



St. Peter's Church of England (VC) Primary School and Pre-School in Coggeshall

Special Educational Needs and Disabilities (SEND) Information Report – April 2026

Our school is located in a rural setting in the historic market town of Coggeshall. We cater for children from 2 to 11 years old and currently have 340 pupils on roll.



At St. Peter's we work hard to ensure all of our children experience an education which helps them to realise their full potential, whilst instilling and fostering a lifelong love of learning and achievement.

We provide stimulating and challenging learning opportunities in a safe environment and equip all children, regardless of ability, gender or race, with the skills to develop independence, respect and self-esteem.

As a church school, we have close links to St. Peter's church and together we celebrate the festivals in the church calendar.

Our report aims to set out key information which details how St. Peter's Primary School and Pre-School supports children with Special Educational Needs and Disabilities (SEND) to flourish and develop in a mainstream, inclusive environment.

Pre-school

We have a very successful pre-school on site and we take children from 2 years of age. The school SENCO works alongside the pre-school manager and staff, supporting children with additional needs and this allows us to identify any concerns very early on and support the children at that critical early stage before they come to school. As a consequence, we can then facilitate a successful transition into the reception class here at St Peter's.

SENCO

Mrs Rachel Niven is our Special Educational Needs Coordinator (SENCO). She works 3 days per week and can be contacted in person on 01376 561328 or by e-mail at: admin@st-peterscofe.essex.sch.uk.

Our Partnership Ethos

We work very closely with parents and carers, as in our experience this leads to the best possible outcomes for the children. We operate an 'open door' approach and the class teacher or SENCO will happily discuss any issues relating to social or academic progress. We welcome your views, comments and suggestions as part of the parent/carer partnership process and have established both informal and formal ways of involving you that include:



Informally:

- An 'open door' approach, which gives you the opportunity to talk to staff face to face or to contact them on the telephone
- Our school newsletter e-mailed to all parents and carers and also posted on the school website
- Parent Forums (termly)
- Parent share afternoons that provide opportunities for parents and children to look at their work in the class
- Coffee mornings for parents and carers as and when advertised
- Sports day, class assemblies, church services, Friends of St. Peter's (FOSP) fundraising events
- An open evening, to celebrate the children's past year's work, which is held annually in the summer term. This gives parents, carers and pupils the opportunity to meet their new teacher and attend various information workshops relating to specific areas of the curriculum

Formally:

- Parent/carer consultations held in the autumn and spring terms with the class teacher
- Termly and annual reviews for those children with Education, Health and Care Plans (EHCP) and for those children with additional needs who require it, who do not have an EHCP.
- Reports each term

- Surveys using an online tool enabling parents to voice their opinions relating to any aspect of school life
- Transition visits for children joining our school and those moving onto secondary school or specialist secondary provision
- One Plans and personalised targets reviewed termly with the class teacher, parents and child if appropriate, for those children on the SEND register.

Pupil Voice:

The views of our children are of paramount importance and are central to any decisions made as a school community.

- Elected school council
- Pupil perception questionnaires
- Learning conversation with class teachers
- The annual review process, in which children are encouraged to reflect on their progress and to be involved in planning the next steps in their learning

Staff Expertise

We are fortunate at St. Peter's to have a committed staff base, selected for their experience, knowledge and aptitude for working with pupils with SEND and dedicated to the wellbeing and progress of each individual. Underpinning our ethos is that **all** teachers are teachers of SEND and therefore we have developed a whole school response to the teaching of pupils with additional education needs. Teaching and learning is at the heart of our provision and this can be defined as the effective inclusion of all pupils in high quality, everyday personalised teaching.

Our intake each year is 45 pupils and our current arrangements are that Key Stage One is organised into two reception classes and three Year 1/2 classes. Key Stage Two is organised into lower and upper phases; three Year 3/4 classes and three Year 5/6. Each phase has a lead teacher who co-ordinates teaching and learning and is part of the senior management team alongside the Head Teacher, Deputy and SENCO.

The headteacher Miss Wilding and the SENCO, Mrs Niven have been trained to deliver the Essex Trauma Perceptive Practice approach (TPP) to all staff members. The approach is based on core values that are vitally important for us all and equally apply to the adults in school and to the wider school community. Becoming Trauma Perceptive encourages us all to think and act more boldly, through our values, policies and practice. This is vital in helping us to understand how to effectively support children and young people in our schools and beyond, whilst enabling us to create safe places where all can flourish, become resilient and learn.

