



St Peter's Droitwich C of E Academy Special Educational Needs (SEN) Information Report

March 2026

An extraordinary education for every pupil





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Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2015) to publish a Special Educational Needs (SEN) Information Report.

The purpose of the SEN Information Report is to provide information to our current and prospective families, the Local Authority and Government agencies.

The SEN Information Report provides details about how St Peter's Droitwich C of E Academy implements The Rivers C. of E. Academy Trust's SEND Policy.

This report will be updated at least annually and include the required information as set out in the DfE SEND Code of Practice 0-25 Years (2015), Children and Families Act (2014) and The Special Educational Needs and Disability Regulations (2014).

St Peter's Droitwich C of E Academy Information

St Peter's Droitwich C. of E. Academy is currently one of 16 settings within The Rivers C. of E. Academy Trust. It is proud to be part of an innovative and inclusive trust with a vision to provide an extraordinary education for all pupils, including those with SEN.

Our most recent OFSTED November 2024 states: 'The school recognises the increasing number of pupils with complex SEND. Therefore, it prioritises providing training for all staff to develop their expertise further in adapting learning to enable all pupils to do well. The school is quick to identify concerns and offers a wide range of support, which enables pupils to make the progress they are capable of.'

Currently we have 433 pupils on roll, of which 17% of pupils are identified as receiving SEN support and 3% of pupils have an Education, Health and care Plan. Speech, language and communication is our greatest area of need across pupils with SEND.



Meet the SENCO



The SENCO at St Peter's Droitwich C. of E. Academy is Mrs Jane Watts.

Mrs Watts has been in post as SENCo at St Peter's Droitwich C. of E. Academy for 10 years.

In the first instance, we advise parents/carers to contact the child's class teacher with any questions or concerns.

Please contact Mrs Watts via the school office:

01905 772138

stpsendmessages@riverscofe.co.uk



Identifying Children with SEN

Early identification of pupils with special educational needs is a priority at St Peter's.

At St Peter's we provide for pupils who demonstrate needs within and across the 4 main categories identified in The SEN code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory or Physical

Communication and Interaction:

- Communication with others
- Social interaction
- Speech and/or Language (SLCN)
- Autism

Cognition and language:

- Moderate Learning difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia.

Social, Emotional and mental Health:

- Anxiety
- Attachment disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)

Sensory and/or Physical:

- Vision impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory impairment (MSI)
- Physical Disability (PD)



We identify children with SEN in several ways:

- By liaising with pre-school settings and previous school settings.
- Termly pupil progress meetings provide opportunities for class teachers and school leaders to share formative and summative assessment data, moderate examples of work and scrutinise individual pupil progress.
- Pupils making less than expected progress are clearly identified, i.e. progress
 - *is significantly slower than that of their peers starting from the same baseline*
 - *fails to match or better the child's previous rate of progress*
 - *fails to close the attainment gap between the child and their peers*
 - *widens the attainment gap*

Wider factors impacting upon progress will be discussed with parents/carers teachers for consideration.

- When criteria for Placing a Student at SEN Support Cycle 1 are met, as outlined in the SEND Graduated Response within Worcestershire: [The graduated response Within Worcestershire](#)
- Consultation with parents and carers is scheduled on a termly basis but we operate an open-door policy, and parents/carers are welcome to contact the school team to discuss their child's needs at any time. Information from parents/carers is considered as part of the identification process.
- Consultation with health services and outside agencies may take place for several reasons, including medical needs, emotional needs as well as learning needs. Recommended outcomes and strategies for support received are documented and reviewed and may meet criteria for SEND support.
- Children may be identified with SEN if they require additional and different support to their peers which cannot be met via universal provision.
- All pupils are screened on entry to school using Language Link, and where it is considered appropriate we also screen using Speech Link to determine whether a child needs a programme of intervention and/or referral to NHS Speech and Language Therapy services.

