

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

SEND Information Report 2026-2027

Ratified: July 2026

Review Date: July 2027

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

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1. What this report is for

This SEND Information Report explains how special educational needs and disabilities (SEND) support works at St John's Highbury Vale CE Primary School. It is written for parents and carers and should be read alongside our SEND Policy, which explains the school's statutory duties, systems and responsibilities in more detail.

In this report, you will find information about what to do if you are worried about your child, how we identify and assess needs, what support may look like, how progress is reviewed, how parents and pupils are involved, and where to find further advice.

Statutory basis

This report is published in line with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (2015), and the Equality Act 2010. It explains how the school's SEND Policy is put into practice and is reviewed at least annually.

2. SEND at St John's: our approach

At St John's, we want pupils with SEND to learn well, feel safe and included, develop independence, build positive relationships and take part in the wider life of the school. Support starts with high-quality teaching, ordinarily available provision, adaptive teaching and reasonable adjustments in the classroom.

Where a pupil needs support that is additional to or different from what is normally available, we use the graduated response: Assess, Plan, Do, Review. This helps us understand the need, agree support, put it in place and review whether it is making a difference.

Our key question is always: what is working, what is not working, and what needs to change so that the pupil can make progress and participate more successfully?

3. Quick route for parents and carers

Step	What happens
1. Speak to the class teacher	If you are worried about your child, speak to their class teacher as early as possible. You do not need to wait for parents' evening.
2. We gather information	The class teacher listens to your concerns and looks at assessment, work, observations, attendance, wellbeing and what is already in place in class.
3. We try classroom strategies	The teacher may strengthen ordinary classroom support, make reasonable adjustments, observe more closely or agree short-term support.
4. We review after around 6-8 weeks	We check whether the support is helping. Your views and, where appropriate, your child's views are included.
5. We involve the Inclusion Lead/SENCO	If concerns continue, the Inclusion Lead/SENCO may observe, review evidence and agree next steps with the teacher and family.
6. We may move to SEND Support	If your child needs special educational provision that is additional to or different from what is normally available, they may have a SEND Support Plan and be placed on the SEND register.
7. We review and adapt support	Plans are reviewed at least termly. If support is not having the intended impact, we consider what needs to change.

8. We may seek external advice	Where appropriate, and usually with parent/carers consent, we may seek advice from professionals such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, School Nurse or specialist outreach services.
9. We may consider EHCP assessment	If needs remain significant despite sustained, reviewed support, the school and/or parents/carers may request an Education, Health and Care needs assessment from the Local Authority.

4. What types of SEND do we support?

The SEND Code of Practice: 0 to 25 years (2015) describes four broad areas of need. These help us understand barriers and plan support, but they do not define the whole child. A pupil may have needs in more than one area, and needs can change over time.

Area of need	What this may include	Examples of support
Communication and interaction	Speech, language and communication needs; social communication differences; autism; difficulty understanding or using language; anxiety around change.	Visual supports, vocabulary teaching, additional processing time, communication aids, structured talk, social stories, adult modelling and specialist advice where appropriate.
Cognition and learning	Learning at a slower pace than peers; gaps in learning; difficulties with literacy, numeracy, memory, organisation, processing speed, dyslexia, dyscalculia or dyspraxia.	Explicit instruction, modelling, scaffolding, practical resources, overlearning, pre-teaching, targeted intervention, adapted recording methods and small steps assessment.
Social, emotional and mental health	Anxiety, low mood, emotional regulation difficulties, attention and concentration needs, attachment needs, emotionally based school avoidance or behaviour that communicates unmet need.	Predictable routines, trusted adults, regulation strategies, trauma-informed approaches, pastoral support, CAMHS advice, social skills work, restorative conversations and support with friendships.
Sensory and/or physical needs	Visual impairment, hearing impairment, multi-sensory impairment, sensory processing differences, physical disability, mobility needs, medical overlap or access requirements.	Reasonable adjustments, adapted seating or environment, sensory supports, movement breaks, specialist equipment, healthcare plans, PEEPs, manual handling advice and professional guidance.

