SS Peter & Paul
CATHOLIC PRIMARY SCHOOL

SEN Information Report

2026–27

Approved by	**Full Governing Body**
Date approved	**October 2024**
Last reviewed on	**October 2026**
Next review due by	**September 2027 (the report must be updated every year)**
Policy lead	**Mrs Pushpa Bimson, Assistant Headteacher (Pastoral and Inclusion) and SENCO**
Version	**2.0 (supersedes the 2024–25 report)**

‘Learning Together, Achieving Together in Christ’

Version control

Version	Date	Summary of changes	Approved
1.0	October 2024	SEN Information Report 2024–25, in a question-and-answer format for parents.	FGB
2.0	October 2026	Moved to the school policy template and updated for 2026–27 (the 2025–26 annual update had not been made). Added the information required by Schedule 1 of the SEND Regulations 2014 that was missing: kinds of SEN provided for, how the school evaluates provision, support for looked-after children with SEN, involvement of health and social care, complaints, and the Equality Act information on disabled pupils. Corrected inconsistent role titles (Inclusion Manager / SENCO), an incorrect email address, "Local Education Authority", and the statement that all parent volunteers need a DBS check.	**22.10.2026**

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1. About This Report

Every maintained school must publish information about how it supports pupils with special educational needs and disabilities (SEND) and update it every year. This report explains, in a question-and-answer format, what SS Peter & Paul Catholic Primary School offers. It should be read with the school's SEND Policy, Accessibility Plan and Supporting Pupils with Medical Conditions Policy, all available on the school website, and with the Merton Local Offer.

1.1 Key contacts

SENCO	Mrs Pushpa Bimson, Assistant Headteacher (Pastoral and Inclusion). National Award for SEN Co-ordination. pushpa.bimson@sspp.merton.sch.uk
Headteacher	Mrs Vanessa Atkinson-Aransiola, office@sspp.merton.sch.uk
SEND governor	Mr Nicholas Hurst
School office	020 8648 1459, office@sspp.merton.sch.uk
Merton SEND Information, Advice and Support Service (MIASS)	Fran Turko (MIASS Manager)/Shazia Khan (MIASS Adviser)/Kate Potter (MIASS Support Officer) 0208 543 8854, miass@merton.gov.uk

2. Which Kinds of SEN Does the School Provide For?

SS Peter & Paul is a mainstream Catholic primary school. We welcome and provide for children with a wide range of needs across the four areas described in the SEND Code of Practice:

- **communication and interaction**, including speech, language and communication needs and autism;
- **cognition and learning**, including moderate learning difficulties and specific learning difficulties such as dyslexia;
- **social, emotional and mental health**, including anxiety, attachment difficulties and ADHD;
- **sensory and/or physical needs**, including hearing and visual impairment and physical disabilities.

We make the reasonable adjustments and special educational provision each child needs. Where a child has an EHC plan, the provision is set out in the plan.

3. How Does the School Know If a Child Needs Extra Help?

Children are identified as having SEN in a variety of ways, including:

- liaison with previous early years providers or schools;
- liaison with early years inclusion services, such as the Merton Early Years Inclusion Team and NHS speech and language therapy;
- concerns raised by parents;
- careful observation and tracking of progress through each key stage;

- a child working below age-related expectations;
- concerns raised by a teacher, for example where behaviour or self-esteem is affecting learning;
- liaison with external agencies, such as speech and language therapy or occupational therapy;
- a diagnosis from a paediatrician or other health professional;
- assessments carried out in school.

4. What Should I Do If I Think My Child May Have SEN?

Talk to us. First contact your child's class teacher or the SENCO. We value positive, open and honest relationships with parents.

- If your child is identified as having SEN, additional provision is made based on their individual needs, and an appropriate programme of support is put in place.
- The impact of this support is monitored carefully. If your child does not make measurable progress, the school seeks advice from outside agencies.
- Where needs are more complex, and outside agencies advise it, we work closely with you to request an education, health and care (EHC) needs assessment from the local authority.
- If an EHC plan is issued, it sets out the provision your child must receive, and the local authority provides additional funding where needed.

5. How Will the School Support My Child?

- The SENCO oversees the support and progress of every child who needs additional help.
- The class teacher plans for, teaches and works with every child with SEND in their class, so that progress is made in every area.
- A teaching assistant may work with your child individually or in a group, where the class teacher sees this as necessary. The frequency of sessions is explained to you when support starts.
- If your child is on the SEN register, the class teacher meets you each term to discuss their needs, support and progress, and the SENCO is available to discuss support in more detail.
- Every child identified as having SEN has an SEN Support Plan (SSP).

Support is organised in three waves:

- **Wave 1:** high-quality teaching adapted to the needs of the whole class, including pupils with SEN.
- **Wave 2:** specific, evidence-based interventions for groups of pupils.
- **Wave 3:** individual support, including targets and programmes set by outside agencies.