Further helpful information about identifying children with SEN:

[Rivers SEN flow chart](#)

[Understanding the Graduated Response](#)

[The SEND Graduated Response](#)



Consulting with Families and Young People

Parents/Carers:

At St Peter's we welcome the involvement of parents/carers in their child's learning journey through formal and informal meetings to ensure that children are supported via a holistic approach.

Parents/carers will be invited to participate in the decision to include a pupil on the SEN register alongside the staff team and any supporting external professionals. We will endeavour to ensure that:

- Everyone shares an understanding of the pupil's areas of strength and difficulty
- Parent/carer observations and concerns are taken into account
- Agreed outcomes are sought

An opportunity for parents/carers to meet with class teachers in school is scheduled 3 x per year with **ALL** families of children on the SEN register and Individual Learning Plans with associated targets are reviewed on a termly basis.

Additional meetings will be scheduled for pupils with an Education, Health and care Plan to complete Annual Reviews. Emergency reviews may also be called for pupils with an EHCP, either by school or parents/carers at any time. Views of parent/carers and pupils are always sought in advance of EHCP review meetings and shared.

Meetings with parents/carers are dated and documented on Edukey.

Pupils:

St Peter's is an inclusive, safe environment which aims to nurture individual learners. We actively encourage children to share their thoughts and feelings with adults in school.

Pupils with SEN are included in pupil voice conversations scheduled with school advocates, which are regularly held to review our practice and provision in school.

Teachers ensure that learning is accessible for pupils through ongoing dialogue, reflection and assessment.

We have an excellent team of external professionals who support the SENCo and teachers with strategies to help children to effectively communicate their views, needs and wishes.

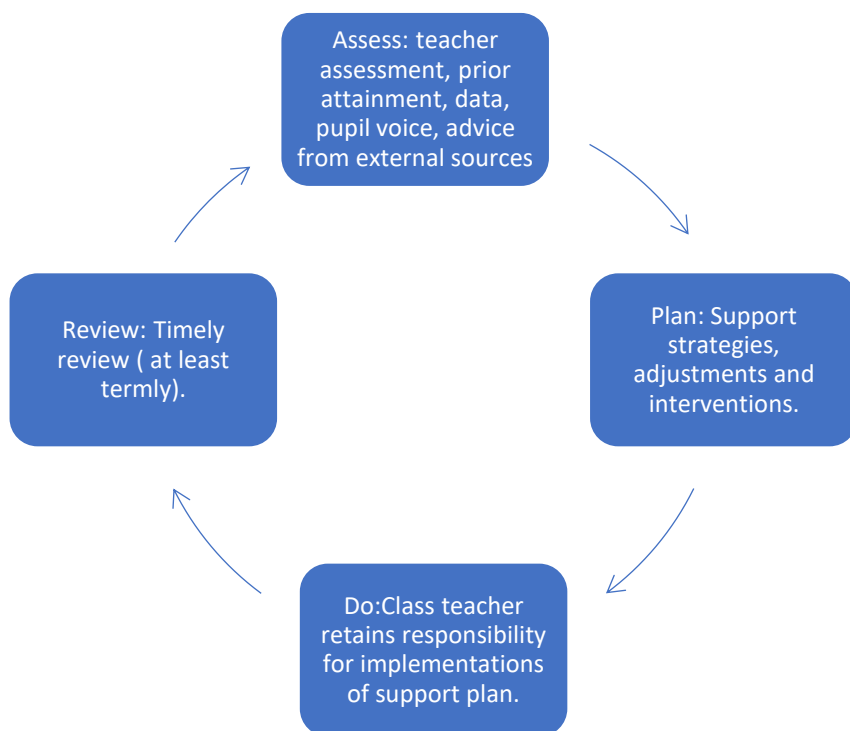
Assessing and Reviewing Progress

All pupils are screened using Language Link and Speech Link (when this is considered appropriate). These are screening tools which help us to identify any specific areas for development. We have a designated teaching assistant in school who works closely with NHS Speech and Language Therapists to deliver intervention. In addition, an NHS Speech and Language Therapist is in school every fortnight to maintain plans and assess pupil progress towards outcomes, as well as deliver targeted 1:1 intervention.