All members of staff are responsible for the progress of their pupils and individual members of staff manage an area of expertise within the curriculum. There is a rigorous training cycle in place for staff that is responsive to individual need. Our staff are trained in the delivery of:

- Working Together with Lego (to aid the development of social interaction skills)
- Social skills and emotional development – We have a member of staff who is trained both in supporting children with emotional and mental health concerns and also a staff member who has been trained in supporting children who have suffered bereavement and loss.
- Literacy and mathematics - All teaching staff are aware of strategies to support children who require support with English and math's in the mainstream classroom setting
- Staff are trained (according to need) to support:
 - Children with Down syndrome
 - Children with speech and language needs
 - Children identified as having autistic spectrum disorder (ASD)
 - Children identified as having attention deficit hyperactivity disorder (ADHD) and attention deficit disorder (ADD)
 - Children with social, emotional and mental health needs
 - Children with learning and cognitive difficulties
 - Children with sensory, visual or physical impairments

Teachers meet termly with the headteacher to discuss individual pupil progress and we track the progress of our children through personal targets and informal or formal assessments.

There are four broad areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health Difficulties
- Sensory/and or Physical Difficulties

At St Peter's, we follow the graduated support approach which is called 'Assess, Plan, Do, Review'.

Assess a child's special educational needs

Plan the provision to meet your child's aspirations and agreed outcomes

Do put the provision in place to meet those outcomes

Review the support and progress

Each pupil's education will be planned for by the class teacher as part of high quality teaching and the 'Ordinarily Available offer'. This refers to two documents produced by the government that outline the support that children with a range of additional needs can receive through the universal offer for all pupils and a second document, outlining targeted intervention for some pupils with special educational needs.

If a pupil has a recognised additional need, this may result in the creation of a 'One Plan'. The 'One Planning' process involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil's needs are more complex, an assessment of their education, health and care needs may be undertaken by the local authority and an EHC Plan developed.

Pupils with an EHCP will have a One Plan, which is produced with input from the parents, class teacher and professionals working with the pupil from Education, Health and Social Care. The information in the One Plan reflects the outcomes and provision detailed on the EHCP.

Interventions are usually carried out in smaller groups or on an individual basis. We have the following interventions in school available when required, to specific groups of identified children:

- Precision Teaching
- Working Together with Lego (Development of social interaction skills)
- Gym Trail/Sensory Diets (To develop gross motor skills)
- Finger Gym (To develop fine motor skills)
- Social Skills/ friendship skills group work
- Time to Talk
- Talk Boost (in Pre- school, EYFS and KS1)
- Emotional support by trained members of staff
- Bereavement support by a trained member of staff
- Drawing and Talking Therapy
- A sensory room available to all

We have a solid bank of recognised assessments which we use to identify specific learning needs. This involves consultation with parents, children and teachers. If, after a half term or termly intervention, little or no progress has been made, steps are then taken to contact external agencies for professional or specialist advice, recommendation and further assessment.

Our Partnerships

We work closely with a variety of professionals who visit our school or to whom we make referrals:

- Speech and Language Therapy Team
- School Nurse
- Community Pediatricians
- Local GP's



- Occupational Therapy
- Physiotherapist
- Educational Psychologist
- School Inclusion Partner
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Education Access
- The Wilderness Project
- Therapeutic provisions across Essex
- Local cluster SEN group
- Drug and Alcohol Advisory Service
- Whole school collaboration with the Notley Family of Schools in the Braintree area
- PE School Sports Partnership
- We work closely with Honywood Secondary School and collaborate on 'taster' days and events that are organised to prepare our children for transition
- Local pre-schools to prepare their children for transition to primary school

Our governing body plays an active role in overseeing the SEND provision within our school and to ensure we are meeting the needs of our learners. Our named governor for SEND is Mrs Leanne Horcox who can be contacted via the school office.

Policies and Provision

The school delivers the requirements of the Early Years Foundation Stage and New National Curriculum (2014) adapted to meet individual need. We focus on developing a knowledge rich, thematic curriculum with consideration given to key skill development that is required in order to foster lifelong learning and independence.

We provide facilities for all of our learners and specialist resources are used across the school in accordance with advice and recommendation from professionals.

Our complaints procedure is available on our website and hard copies are available upon request.

A range of school policies are available upon request and we will be happy to share these with you.

In order to comply with Section 69 of the Children and Families Act 2014, we have drawn up an Accessibility Policy and Plan. Please follow the link to view:

<https://www.stpeterscofeprimayschoolcoggeshall.org.uk/information/policies>

The Essex Local Authority Local Offer can be found on a link via our school website:

www.essexlocaloffer.org.uk

Date: March 2026

Review: March 2027