Attendance, wellbeing, safeguarding, trauma, disadvantage, English as an additional language, care experience, family circumstances or medical needs do not automatically mean that a pupil has SEND. They may, however, affect how needs present, so we consider the whole child when planning support.

5. How do we identify and assess SEND?

Class teachers monitor pupils' learning, progress, engagement, independence, communication, behaviour, attendance, wellbeing and participation. In the Early Years, this includes close observation and discussion with families and previous settings where appropriate.

Concerns may be raised by a parent/carers, class teacher, pupil, support staff, the Inclusion Lead/SENCO or an external professional. Before deciding that a pupil needs additional or different provision, we look carefully at the quality and consistency of classroom support and reasonable adjustments already in place.

Information we may use	Why this helps
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Parent/carer views and pupil voice	To understand strengths, worries, what helps at home and school, and what the child wants adults to know.
Teacher assessments and work samples	To identify progress, gaps in learning, strengths, barriers and next steps.
Classroom observations and learning walks	To understand how the pupil accesses learning, routines, relationships, independence and classroom support.
Intervention records and review information	To check whether targeted support is having the intended impact.
Attendance, behaviour, wellbeing and safeguarding information where relevant	To understand the wider picture and identify barriers to access, safety or participation.
External professional advice where available	To inform assessment, targets, reasonable adjustments, classroom provision and specialist support.

6. What support might my child receive?

Type of support	What this may look like
Classroom support	Clear routines, modelling, scaffolding, visuals, chunked instructions, vocabulary support, additional processing time, flexible grouping, practical resources and reasonable adjustments.
Targeted support	Short-term small-group or individual support such as pre-teaching, overlearning, speech and language activities, social communication support, emotional regulation support or literacy/numeracy intervention.
Specialist advice	Advice from professionals such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, School Nurse, Community Paediatrician or specialist outreach teams.
Wider support	Support with attendance, wellbeing, transitions, friendships, independence, medical needs, personal care, clubs, trips, enrichment and access to the wider life of school.

Wave 1, Wave 2 and Wave 3

Wave	What it means at St John's
Wave 1: Universal classroom offer / ordinarily available provision	High-quality inclusive teaching for all pupils. Teachers use adaptive teaching, reasonable adjustments, clear routines, modelling, scaffolding, vocabulary teaching, practical resources, additional processing time and other ordinarily available approaches.
Wave 2: Targeted SEND Support or time-limited additional support	Additional input for pupils who need support to close gaps, consolidate key skills or accelerate progress, alongside continued strong classroom provision. This may include a SEND Support Plan or relevant provision record where appropriate.
Wave 3: Personalised or specialist support	Support for pupils with more significant, complex or sustained needs. This may include one-to-one intervention, external professional advice, highly individualised provision or provision linked to an EHCP where applicable.

SEND Support and EHCPs

Most pupils with SEND are supported through school-based SEND Support. A smaller number of pupils with more complex, significant or long-term needs may require an Education, Health and Care Plan (EHCP), which is issued and maintained by the Local Authority.

The school can support and submit evidence for an Education, Health and Care needs assessment, but decisions about assessments, EHCPs and any top-up funding are made by the Local Authority.

Ordinarily available provision in classrooms

- clear routines, expectations and positive relationships
- explicit instruction, modelling, worked examples and guided practice
- “I do, we do, you do” and opportunities to rehearse learning
- scaffolding, with support reduced over time where appropriate
- visual supports, practical resources and adapted materials where needed
- chunked instructions, checks for understanding and additional processing time
- vocabulary teaching, retrieval practice and opportunities to revisit learning
- reasonable adjustments linked to communication, cognition, sensory, physical, SEMH or medical needs
- support for emotional regulation, independence and safe use of technology where appropriate.