On transition from pre-school to St Peter's, all children in Reception complete the Reception Baseline Assessment in the autumn term. This baseline informs teachers of children's individual learning profiles and informs planning across areas of the EYFS curriculum.

Assess-Plan-Do-Review (ADPR)

Teachers follow the SEND Graduated Response within Worcestershire and work alongside the SENCO and parents to complete cycles of assessment, planning, teaching and review.



Assess needs:

- Gather parent/carer views and ideas of what works well and areas of concern for the child
- Gather learners' views on their strengths, areas of difficulty and supporting strategies where possible



- Collate information from other agencies including health and social care, as necessary and as available
- Carry out relevant additional assessments e.g. reading and spelling, Language Link.
- Consider feedback from work towards lesson outcomes, formal assessments and observations completed.

Plan:

- Supports plans are written, reflecting learner's needs, expected outcomes and intervention. These are shared with parents/carers and a review is scheduled
- Teacher's planning is appropriately informed by advice/guidance from specialist support agencies where relevant
- A consistent approach is developed for the child/young person by all teachers and support staff
- Professional development may be planned for staff to update skills and knowledge
- Resource costs are considered in relation to the SEND notional budget and high needs funding.

3. Do

- Quality First Teaching (QFT) is the first response to meeting the learner's needs; teachers and support staff make suitable adaptations to classroom practice and routinely draw on a range of inclusive strategies and approaches
- Additional targeted support and individualised intervention dovetails with QFT
- 'In addition to/different from' provision is implemented as stated on Individual Learning Plans or Pupil Passports
- Targeted support/ intervention links to class learning where appropriate to ensure continuity, overlearning and application of skills
- Support staff understand their role in supporting pupils with SEN
- SENCO seeks advice and specialist support from agencies as and when necessary.

4. Review

- Gather evidence from monitoring and assessment of pupil progress
- Summarise progress made towards targeted outcomes on the Individual Learning Plan
- Review with parents/carers on a termly basis
- Teachers use information to reflect and consider what has worked well, what needs to continue and what needs to change.

Where a child/young person continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child/young person's area of need, we consider involving specialists and outside agencies.



The Graduated Response and Education, Health and Care Needs Assessment

Occasionally the level of targeted support during the continuous spiral of APDR (which is the basis of all teaching for all children/young people) will need a longer term and maybe permanent increase. An EHC assessment may secure additional support so that the setting can sustain the child/young person within school following a provision programme that stands out as being significantly different to what is available for other children with SEND in school.

Supporting Transition

Pre-school to Reception: Through visits to pre-school settings, the SENCO gathers information about individual children and conversations take place about pupils who have already been identified with additional needs. All parents/carers are invited to discuss their child's needs with the SENCO prior to transition, to ensure that school is well prepared, provision can be facilitated and relationships with families are established. Additional visits to school may be arranged to support transition.

In-year transition: We liaise with parents and previous/receiving school for pupils with SEN to ensure that information is shared effectively.

Year group transition/key stage transition: It is usually the case that classes are mixed as children move into key stage 2, at the end of year 2. Staff carefully consider and prioritise the placement of pupils with SEND. Pupils are given the opportunity to voice friendship preferences, and parent views are considered to make the best decision for each pupil and ensure they continue their journey through school with confidence, and as smoothly as possible. As children move from one year group to the next, transition meetings are held specifically for teachers to share information about pupils. All documentation and reports are available to receiving teachers via a secure, shared platform so that teachers are fully informed and prepared. Additional meetings take place between teachers and the SENCO to discuss provision for pupils with an Education, Health and Care Plan.

Transition to middle school: Additional visits are arranged for children with SEND and other children identified as in need of this support. The SENCO and year 4 teachers provide extensive transition information during transition meetings held in school during the summer term. All reports and documentation held on file is transferred onto the new school.