6. How Will the Curriculum Be Matched to My Child's Needs?

Class teachers adapt teaching so that every child can access learning according to their needs. This may mean different tasks or levels of support within a lesson, or individual adaptations.

- Class teachers, teaching assistants and the SENCO, supported by outside agencies, plan and deliver intervention programmes.
- Specialist equipment is used in the classroom under the supervision of the class teacher, SENCO or teaching assistant, and monitored by outside professionals where needed.
- The class teacher plans any additional support with their teaching assistant. All interventions are reviewed and monitored by the SENCO.
- Reasonable adjustments are made to the learning environment, for example seating, visual timetables, quiet spaces and access arrangements for statutory assessments.

7. How Will I Know How Well My Child Is Doing?

We have an open-door approach: you are welcome to make an appointment with the class teacher or SENCO at any time to discuss how your child is getting on, and we can suggest practical ways to help at home.

- We aim to keep in regular contact, especially if your child has complex needs.
- For some children we use a home-school book so that comments can be shared between home and school.
- If your child is on the SEN register, their SSP sets individual or group targets, which are discussed with you each term. You receive a copy. Targets are SMART (specific, measurable, achievable, realistic and time-bound).
- If your child has an EHC plan, an annual review meeting is also held to discuss progress, and a report is sent to the local authority.

8. How Does the School Assess and Review Progress?

- Class teachers monitor the progress of all pupils and report to the senior leadership team, so that we can quickly identify a child who is not making expected progress in learning or socially and emotionally. Screening assessments and/or additional support are then put in place.
- Parents are always told first if the school is putting additional support in place.
- If you have concerns about your child's progress, please meet the class teacher first, who will involve the SENCO as needed.
- Parents' evenings are held in the autumn and spring terms, and an annual report is sent home in the summer term. Parents of children with SEN are also invited to SSP meetings in each term.
- SSPs are reviewed and new targets set every October, February and June. Progress against each target is recorded. If a target has not been met, we discuss why, and may break it into smaller steps or try a different approach.

9. How Will Parents and Children Be Involved?

9.1 Parents

- There are termly opportunities to discuss your child's SSP. You are asked to complete a short questionnaire before the meeting, setting out any concerns and your hopes for your child.
- Your views are central to the SSP meeting, and form an essential part of the plan.
- The school runs workshops to help parents support learning at home, from the early years through to Key Stage 2.
- The school has an active PTFA, which organises events and supports the school.

9.2 Children

- Children with an SSP complete a questionnaire, with adult support, before each review.
- Children attend review meetings where this is appropriate, and their views are always sought.

10. How Will the School Support My Child's Overall Wellbeing?

- The school has trained Emotional Literacy Support Assistants (ELSAs), who support children with social, emotional and mental health needs through one-to-one or small-group programmes, and review progress with parents at the end of each programme. This support is linked to the school's educational psychology service.
- The school has a designated Merton Educational Wellbeing Practitioner link who is available to provide advice, guidance and consultation to school staff and parents. This supports the early identification of children's emotional wellbeing needs, including anxiety, low self-esteem, family difficulties and bereavement, and helps families access appropriate support and interventions where required.
- The school's family support worker supports vulnerable families.
- The SENCO is also the school's Senior Mental Health Lead.
- Bullying of any kind is not tolerated (see the Anti-Bullying Policy).

10.1 Medical and personal care needs

- The school has trained first aiders across teaching, support and office staff.
- The school nurse works with parents to create individual healthcare plans for children with specific health needs. These are reviewed at least annually, or sooner if needs change.
- All staff who work with the child, including midday supervisors, are trained in their individual health needs.
- From September 2026 the school follows the statutory guidance on allergy safety, including holding spare adrenaline auto-injectors and training all staff who work with pupils.

11. What Specialist Services and Expertise Are Available?

The school buys in or works with the following services:

- Merton Educational Psychology Service
- Merton SEND Support and Inclusion Service (Language, Behaviour and Learning team)
- Merton Autism Outreach Service (MAOS)
- NHS Speech and Language Therapy (SALT)
- NHS Occupational Therapy (OT)
- the NHS school nursing service
- hearing impairment and visual impairment services
- CAMHS and the Mental Health Support Team.

12. What Training Do Staff Have?

- The SENCO holds the National Award for SEN Co-ordination.
- All teachers and teaching assistants receive in-house training on supporting children with SEN, and the school accesses training from the Merton SEND Support and Inclusion Service, the educational psychology service, speech and language therapy and MAOS.
- Support staff are trained to deliver interventions across the four areas of SEND.
- An ELKLAN-trained teaching assistant supports children with speech, language and communication needs.
- Training needs identified through monitoring are addressed through whole-school, group or individual training.
- Staff receive regular training from educational psychologists, occupational therapists and speech and language therapists as part of EHC plan provision.

