



SEND Information Report 2025 - 2026

Executive Headteacher	Mr Dean Hudd
SENDCo	Mrs Amie Nicholson (St John's Mead) and Mrs Heidi Britton (Horton)
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Sodbury Vale Federation aims to provide a Christian setting in which all our children can grow in an atmosphere of love, support and understanding.

Our schools affirm our commitment to valuing the individuality of all of our children. We give all of our children every opportunity to achieve by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We ensure that our schools promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

This Federation believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In our Federation, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, talents and personal qualities.

St John's Mead - Valuing Effort, Valuing Others, Valuing Self

Our vision at St John's Mead is that every child should grow in wisdom, knowledge and skills so that they may flourish as unique human beings created in God's likeness, knowing that they are loved and valued with the potential to make a difference in the world.

Horton – Loving, learning and flourishing together

Our vision at Horton Church of England Primary School is that everyone knows that they are loved by God and learns all that they need to flourish, contributing to the good of others in the school community and the wider world. Happy children is at the heart of all we do. By promoting respect, fostering resilience and encouraging independence, our children can reach their full potential and be fully equipped to take on life's challenges knowing they are loved and valued.

How does the school identify and assess children with additional needs?

The Code of Practice updated September 2024 defines SEND as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *Have a significantly greater difficulty in learning than the majority of others of the same age: or*

- *Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions”*

Sodbury Vale Federation schools have a graduated response to identifying SEND. The majority of children within the school will have their needs met with high quality inclusive teaching and appropriate adaptation. Children who do not respond to high quality inclusive teaching will follow the graduated response to SEND at St John’s Mead and Horton Primary schools.



Monitoring progress is an important aspect of the work we do at Sodbury Vale Federation. We follow the ‘assess, plan, do and review model’ which involves parents/carers, pupils, staff and outside agencies at every step to ensure collaborative working.

Children identified with SEND will have a Support Plan (SP) which is reviewed three times a year. It is vital that parents/carers, children, professionals and staff are regularly consulted so that all views are heard and included in the plan. If your child has an Education, Health, Care Plan (EHCP) the same regular meetings will take place and then the EHCP will be formally reviewed annually.

What types of SEND does the school support?

All teachers are teachers of all children. We work with children with many different types of special educational need.

Special educational needs are defined into four categories:

- **Cognition and Learning** - Children with cognition and learning difficulties may learn at a slower pace. Some children will need support with certain aspects of learning such as spelling or reading whilst others have complex learning difficulties including specific learning difficulties, moderate learning difficulties, severe learning difficulties profound and multiple learning difficulties as well as a physical disability or sensory impairment.
- **Communication and Interaction** - Children with speech, language and communication needs have difficulty in communicating with others. This may be due to difficulties with speaking, understanding or communicating as well as social interaction including Autism.
- **Social, Emotional and Mental Health** - Children may experience a wide range of social, emotional and mental health difficulties. These can show themselves in many ways. We work with children who are withdrawn, find it difficult to access learning, have suffered trauma or have difficulty displaying disruptive and or disturbing behaviours. Some children have diagnosed disorders such as ADD, ADHD or attachment disorder.
- **Sensory and/or Physical Needs** - Some children have disabilities which prevent them from accessing the educational facilities provided. Most of these children require specialist support and equipment to



access the opportunities available to their peers. This includes visual impairment, hearing impairment, Multi-sensory impairment or Physical disability.

What is Sodbury Vale Federation's approach to teaching children with SEND and how is the curriculum and learning environment adapted?

We value all our children as individuals and show commitment in offering an inclusive learning environment which ensures all children achieve their potential. In class, staff are continually adapting and personalising learning to meet the needs of children with SEND. This could be additional adult support, additional adaptation, pre-teaching before starting lessons/new topics, visual resources (visual timetable, visuals of expectations), vocabulary cards, tangible maths resources, positive rewards systems and sensory breaks are just a small sample of how learning can be adapted.

As well as adaptation of learning in the classroom there are a range of interventions and support that can be given to the children to allow them to make progress within their learning.

It is the SENDCo's responsibility to monitor the effectiveness of the interventions that are provided at St John's Mead and Horton Primary schools, on a yearly basis, so that we only use ones that actually contribute to children's progress and attainment.

Sodbury Vale Federation work hard to ensure all children are able to access all aspects of the curriculum and the school environment. All children have access to a broad and balanced curriculum which is adapted to be inclusive of the needs of individuals and focusing on their preferred learning styles. All children are fully included in all areas of the curriculum including school trips (including residential visits), plays and school clubs regardless of their SEND. Reasonable adjustments are made to ensure that all children benefit from the same opportunities. Teaching staff are also supported by the SENDCo to develop appropriate provision, carry out individualised risk assessments and make necessary adaptations.

What training and expertise is available to support children with SEND, and how is specialist expertise secured?

Sodbury Vale Federation schools may also refer individuals to Community and Specialist Paediatricians, School Nursing Team, Specialist Nurses, Speech and Language, Social Care, Inclusion Support, Behavioural Support, Occupational Therapy, Educational Psychology, Physiotherapy, Sensory Support Services (Hearing and Vision), 0-25 Team, Child and Adolescent Mental Health Services and Early Years Advisory Teachers.

