

St John's Highbury Vale CE Primary School



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

SEND Policy

Ratified: July 206

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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.

1. Introduction and aims

This policy explains how St John's Highbury Vale CE Primary School identifies, assesses, plans for, supports and reviews provision for pupils with special educational needs and disabilities (SEND). It should be read alongside the school's SEN Information Report, which gives more detail about the provision currently available in school and links to the Islington Local Offer.

The policy is based on current statutory duties and guidance, including the Children and Families Act 2014, the Equality Act 2010, the SEND Code of Practice: 0 to 25 years (2015), and Keeping Children Safe in Education (KCSIE) 2025. The school will review this policy when final KCSIE 2026 guidance is published and in light of any national SEND reform that changes statutory expectations.

At St John's, SEND is a whole-school responsibility. All staff contribute to identifying barriers to learning, wellbeing and participation; implementing high-quality teaching, ordinarily available provision and reasonable adjustments; and reviewing whether support is improving outcomes for pupils.

This policy aims to:

- secure high expectations, inclusion and strong outcomes for pupils with SEND
- ensure every teacher understands their responsibility for the learning and progress of pupils with SEND
- provide access to a broad, balanced, inclusive and ambitious curriculum
- strengthen the consistency of Wave 1 provision before additional or different provision is considered
- support early identification, accurate assessment and timely intervention
- promote effective co-production with parents/carers and accessible pupil voice
- review provision for impact, including progress, independence, attendance, behaviour, wellbeing and participation where relevant
- align SEND provision with safeguarding, attendance, medical, equality and accessibility duties where these affect pupils with SEND.

2. Definition of SEND and the four broad areas of need

A child has SEND if they have a learning difficulty or disability which calls for special educational provision that is additional to or different from that normally available to pupils of the same age.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or if they have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

The SEND Code of Practice describes four broad areas of need. These areas help staff identify barriers and plan support, but they do not define the whole child. Pupils may have needs in more than one area, and their needs may change over time.

Area of need	What this may include
Communication and interaction	May include speech, language and communication needs, social communication differences, autism, difficulty understanding or using language, sensory differences and anxiety around change.
Cognition and learning	May include moderate learning difficulties, specific learning difficulties such as dyslexia or dyspraxia, gaps in learning, slower acquisition of knowledge and skills, or more complex learning profiles.
Social, emotional and mental health	May include anxiety, low mood, emotional regulation difficulties, attention and concentration difficulties, attachment needs, emotionally based school avoidance or behaviours that communicate unmet need.
Sensory and/or physical needs	May include visual impairment, hearing impairment, multi-sensory impairment, sensory processing differences, physical disability, medical overlap, mobility needs or access requirements.

Attendance, wellbeing, safeguarding, trauma, disadvantage, family circumstances, English as an additional language, care experience or medical needs do not automatically mean that a pupil has SEND. However, these factors may affect how needs present and how support should be planned. Staff consider the whole child and seek to understand barriers before deciding whether special educational provision is required.

3. Governance, leadership and staff responsibilities

The governing body holds leaders to account for the quality, consistency and impact of SEND provision. The Acting Headteacher and senior leaders ensure that SEND is reflected in school improvement, teaching and learning, safeguarding, attendance, behaviour, curriculum access and professional development.

For the purposes of this policy, the Inclusion Lead fulfils the school's SENCO role and coordinates the day-to-day implementation of SEND provision.

Role	Core responsibilities
Governing body	Ensures statutory duties are met, approves and reviews this policy, allocates resources appropriately, and monitors the impact of provision for pupils with SEND.
SEND governor	Meets regularly with the Inclusion Lead/SENCO, reviews SEND priorities and data, asks questions about impact, and reports to the governing body.
Acting Headteacher and senior leaders	Monitor the quality of teaching and provision, ensure staff training and accountability, align SEND with safeguarding and attendance, and support strategic development.
Inclusion Lead / SENCO	Coordinates SEND provision, supports staff, oversees records and reviews, liaises with families and external agencies, monitors provision and impact, and promotes pupil voice and independence.
Class teachers	Remain responsible for the learning, progress, classroom provision and inclusion of pupils with SEND. They plan, teach, adapt, assess, review and direct support staff effectively.
Teaching assistants and support staff	Implement planned support under teacher/SENCO direction, deliver interventions where appropriate, promote independence, record impact and report safeguarding concerns.
All staff	Identify barriers, implement agreed strategies, maintain high expectations, support participation in the wider life of school and follow safeguarding procedures.

