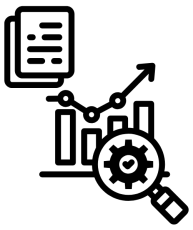
Parents views are sought:
- At dedicated parent/teacher meetings at the beginning of each term.
- When staff raise concerns about their child.
- During annual consultations of this document.
- Through annual parent questionnaires.
- At Annual Review meetings for pupils with EHCPs.
- Parent View https://parentview.ofsted.gov.uk

Parents can express their views by:
- Speaking to the class teacher (this is always the initial point of contact)
- Speaking to the SENDCo
- Emailing admin@sps1.org.uk with queries and the class teacher or SENDCo will get back to you.

At St Peter's C of E Primary School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education and sign a consent form to this effect.

	• Understand procedures and documentation • Make their views known about how their child is educated • Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
Pupil Voice  Created by Kathleen Black from Noun Project	Pupils must be collaborators in their own support so they feel empowered and connected. We use visuals, scales and Comic Strip Conversations to support pupils with communicating their views. Their views are sought through: • Pupil Voice meetings with SLT and the SENDCo • In EHCP Annual Review preparations • Conversations with the class teacher and SENDCo
Identifying need  Created by Nurul Huda from Noun Project	Early identification is a crucial part of effective support for pupils with SEND. We seek to identify pupils with SEND through: • Following our continuous 'Notice and Focus' cycle (Assess, Plan, Do, Review) to closely monitor every child's progress and wellbeing. • Listening to and acting on parental information and concerns. • Information passed to use from previous settings. • Class teacher's observations or pupils and their formative assessment data • Statutory Assessments - ★ EYFS Baseline ★ End of Reception assessments ★ Year 1 Phonics Screening Check ★ Year 4 Multiplication Check • Termly assessments • Diagnostic assessments: ○ York Assessment for Reading Comprehension ○ Sandwell Maths Assessment ○ Black Sheep Press Pupil Language Profile for Expressive and Receptive Language
How we teach pupils with SEND  Created by bsd studio from Noun Project	At St Peter's Primary School, we foster a culture of inclusion, ensuring all learners feel valued. **Ordinarily Available Inclusive Provision (OAIP)** • This includes the practices and strategies that are helpful to all children and are provided using the school's own funds and resources. • The goal of OAIP is to remove common barriers to learning and ensure all students have fair access to the curriculum without feeling singled out or excluded. **Special Educational Needs (SEN) Provision:** • Some children require support that is additional to and different from the standard provision (OAIP). • This is considered special educational provision, and we endeavor to use our best efforts to ensure this support is provided for those who need it.

	• Each class has a team of adults who are equipped to meet the needs of the pupils within the class. Where more specific or specialised intervention is needed, staff are trained and resourced to deliver this. This document maps out the types of provision you might expect to see under our OAIP, group support for pupils with SEN and individual support for pupils with SEN. Provision Mapping Examples
Assessment and Review of Pupil Progress  Created by Kholifah from Noun Project	We use the following measures to ensure pupils are making strong progress: • Ongoing 'Notice and Focus' approach where formative assessment is used to monitor pupils continually, noticing difficulties or barriers early and focusing on removing them quickly to prevent problems developing. • Termly tracking of pupil progress • Pupil progress meetings between teachers and SLT for pupils with SEND & other vulnerabilities. • Observations and follow up meetings • Termly communications with parents (Meet the Teacher, Parents Evening, End of Year Reports) • Dynamic review of provision maps - at least termly or more frequently as needed. • Actively seeking pupil views
Monitoring and Evaluation  Created by Kholifah from Noun Project	We evaluate our provision through: **Whole-School Monitoring:** • The quality of provision for all pupils, including those with SEND, is monitored following the school's assessment and monitoring calendar. • Pupil progress is tracked termly. If a pupil is not making sufficient progress, additional information is sought, and appropriate action is taken. **Individual SEND Review:** • Our 'Notice and Focus' approach (also known as the Assess, Plan, Do, Review cycle) ensures that individual provision for pupils with SEND is reviewed regularly, and at least termly. **Strategic Oversight & Review:** • An annual self-evaluation process informs the strategy, training requirements, and resource allocation for SEND. • The SENDCo is part of the Senior Leadership Team (SLT) and attends weekly meetings to evaluate the strategic direction of SEND. • Termly meetings are held between the SENDCo and the SEND Governor, with the focus of these meetings informed by the annual self-evaluation. The SENDCo also attends the termly Inclusion Governor Meetings.
Expertise	**School-based:** Mrs Walshaw - NPQSENDCo Qualification and Level 3 Safeguarding. Trauma Informed Schools Certificate Mrs Cawthera – holds the NASENCo award and MA in SEND and Level 3 Safeguarding



Created by bsd studio from Noun Project

Mrs Barahona – holds the NASENCo award and MA in SEND

Mr Steve Hitchcock - Relational Practices and expertise in SALT

Mrs Rose -

Mrs Gray - MA SEN, PGD in SpLD, PGC in Autism

Mrs Marshall - Lego Therapy

External Agencies:

As a school, we liaise with and access support from a number of outside agencies which provide more specialised advice and support to ensure that the staff of the school can deliver appropriate and effective interventions and support for children with a variety of SEND.