As well as accessing support from the wider community Sodbury Vale Federation is committed to keeping staff updated with relevant training and up to date information. Staff have regular training opportunities as part of staff meetings, support staff meetings and INSET days.

How will children and parents/carers with additional needs be consulted about and involved in their education?

Sodbury Vale Federation schools believe it is important to work together closely with parents and carers. You, the parents/carers, are the experts of your children and so it is important that you and the children are fully



involved. We will regularly meet with you to discuss the progress your child is making, celebrating the success and achievements, listening to any worries or concerns, and deciding together the support that your child needs both at school and at home. We will work together to create a Support Plan (SP) and Pupil/One Page Profile so all staff within the school are aware of strategies/interventions that support your child. The way a child's views are gathered will be adapted depending on their age and needs.

How will equipment and facilities to support children and young people with SEND be secured?

A proportion of our school budget is designated to support children with additional needs. The budget allows us to provide specialist equipment, make adaptations and provide additional support such as Learning Support Assistants, Pupil Mentors and Parent link worker.

Some children will be identified as having significantly higher additional needs and will require other resources such as equipment or adult support. To meet these children's needs we will apply for an EHCP needs assessment. A team of professionals will look at the needs of your child and decide what provision needs to be in place and whether extra funding is required.

What support is there available for improving emotional and social development of children?

At Sodbury Vale Federation we want children to make progress socially, physically and emotionally. Happy children have confidence and are more likely to join in. Promoting positive social, emotional and mental health is at the centre of all that we do and our curriculum reflects this.

The PSHE scheme of work (JIGSAW) is delivered in class across the school. The lessons address topics such as bullying, differences and wellbeing.

Our interventions provide support for children to grow in all of these areas and may involve resilience training, self-esteem training and social skills.

Sodbury Vale Federation have pupil mentors and parent link workers, Mrs Natalie Goddard (St John's Mead) and Mrs Carrie Humphries (Horton) to support the emotional and social development of the children and providing a 'safe space' for children to go to if they have worries or concerns.

What are the arrangements for supporting pupils moving between phases of education?

Sodbury Vale Federation invites new families to visit St John's Mead or Horton schools prior to starting. Before children enter into Reception, home visits are offered and class teachers liaise with the previous settings as well as taking part in transition meetings run by the Early Years team in South Gloucestershire. This allows staff to have a deeper understanding of the child's strengths and areas of needs. Previous records are transferred to us and shared with all relevant staff in preparation for the child's start. Each school will also plan a personalised transition programme which may include additional visits, adjusted timings of the day to support the positive transition into school.



Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents/carers, pupils and staff to ensure these transitions run as smoothly as possible.

Planning for transitions with the school will take place in the Summer Term; arrangements for transition to Secondary School for pupil with SEND will be planned according to individual need. Sodbury Vale Federation contact and liaise with professionals from other settings. We encourage staff from the new setting to come and meet the children and prepare them for the transition days at the new school. We support children with transitions between settings by arranging extra visits and discussions with parents about phased entry.

What are the arrangements for the admission of disabled pupils and the facilities that are provided to help disabled pupils access the school?

The admission of disabled pupils has the same process as non-disabled pupils. During this process, it is St John's Mead and Horton's responsibility to see if further considerations are needed in light of needs and accessibility.

St John's Mead school is situated on one floor, is accessible by wheelchair and has 2 accessible toilets.

Horton School is situated on Horton Hill; some areas of access to the school is steep through the main and side gates. The playground is steep. There are a few steps leading into the building via the school office. The school is mostly one level with three classrooms of which two are adjacent via the side entrance. The third classroom is accessed either via the office on one level or via steps (4 steps) and a corridor. The staff room and resources room are on the upper floor, which are not for pupil access.

Sodbury Vale Federation is committed to inclusion and to work hard to resolve any issues. We recommend that parents/carers visit our schools to see if we would be able to meet a child's specific needs. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils including those categorised as having a disability or Special Educational Needs. All staff will organise resources within the school to support access to the learning and encourage participation of all pupils.

We seek advice from Occupational Therapy and Physiotherapy for additional resources, access and safety for all.

Staff within Sodbury Vale Federation are given appropriate training when pupils transition that have a particular need. Adaptations are made to the curriculum to accommodate the physical needs of pupils.

Complaints

Positive home school relationships often mean that concerns or complaints can usually be dealt with between parents, carers and school staff.

However, when a more formal complaint is made this needs to be in accordance with the Sodbury Vale Federation complaints policy which can be found on St John's Mead and Horton's websites.

Link to South Glos LIFE SEND Local Offer website



The South Gloucestershire Council's Local Offer can be found at www.southglos.gov.uk/localoffe

Look at the SEND policies on St John's Mead and Horton's website

South Glos Parents and Carers - [South Glos Parent Carers - Supporting Families Since 2009](#)

SENDIAS - [Home - SEND and You](#)

IPSEA (Independent Parental Special Education Advice) - [\(IPSEA\) Independent Provider of Special Education Advice](#)

Policies

All our key policies are available on St John's Mead and Horton's websites.

[Policies | St John's Mead Church of England Primary School](#)

[Policies | Horton CE VA Primary School](#)

If you would like a policy in a different format or would like a printed copy, please contact the school offices

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Horton CofE VA Primary school - enquiries@hortonprimary.org.uk 01454 318834