Teaching Pupils with Special Educational Needs

Universal Provision

Universal provision describes quality first teaching, which is ordinarily available to all pupils within school in terms of lesson content, provision and environment. Teachers are skilled in making reasonable adjustments to daily practice to ensure teaching is inclusive and meets the needs of pupils within the classroom.

Targeted Provision

Children may need additional support, tailored provision based on identified needs and intervention to meet expected outcomes for learning and development.

Specialist Provision

Some children may need more intensive, personalised provision which requires assessment and possible direct work with specialists such as educational psychologists and speech therapists. It is tailored to meet more specific clinical needs of the child and may involve working towards outcomes in an Education, Health and care Plan.

Adaptations to the Curriculum

Teachers take responsibility for ensuring that the universal offer to pupils within lessons is accessible and adapted to the needs of their pupils. Children are taught in class wherever possible, our aim being for children to benefit from quality first instructional teaching.

Children may benefit from adapted tasks, particularly for recording, and Widgit symbols are used routinely with pupils who require a more personalised bank of vocabulary or structured approach to writing.

At a more targeted level, pupils engage in individual/small group interventions which focus on acquisition of phonics, reading fluency, spelling as well as key maths skills and concepts. Specific adaptations and strategies are implemented following consultation with educational psychologists.

Adaptations to the Learning Environment

Our learning environment is reviewed as part of our Accessibility Plan. Risk assessments and Management Plans are completed, alongside external professionals, as needed. We work closely with Regency PD Outreach Team, Occupational Health, Physiotherapists, the Visual Impairment Team and Hearing Impairment Team to ensure that barriers to accessing the full curriculum and wider school opportunities are managed and all children are fully included.



Many provisions are part of our universal offer, and it is usual to see technology used effectively to support access to learning.

Staff Development

Weekly staff continued professional learning (CPL) sessions continue to focus on key teaching and learning principles which ensure a high standard of quality first teaching for all pupils.

We have received x 2 CPL session with NHS Speech and Language Therapy service (An Introduction to Teaching Children with Communication and Language Needs and Teaching Children with Complex Communication and Language needs). These sessions have supported our focus on provision for children with speech, language and communication needs, our primary area of SEN. St Peter's works closely with NHS SALT and a therapist is in school on a weekly basis. The therapist provides ongoing advice, support and resources to the teaching team and in particular, our designated speech and language intervention teaching assistant. As a school we host termly Communication TA training Events and a Communication TA has attended sessions.

Engagement in Activities

School Activities

At St Peter's Droitwich C. of E. Academy, we work to ensure that children are included in all aspects of school life.

Trips and school visits: Visits are chosen with inclusiveness as a priority, and risk assessments ensure that any potential risks and barriers are identified and managed. This may involve pre-visits, discussion with parents, wider clinical professionals, and the provision of additional trained adult support.

Clubs: Participation in clubs for all pupils is actively encouraged. Children with SEN are supported to access clubs in line with their peers.

My Extraordinary Experiences (MEE)

The My Extraordinary Experiences (MEE) initiative launched in September 2025 as a commitment from The Rivers C. of E. Trust to deliver an extraordinary education for all pupils.

The MEE app helps teachers at St Peter's Droitwich C. of E. Academy to ensure that every pupil has access to a rich variety of experiences that build confidence, character, and curiosity.





All pupils can access the bespoke MEE app as an area to log enrichment activities, reflect on their growth, and earn digital badges for their achievements.

This is an exciting development this academic year and we would love for you to learn more using this link: [Rivers MEE Explained](#)

Emotional and Social Development

Our school is focused on developing warm and positive teacher-pupil relationships. Teachers regularly check in with pupils to provide opportunities to talk, and this is supported by class worry monsters and worry boxes. All classes are equipped with a place where children can withdraw to at times.

Our PSHE curriculum, which is delivered via weekly class lessons, teaches strategies for wellbeing, self-regulation skills and social interaction skills. Where the need for additional support is identified, children may participate in small group interventions.

