



SEND

Information Report

2026-2027 | A guide for St Peter's families

Every child is made in the image and likeness of God.



At St Peter's, every child belongs,
is valued and is encouraged to flourish.



OUR ST PETER'S PROMISE



WE KNOW
every child



WE LISTEN
to every child



WE SUPPORT
every child



WE INCLUDE
every child



We work with you and your child to understand their
strengths, remove barriers and plan support that makes a
difference.

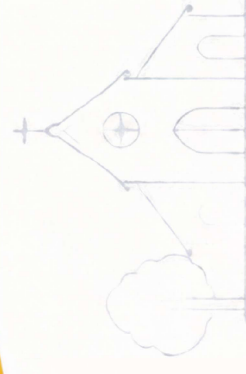
Service • Tolerance • Peace • Endurance • Truth • Enjoyment • Respect



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Every child is different

What SEND can mean at St Peter's

We look at the whole child: what they enjoy,
what is difficult and what helps them take part.



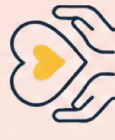
Communication & interaction

Speech, language, communication
and social interaction.



Cognition & learning

Learning, memory, reading, writing
and maths.



Social, emotional & mental health

Wellbeing, relationships, attention
and regulation.



Sensory & physical

Hearing, vision, sensory
and physical access.



A diagnosis is not needed for SEN Support.

Slow progress, low attainment, English as an additional language or
behaviour alone do not subliminally mean a child has SEN. We
consider the barriers and support needed.



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I'm worried about my child

**Start with a conversation.
We will listen and agree next steps.**

- 1 TALK**
Share your concern with the class teacher.
- 2 LISTEN**
We listen to you and your child.
- 3 EXPLORE**
We look at strengths, needs and evidence.
- 4 PLAN**
We agree outcomes and support.
- 5 SUPPORT**
The agreed support is put in place.
- 6 REVIEW**
We check what is working and decide what next.

Class teacher first

SENCO: senco@stpeterc.bham.sch.uk

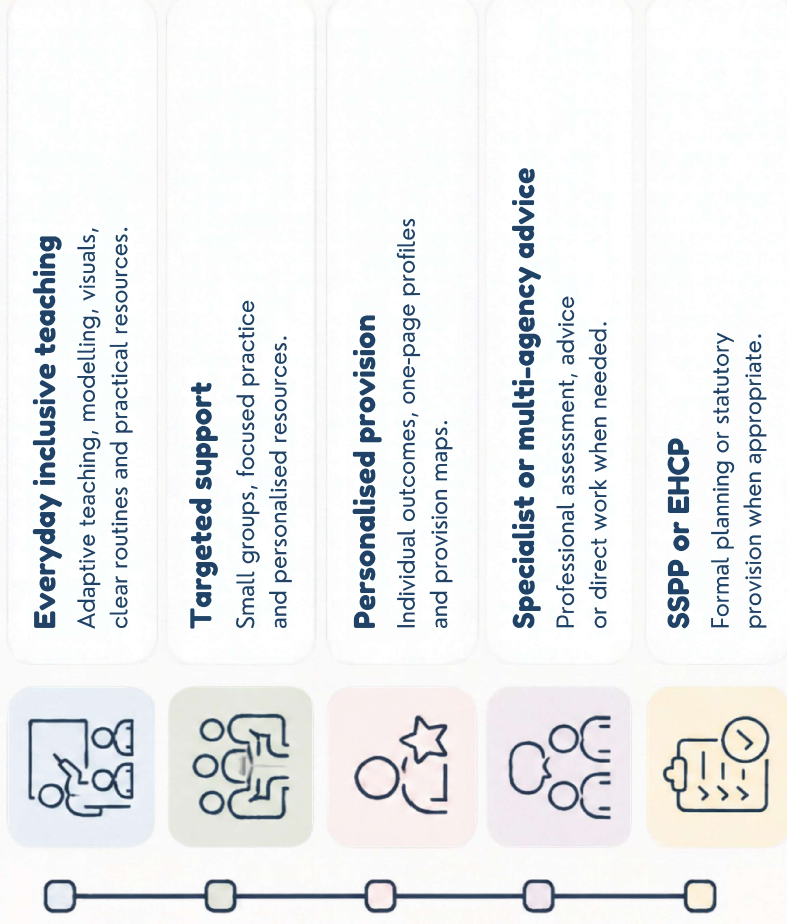
Arrange a private meeting through the office



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This is not a rigid ladder. Children may use different kinds of support at different times. The class teacher remains responsible for your child's progress.