Staff training is reviewed regularly and responds to pupil needs, school priorities and statutory expectations. Training may include adaptive teaching, ordinarily available provision, disability equality, effective TA deployment, speech and language, autism, dyslexia, SEMH, trauma-informed practice, regulation, safeguarding, online safety and safe use of technology including AI.

4. Our graduated response

St John's uses the Assess, Plan, Do, Review cycle to ensure that support is purposeful, proportionate and reviewed for impact. Decisions are based on evidence of need, the pupil's response to provision, parent/carers views and pupil voice where appropriate.

Wave	Description
Wave 1	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 small-group/individual support for pupils who need additional input to close gaps, consolidate key skills or accelerate progress, alongside continued strong classroom provision. This may be recorded through a SEND Support Plan or relevant provision record where appropriate.
Wave 3	Personalised or specialist 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 pathway at St John's

Step	What happens
1. Concern raised	Teacher, parent/carers, pupil, leader or external professional identifies a possible barrier to learning, wellbeing, access or participation.
2. Wave 1 review	Class teacher reviews assessment information, classroom provision, adaptive teaching and reasonable adjustments. Initial strategies are agreed and implemented.
3. 6–8 week monitoring	If concerns continue, the pupil may be placed on pre-SEND monitoring. Parents/carers are consulted and strategies are reviewed more closely.
4. SEND Support considered	If the pupil needs special educational provision that is additional to or different from that normally available, the pupil may be placed on the SEND register.

Step	What happens
5. Support plan and review	A SEND Support Plan or relevant provision record sets out outcomes, provision, responsible adults, review dates and evidence of impact.
6. External advice	Where needed, the school seeks advice from relevant professionals and integrates recommendations into classroom practice and support plans.
7. EHCP assessment considered	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.

Movement between stages is not automatic. Some pupils may need short-term support and then return to usual classroom provision; others may need sustained SEND Support. The school reviews what is working, what is not working and what needs to change.

5. Ordinarily available provision, curriculum access and reasonable adjustments

Provision for pupils with SEND starts with high-quality teaching and an inclusive classroom. Adaptations should help pupils access ambitious learning and develop independence rather than unnecessarily lowering expectations or narrowing the curriculum.

St John's links classroom provision to the Teaching and Learning Policy and evidence-informed approaches such as explicit instruction, modelling, scaffolding, cognitive and metacognitive strategies, flexible grouping and appropriate use of technology.

Examples of ordinarily available provision include:

- clear routines, structured lessons and consistent behaviour expectations
- explicit instruction, modelling, worked examples and guided practice
- chunked instructions, vocabulary support, visual prompts and practical resources
- additional processing time, retrieval practice and opportunities for overlearning
- scaffolds that are gradually reduced as pupils become more independent
- reasonable adjustments for communication, sensory, physical, SEMH, medical or disability-related needs
- assistive technology where this supports access, recording, communication or independence
- planned support for transitions, social communication, emotional regulation and sensory needs where relevant
- online safety teaching, including recognising misinformation, disinformation, conspiracy theories and harmful online content.

6. Identification, planning, records and reviews

Teachers monitor attainment, progress, engagement, independence, communication, attendance, behaviour, wellbeing and participation. In the Early Years, this includes close observation and discussion with parents/carers and previous settings where appropriate.

Concerns are discussed with the Inclusion Lead/SENCO, parents/carers and relevant leaders. Evidence may include assessment data, work samples, classroom observations, intervention records, pupil voice, parent/carer feedback and external advice.