13. How Will My Child Be Included in Activities Outside the Classroom?

- All children are included in every part of the school curriculum, including school trips, and we provide the support needed to make this successful.
- A risk assessment is carried out before every off-site activity. Reasonable adjustments are made so that pupils with SEND and disabilities can take part. In the unlikely event that an activity is unsafe for a child even with adjustments, an alternative activity covering the same learning is provided, in discussion with parents.

14. How Accessible Is the School?

- Most of the school is on one level, with ramps at specified fire exits. Some areas of the original building are not fully wheelchair accessible. Year 6 classrooms and the staffroom are on the first floor, and the school will relocate a class to the ground floor if needed.
- There are two accessible toilets.
- Staff who speak a range of languages support families where English is not the first language.
- The school seeks advice from the hearing and visual impairment services to improve the auditory and visual environment.
- The school applies to the local authority for funding for more expensive equipment for children with EHC plans.

The school's **Accessibility Plan** sets out how we are improving access to the curriculum, the physical environment and information for disabled pupils.

14.1 Admission of disabled pupils

Disabled pupils, and pupils with SEN, are admitted on the same basis as all other pupils under the school's Admissions Policy. The school does not treat disabled pupils less favourably and makes reasonable adjustments, including providing auxiliary aids and services, so that they are not at a substantial disadvantage. A child whose EHC plan names the school is admitted.

15. How Will the School Support Transitions?

- New children are encouraged to visit the school before starting, to meet their class teacher and see the school.
- For children with SEND, further visits are arranged, and the SENCO or class teacher may visit the child in their current setting. Transition booklets can be provided.
- Transition booklets are used for children moving between classes, and social stories are used to prepare children for changes.
- When children move to secondary or specialist education, we liaise closely with the new school, arrange visits (accompanied by school staff where possible), and the SENCO gives a detailed handover to the new school's staff.
- We make sure all relevant records are passed on and all needs are discussed and understood when children join or leave.

16. How Are Resources Allocated?

- The Headteacher, supported by the senior leadership team and governors, oversees the SEN budget.
- Additional funding is used to support the needs of children with SEN.
- If funding for a child with an EHC plan is not adequate, the school can ask the local authority to review it.
- The type and amount of support is based on each child's individual needs, decided by the class teacher with the SENCO and senior leadership team. Parents are kept fully informed at SSP meetings, and the SENCO reviews the impact of all support termly.

17. How Does the School Evaluate Its SEND Provision?

- The SENCO and senior leadership team review the impact of every intervention termly, using pupils' progress against their SSP targets and wider assessment information.
- The views of pupils and parents are gathered through SSP reviews and questionnaires.
- The SENCO reports to the Governing Body on SEND provision and outcomes, and meets the SEND governor regularly.
- The SEND Policy and this report are reviewed every year.

18. Looked-After Children with SEN

The SENCO is also the Designated Teacher for looked-after and previously looked-after children, so the two roles work together. For a looked-after child with SEN, the SSP or EHC plan is co-ordinated with the child's personal education plan (PEP), and the school works with the child's social worker and the Merton Virtual School.

19. Working with Health, Social Care and Other Bodies

The school works with health services, children's social care, the local authority, the Merton Virtual School, the Education Welfare Service, Portage, the young carers service and voluntary organisations to meet pupils' needs and support their families. Parental consent is sought before an outside agency is involved, except where safeguarding requires otherwise.

20. How Can I Be Involved in the School More Generally?

- The school has a successful PTFA, which organises events throughout the year.
- Parent volunteers support classes, the school library and trips. Volunteers who work regularly with children have the DBS checks required by law. Since 1 September 2026 this includes volunteers who help in class on more than three days in any 30-day period, even when supervised.

21. What If I Am Unhappy With the Support for My Child?

Please talk to us first:

1. speak to the class teacher;
2. speak to the SENCO or phase leader;
3. speak to the Headteacher.

If your concern is not resolved, you can use the school's Complaints Procedure, available on the website. You can get impartial advice from MIASS at any stage. You can appeal to the First-tier Tribunal (Special Educational Needs and Disability) about local authority decisions on EHC needs

assessments and plans, and you can bring a claim of disability discrimination against the school to the same tribunal.

22. Who Can I Contact for Further Information?

- Current parents: your first point of contact is the class teacher, through the year group email or the school office.
- If the issue is SEN-related: the SENCO, Mrs Pushpa Bimson (pushpa.bimson@sspp.merton.sch.uk or through the school office).
- Phase leaders and the Headteacher can be contacted through the school office (office@sspp.merton.sch.uk).
- Prospective parents: the school office can arrange an appointment. The school holds regular tours each term; please see the website for dates.

23. Thinking About Whether This Is the Right School for Your Child

- SS Peter & Paul is a Catholic school. Please read the school's Admissions Policy, which explains how places are allocated and what evidence is needed.
- Admissions are co-ordinated with the London Borough of Merton.
- MIASS can give impartial advice about choosing a school for a child with SEND.