7. How do we review progress and communicate with families?

Pupils receiving SEND Support usually have a SEND Support Plan. Plans identify outcomes, strategies, provision, responsible adults, review dates and how progress will be measured. Plans are reviewed at least termly with parents/carers, and the pupil's views are included where appropriate.

At review meetings, we consider	Examples of evidence
Is the pupil making progress from their starting point?	Assessment information, work samples, observations, small steps progress and professional advice.
Is support having the intended impact?	Progress towards targets, intervention entry/exit information, pupil response, staff observations and parent/carer feedback.
Is the pupil becoming more independent?	Reduced adult prompts, confidence using strategies, self-help skills, regulation and participation.
Is the pupil accessing school life?	Access to lessons, playtimes, lunchtimes, trips, clubs, friendships, leadership opportunities and transitions.
What needs to change?	Continue, adapt, increase, reduce or end support; seek further advice; revise targets; or consider a higher level of support.

Communication may include informal conversations, parent consultations, SEND Support Plan reviews, reports from professionals, EHCP Annual Reviews, phone calls, written updates or meetings with the Inclusion Lead/SENCO where appropriate.

8. How can parents/carers and pupils be involved?

Parent/carer partnership

Parents and carers know their children best. We value your views about your child's strengths, needs, interests, barriers, what helps at home and any changes in circumstances. You will be invited to contribute to SEND Support Plan reviews, EHCP Annual Reviews and transition planning where relevant.

- share what is working well at home and school
- tell us about changes in your child's needs, wellbeing or circumstances
- ask for clarification about targets, support or professional advice
- work with the class teacher on practical strategies such as routines, reading, communication, independence or regulation.

Pupil voice

We seek pupils' views in ways that are accessible and appropriate to their age, communication and understanding. Pupils may share what helps them learn, what they find difficult, what makes them feel safe and included, and what would help during transitions.

Pupil voice may be gathered through conversation, visual supports, symbols, drawings, photographs, trusted-adult conversations, observation, questionnaires or information from families and professionals who know the child well.

9. Curriculum access, enrichment and accessibility

All pupils are entitled to a broad, balanced and ambitious curriculum. Teachers adapt teaching so that pupils with SEND can access learning and develop independence, rather than unnecessarily lowering expectations or narrowing the curriculum.

- adapted resources, visual supports, practical equipment and assistive technology where appropriate
- reasonable adjustments for communication, sensory, physical, SEMH, medical or disability-related needs
- risk assessments, healthcare plans, personal care plans, manual handling plans or Personal Emergency Evacuation Plans where needed
- planning for access to visits, residentials, clubs, performances, workshops, sports, leadership opportunities and wider enrichment where available.

The school has ramp access and an accessible toilet. The Accessibility Plan explains how the school works to improve access to the curriculum, the physical environment and information for disabled pupils.

10. Emotional wellbeing, behaviour, bullying and vulnerable pupils

We recognise that some pupils with SEND may also need support with emotional wellbeing, social development, friendships, transitions, confidence or regulation. Behaviour may be a form of communication, and staff seek to understand underlying needs while maintaining high expectations, clear boundaries and appropriate support.

Area	How we may support
Emotional wellbeing and regulation	Trusted adults, predictable routines, regulation strategies, sensory support, pastoral support, art therapy or CAMHS advice where appropriate.
Behaviour and relationships	Restorative conversations, behaviour plans where needed, social skills work, friendship support, trauma-informed approaches and parent/carer partnership.
Bullying and safety	Concerns are taken seriously and managed in line with the Anti-Bullying Policy and Safeguarding and Child Protection Policy. Reasonable adjustments, pupil voice, restorative work or safeguarding action may be considered.
Looked-after and previously looked-after children with SEND	The Inclusion Lead/SENCO, DSL, families, social workers, Virtual School staff and other professionals work together so that support is joined up where appropriate.