We liaise with parents/carers and pupils to investigate difficulties and concerns, understanding that some anxieties can be masked during the school day. Time to decompress and take a 'brain break' is incorporated into daily practice, but also additional opportunities and facilitated for some pupils.

The SENDCo is a trauma informed UK (TISUK) practitioner and trained Mental Health First Aid practitioner. The school team participates in CPL to ensure trauma informed approaches are embedded in practice. The school has a trained Worcestershire Autism Mentor.

Behaviour management focuses on a relational model, coaching children to make good choices, as set out in our school Behaviour Policy.

Visual timetables are displayed in all classrooms and more personalised now-next boards are used with some children to support the need for routine and predictability. Social stories are written for specific purposes. Additional resources within classrooms support children with attention difficulties, including wobble stools, resistance bands and sensory resources.

Enhanced transition opportunities are organised for pupils with SEN, including movement from one year group to another as well as joining St Peter's or leaving for a new setting.

Lunchtime group provision is organised for pupils who may need support during this more unstructured time of day. Year 4 and trained peer mediators/play leaders support daily playtime sessions.



Pupil Passports are used to summarise personalised strategies and more targeted support for behaviour and wellbeing.

We engage with outside agencies who provide additional advice and support for pupils and parents/carers including Droitwich Wellbeing Hub and Educational Psychologists. Lisa Sinclair, Cornerstone Family Support Agency, is an independent family support worker who joins our school team on a fortnightly basis to work with children and parents/carers to provide behaviour and emotional support strategies.

Parents can contact Lisa directly via the following:

Lisa Sinclair – Cornerstone Family Support Agency

07999828054 or cornerstonefsagency@outlook.com

Evaluating the Effectiveness of Provision

Oversight by our MAT SEND director and contact with SENDCOs from across the MAT for CPL sessions ensures that the school is working to expected standards. Visits to other school settings are routinely made by members of the senior leadership team in order to share best practice.

In school, ongoing monitoring by the senior leadership team (including the SENCO) includes holding pupil progress meetings, scrutiny of data, learning walks and moderation. Subject leaders support monitoring of universally available teaching principles available to all children including pupils with SEND and are available to advise on adapted teaching methods within their subject.

We use pupil voice to personalise provision through the child eyes which in turn improves self esteem and strengthens trust between staff and pupils.

Open channels of communication provide parents with the opportunity to voice concerns, make suggestions and celebrate success.

At St Peter's we reach out to external professionals in a timely manner in order to look forensically at more significant barriers to learning.

Engaging with External Agencies

To secure further specialist expertise, St Peter's Droitwich C. of E. Academy will often consult and liaise with external agencies including:



Advisory Services (LA/Other)	NHS Services	Social Care
- Educational Psychologist - Specialist Advisory Teachers - Sensory Support Team (VI and HI Teachers) - Complex Communication Needs and Autism Team (CCN) - Learning Support Services (LSS)	- Speech and Language Therapy (SALT) - Occupational Therapy - Physiotherapy - School Health Nurse - Hospital Consultants/Pediatricians - Child and Adolescent Mental Health Services (CAMHS)	- Social Workers - Early Help

When a pupil is identified as a Child who is Looked After (CLA/LAC) by the local authority and has a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children.

Local Offer Contribution

Our school may serve pupils from a number of different local authorities. Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	Birmingham City Council Local Offer Information
Dudley	Dudley Council Local Offer Information
Sandwell	Sandwell Metropolitan Borough Council Local Offer Information
Walsall	Walsall Council Local Offer Information
Wolverhampton	City of Wolverhampton Council Local Offer Information
Worcestershire	Worcestershire County Council Local Offer Information

Raising a Concern

Should a parent or carer have a concern about the special educational provision made for their child, they should in the first instance discuss this with the class teacher.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:



- Discuss the concern with the school SENCO – Mrs. Jane Watts
- Discuss the concern with the school Acting Headteacher – Mrs. Lucy Mills

Should the concern still not be resolved, The Rivers C. of E. Academy Trust Complaints Policy is published on the school website and can be followed.