A pupil may need further support where:

- progress is significantly slower than peers from a similar starting point
- progress slows or declines over time despite appropriate classroom provision
- the attainment gap is widening
- there are persistent barriers to access, independence, communication, wellbeing, attendance or participation
- external advice or professional assessment indicates additional or different provision is required.

Pupils receiving SEND Support have a plan that identifies intended outcomes, provision, strategies, responsible adults and review dates. Plans are reviewed at least termly with parents/carers. The Inclusion Lead/SENCO may attend or contribute where appropriate.

Reviews consider:

- progress from starting points and towards agreed outcomes
- intervention entry/exit information where available
- quality of classroom access and reasonable adjustments

- independence, confidence and self-regulation
- attendance, punctuality, behaviour, suspensions and exclusions where relevant
- wellbeing, relationships and participation in trips, clubs and the wider life of school
- pupil voice and parent/carers views
- whether provision should continue, change, increase, reduce or end.

If a pupil makes sustained progress and no longer needs additional or different provision, the school may remove them from the SEND register following discussion with parents/carers. Ordinarily available provision and reasonable adjustments may continue as part of classroom practice.

7. Education, Health and Care Plans

Most pupils' needs are met through high-quality teaching and school-based SEND Support. Where a pupil continues to make limited progress despite sustained and reviewed support, the school may discuss requesting an Education, Health and Care needs assessment from the Local Authority. Parents/carers also have the right to request an assessment.

Requests are usually supported by evidence of need, provision already in place, external advice where available, review information and the impact of support over time.

Pupils with an EHCP have an annual review to consider progress towards outcomes, current provision, parent/carers views, pupil voice, attendance, wellbeing, independence, curriculum access, transition, safeguarding considerations and whether any changes to need, outcomes or provision should be shared with the Local Authority.

Assessment of progress may include age-related expectations, pre-key stage standards, the Engagement Model where applicable, individual targets, EHCP outcomes, school assessment information, observations, learning evidence and professional advice.

8. Wider factors, safeguarding, attendance, behaviour and medical needs

The school considers wider factors carefully while avoiding inappropriate identification of SEND. A short-term lapse in progress, attendance concerns, health or welfare issues, housing instability, disadvantage, being looked after, kinship care, having a social worker, English as an additional language, bereavement or trauma do not in themselves constitute SEND. However, they may affect a pupil's presentation and access to learning.

Where wider needs are identified, the school may provide pastoral support, reasonable adjustments, early help, safeguarding support, attendance support or targeted intervention even where the pupil does not meet the definition of SEND. If concerns persist despite appropriate support, staff consider whether there may also be underlying SEND needs requiring assessment or additional provision.

Behaviour is considered as communication. Staff seek to understand possible underlying needs, including literacy, language, sensory, emotional, trauma-related, peer relationship, online or safeguarding factors, while maintaining high expectations, clear boundaries and appropriate support.

Safeguarding concerns are reported to the DSL in line with the Safeguarding and Child Protection Policy. This includes concerns linked to persistent absence, changes in presentation, child-on-child abuse, exploitation, harmful sexual behaviour, online harms, misinformation, disinformation, conspiracy theories or barriers to reporting concerns.

Some pupils have medical conditions that may or may not be linked to SEND. Individual Health Care Plans, asthma cards, risk assessments, intimate/personal care plans, manual handling plans, sensory plans or Personal Emergency Evacuation Plans are used where needed. Where SEND and medical needs overlap, provision is coordinated with families, staff and professionals.

Where alternative provision is used, the school retains responsibility for the pupil's safety, attendance, progress and review. Safeguarding checks, information-sharing, attendance reporting, quality assurance and reintegration arrangements are recorded and monitored.

9. English as an additional language and accessibility

A lack of fluency in English is not, in itself, an indicator of SEND. Staff use culturally sensitive assessment, observation over time, parent/carers discussion and evidence of progress to consider whether an EAL learner may also have underlying SEND.

Teachers support EAL learners through ordinarily available provision including visual supports, vocabulary teaching, modelling, scaffolding, structured talk and access to first-language or family information where appropriate.