11. Staff training, resources and external services

Training is planned in response to pupils' needs, professional advice, monitoring, SEND Support Plan reviews and school priorities. This may include adaptive teaching, ordinarily available provision, effective TA deployment, speech and language, autism, dyslexia, SEMH, regulation, trauma-informed practice, safeguarding, online safety and safe use of technology including AI.

External or specialist support may include	How advice is used
Educational Psychologist	Assessment, consultation, staff advice, statutory assessment evidence and review of provision.
Speech and Language Therapy	Assessment, programmes, staff advice, communication strategies and review of progress.
Occupational Therapy / Physiotherapy	Equipment advice, physical development support, therapy programmes and access arrangements.
CAMHS / wellbeing services / art therapy	Advice and support for emotional wellbeing, anxiety, regulation, behaviour and mental health needs.

School Nurse / Community Paediatrician	Health advice, medical needs, development, care planning and liaison with families and professionals.
Specialist outreach teams	Advice for autism, complex learning needs, physical disability, behaviour, access and specialist strategies.

The availability of services depends on local authority, health-service or commissioned-service arrangements. Where advice is received, the school considers how recommendations can be used in the classroom and how impact will be reviewed.

12. Transition support

Transitions can be important points of change for pupils with SEND. We plan transitions according to the pupil's strengths, needs, communication, sensory needs, emotional wellbeing, independence, friendships, medical needs and what helps them feel safe and successful.

- meetings with parents/carers, class teachers, teaching assistants, the Inclusion Lead/SENCO and relevant professionals
- information sharing between current and receiving staff or settings
- supported visits to new classrooms or schools where appropriate
- transition books, photographs, visual countdowns, social stories or preparation activities
- sharing successful strategies, regulation support, communication needs, sensory needs, medical information and pupil voice
- careful planning for key transitions such as starting school, moving year group, secondary transfer, in-year moves, clubs, trips or residential.

13. Local Offer, complaints and contact details

Local Offer and SENDIAS

Every local authority must publish a Local Offer. The Local Offer explains the support expected to be available for children and young people with SEND across education, health and care. You can find the Islington Local Offer on the Islington Council website.

Islington SENDIAS provides impartial information, advice and support for parents and carers of children with SEND. The school can signpost families to SENDIAS where appropriate.

Concerns or complaints

If you have a concern about SEND provision, please speak to your child's class teacher first. If further support is needed, the Inclusion Lead/SENCO or a senior leader may become involved. If the concern is not resolved, parents/carers may follow the school's formal Complaints Procedure, available on the school website or from the school office.

Parents/carers may also seek impartial advice from Islington SENDIAS. Where a concern relates to statutory SEND processes, parents/carers may seek advice from the Local Authority and, where applicable, use disagreement resolution, mediation or SEND Tribunal routes. Complaints that raise safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy.

14. Glossary and contact details

This section explains some common SEND terms and gives key contact details.

Term	Meaning
SEND	Special Educational Needs and Disabilities.
Inclusion Lead / SENCO	The member of staff who coordinates SEND provision and supports staff, pupils and families.
SEND Support	Additional or different provision made through school when a pupil has SEND but does not have an EHCP.

EHCP	Education, Health and Care Plan. A statutory plan issued and maintained by the Local Authority for pupils with significant or complex needs.
Ordinarily available provision	Inclusive classroom approaches and reasonable adjustments available as part of high-quality teaching.
Reasonable adjustments	Changes made to help disabled pupils access learning, the school environment and wider school life.
APDR	Assess, Plan, Do, Review: the cycle used to plan support, review impact and decide next steps.

Contact details

Role	Contact
Assistant Headteacher and Inclusion Lead / SENCO	Miss Petra Slater Email: admin@stjhv.islington.sch.uk
SEND Governor	Mrs N Duncan Email: admin@stjhv.islington.sch.uk
School Office	Phone: 0207 226 4906 Email: admin@stjhv.islington.sch.uk