The agencies which we work with are listed below:

- School Nurses and Community Health Workers
- The School Improvement Partner
- Educational Psychology Service
- Speech and Language Therapy link therapist
- Occupational Therapy and Physiotherapy
- Visual Impairment Support Team
- Teacher of the Deaf - Hearing Impairment Support Team
- Multi-Agency Safeguarding Hub (MASH)
- Heads-Up
- Mental Health Support Team
- YSMART

The Local Offer

A link to the Local Offer can be found here:
https://www.devon.gov.uk/education-and-families/send-local-offer/

Sources of Further Support

Devon Information Advice and Support
01392 383080
https://devonias.org.uk/

School nurse: 0333 234 1903

Family Hubs:
https://www.devon.gov.uk/children-families-education/child-family-support/family-support/family-hubs/

0800 538 5458

Transition Arrangements

We recognise that any form of change can be tricky for some pupils and we work hard to manage these changes carefully to ensure continuity of high-quality support and reassurance for both pupils and families.



Created by bsd studio
from Noun Project

Within School (Class/Staff Change)

- Teachers hold meetings at the end of the academic year to share essential information about your child.
- We ensure that the new classroom and teaching spaces are set up to accommodate your child's needs.
- We make individual transition arrangements for children receiving SEN support to help them adjust.

Starting Primary School (Entry)

- We focus on giving all children, especially those with identified SEND, the best possible start.
- We hold Team Around the Family meetings or visit pre-school settings if your child has already been identified as having SEN.
- We plan for enhanced transition (extra visits or specific activities) as needed, using the gathered information to inform our support plan.

Moving to Secondary School (Exit)

- We have strong partnerships with local secondary schools and work closely with all secondary schools who are receiving one of our pupils.
- We work in partnership with parents and pupils to pass on information about your child's needs to the new school.
- We support enhanced transitions when pupils move on from our school to ensure a smooth change.

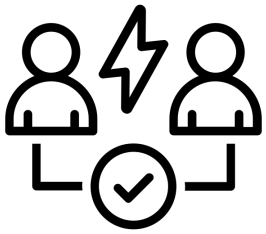
Supporting and improving the social emotional and mental health of pupils with special educational needs



Created by Lewen Design
from Noun Project

At St Peter's we recognise that pupils with SEND are more susceptible to Social, Emotional and Mental Health challenges. To help support pupils, we:

- Adopt a relational approach where staff remain curious about behaviour, understanding that behaviour is a form of communication that often indicates an underlying, unmet need.
- Ensure all staff (not just the SENCo) have an understanding of different types of SEND, the potential link between SEND and SEMH, and how to adapt teaching and the environment to support cognitive and sensory differences.
- Be alert to the early signs of escalating risk to mental health and mobilise protective factors. Ensure safeguarding and child protection policies account for the additional vulnerabilities of pupils with SEND.
- Establish clear, predictable, and consistent routines and expectations across the school to reduce anxiety and create a safe environment.
- Incorporate activities like daily check-ins and movement breaks to support regulation.
- Teach pupils to identify their own triggers and escalating levels of arousal.
- Use clear communication - short, clear, and concise instructions and visual aids.
- Ask pupils to repeat instructions to confirm understanding and give them time to process information.
- Give pupils ownership, control, choices, and decision-making powers where appropriate to promote responsibility and self-esteem.
- Encourage and provide opportunities for pupil voice.
- Implement evidence-based interventions for groups or individuals (adapting these to meet neurodiverse needs), such as:
    - Emotion coaching or a referral to Mrs Cawthera
    - Mindfulness approaches to develop self-regulation and resilience.

	○ Language for Emotions and Behaviour, The Interoceptive Curriculum approach, Think Good, Feel Good ● Work closely with parents/carers to track behaviour patterns and co-produce individual support and provision. ● For complex needs, seek external advice from health, social care, and education outreach services. ● Provide accessible extra support through pastoral care, school counselling, school nurses, or referral to community-based support.
Our Complaints and Resolution Process  Created by Adrien Coquet from Noun Project	As a relational school, we prioritise building trusting relationships between our staff and parents. If you have a concern or feel something isn't quite right, we ask that you follow this process. 1. In the first instance, please speak directly to your child's class teacher. 2. If the matter isn't resolved at this level, it should then be discussed with the SENDCo. 3. Should further input be needed after that, a meeting can be arranged involving both the SENDCo and the Head Teacher. 4. On the rare occasion that a resolution is still not achieved, the concern must then be addressed by following the school's formal complaints policy on the Policies page of our website: https://st-peters-school.org.uk/key-information/policies/
How the Governing Board is involved	● The SEND Governor meets with the SENDCo on a termly basis to provide support and challenge. ● The Governing Board monitors the continual improvement of SEND provision, ensuring high expectations for all pupils.