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Assess Plan Do Review

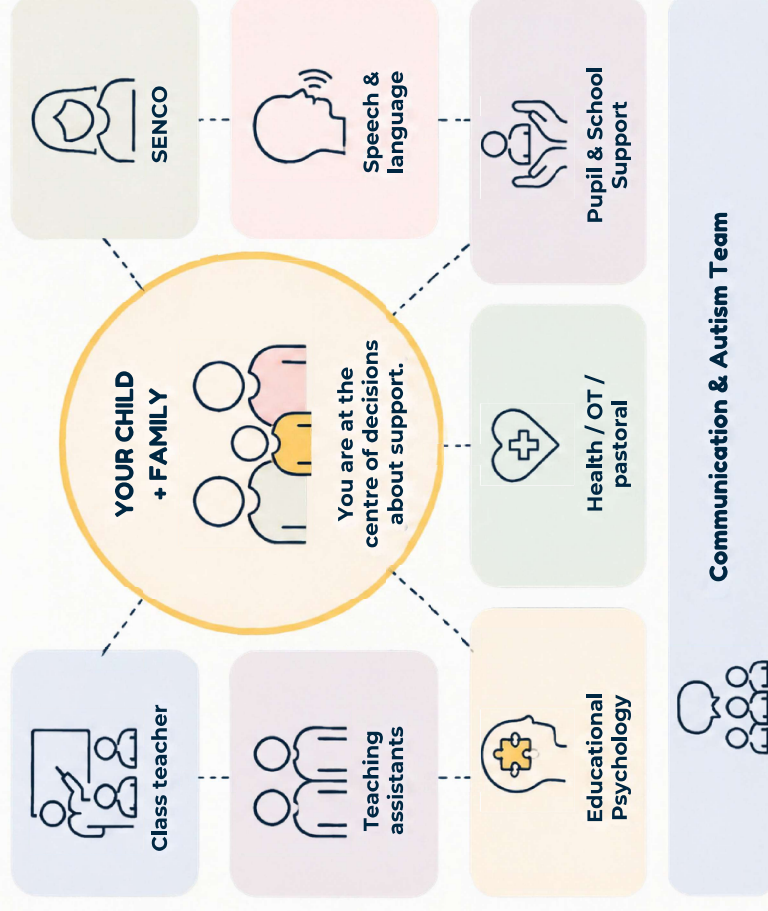
Our graduated approach helps us check that support works.



We use assessment, observations, work, pupil and parent views, and intervention information when relevant. Reviews focus on meaningful change for your child.

The team around your child

The people involved depend on your child's individual needs.



SENSCO: Miss Ashley Luff, Vice Principal

The SENCO coordinates provision with families, staff and professionals. Staff training responds to pupils' needs.



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What could help in school?

These are examples. The right support depends on your child.

	Visual support	Visual timetable, now & next, prompts.
	Communication	Language support and speech work.
	Learning	Phonics, learning interventions, adapted resources.
	Regulation	Movement breaks, sensory resources, calm spaces.
	Independence	Small steps, processing time, organisation.
	Social understanding	Social stories, supported play, friendships.
	Access	Seating, larger print, technology, specialist aids.
	Individual planning	Clear outcomes, one-page profile, SSSP/EHCP.



The right support is the support that makes a difference.



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Belonging at St Peter's

Being included is part of learning, friendship and faith.

Every child belongs.

We listen to children and families and plan reasonable adjustments so everyone can take part.



Pupil voice

Conversations, drawing, surveys and one-page profiles.



Family voice

Parents and carers help shape outcomes and reviews.



School life

Clubs, trips, resonials, sport and performances.



Faith & leadership

Mass, prayer, assemblies and pupil leadership.



OUR VALUES SHAPE HOW WE INCLUDE

Service • Tolerance • Peace • Endurance • Truth • Enjoyment • Respect



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Moving on with confidence

Transitions are planned around your child.



Starting at St Peter's

Family and previous setting share what helps.



Moving class

Meet adults, use photos, visits and a transition book.



Moving year group

Share strategies, provision, targets and profiles.



Moving to secondary

Liaison with the new SENCO, extra visits and organisation practice.



SEND Support Provision Plan (SSPP)

An SSPP brings together needs, outcomes and provision, especially when needs are complex or several services are involved. We review it through the graduated approach.



Education, Health and Care Plan (EHCP)

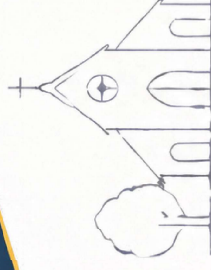
Parents/carers or the school can ask Birmingham City Council to consider an EHCNA needs assessment if provision beyond SEN Support may be needed. An issued EHCP sets out needs, outcomes and required provision and is reviewed at least annually.



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Help, advice and concerns

We want it to be easy to know who to contact.



Class teacher

First contact for day-to-day questions and concerns.



SENCO

Miss Ashleigh Luff,
Vice Principal

✉ senco@stpeterc.bham.sch.uk



School office

✉ enquiry@stpeterc.bham.sch.uk

☎ 0121 464 6921



Birmingham Local Offer

Information and services for children and young people with SEND.



SENDIASS

Independent SEND information, advice and support for families.



Concerns / complaints

Speak with the teacher, then the Senco. The school Complaints Policy explains the formal route.



Read alongside the SEND Policy, Accessibility Plan and Complaints Policy.



Reviewed annually and updated when information changes. Contact us if you need this report in another format.