St John's is not an additionally resourced provision for pupils with significant or complex special educational needs. The school is committed to meeting individual needs, including disabilities, where this can be reasonably achieved within the school's resources, facilities and statutory duties. Current facilities include ramp access and an accessible toilet, with changing facilities for younger children. Reasonable adjustments are considered in line with the Accessibility Plan and Equality Act duties.

10. Partnership with parents/carers and pupil voice

Parents and carers are key partners in identifying needs, planning support and reviewing progress. The school seeks to build respectful, open communication so that families can share concerns, contribute to decisions and celebrate progress.

Parents/carers of pupils on the SEND register are invited to termly review meetings. Pupils' views are sought in a way that is accessible and appropriate to their age, communication and understanding. Reviews consider strengths, needs, what is working, what remains difficult, independence, wellbeing and wider participation.

The school signposts families to relevant support, including Islington SENDIAS, the Islington Local Offer, CAMHS, Families First, Centre 404 and the Education Welfare Service where appropriate. The SEN Information Report is published on the school website and explains the provision currently available.

11. External services and multi-agency working

External advice supports the school to understand needs, plan provision, train staff and review impact. Availability may vary according to Local Authority, health-service or commissioned-service arrangements.

Type of support	Examples
Educational and clinical	Educational Psychologist, Speech and Language Therapy, Occupational Therapy, Physiotherapy, School Nurse, Community Paediatrician.
Social, emotional and mental health	CAMHS clinician, pastoral support, art therapy or other therapeutic support where commissioned and appropriate.
Specialist outreach and advisory	The Bridge Outreach Team, Samuel Rhodes Outreach, New River College, Richard Cloudsley Outreach and other relevant specialist teams.
Safeguarding and commissioned provision	Where external provision is commissioned, the school seeks appropriate safeguarding assurances and reviews the quality and impact of the provision.

12. Admissions, induction and transition

St John's welcomes pupils with SEND and does not discriminate on the basis of SEND or disability in admissions. Where St John's is named in an EHCP, or where the Local Authority consults the school, leaders work with families, Islington SEND services and relevant professionals to support transition.

Induction planning considers strengths, needs, communication, wellbeing, sensory needs, medical needs, previous educational experiences, family context, attendance barriers and reasonable adjustments. This may include parent/carer meetings, information from previous settings, transition visits, visuals, social stories, adapted resources, healthcare planning or risk assessments.

For secondary transfer or in-year moves, relevant SEND records, support plans, reports, successful strategies and safeguarding or attendance information are shared securely and appropriately. Pupils with SEND may receive additional visits, transition books, peer support, social stories or handover meetings to reduce anxiety and maintain continuity.

13. Funding arrangements

The school receives a notional SEND budget from Islington Local Authority and uses available resources to meet assessed needs, statutory requirements, school priorities and provision identified through the graduated response. Pupils with an EHCP may receive additional top-up funding determined through local authority processes, including the Islington Provision Matrix. Pupil Premium funding may also support eligible pupils with SEND where appropriate.

14. Monitoring and evaluation

The Headteacher, senior leaders, Inclusion Lead/SENCO and SEND governor monitor the quality, consistency and impact of SEND provision. Findings inform school improvement planning, staff training, resource decisions and policy review.

Monitoring includes:

- SEND register, pupil progress reviews and data analysis
- learning walks, lesson observations, work scrutiny and review of classroom adaptations
- SEND Support Plans, provision records, intervention records and evidence of impact
- attendance, punctuality, behaviour, suspensions, exclusions, wellbeing and participation information where relevant
- pupil voice, parent/carers feedback and staff feedback
- annual review outcomes for pupils with EHCPs
- safeguarding audits where these intersect with SEND, including attendance, online safety, low-level concerns, alternative provision and information-sharing.

Where monitoring shows that provision is not having the intended impact, leaders consider what needs to change. This may include strengthening Wave 1 provision, revising support, adapting interventions, seeking external advice, reviewing deployment or training staff.

15. Complaints about SEND provision

The school aims to resolve concerns promptly and informally wherever possible. Concerns should usually be raised first with the class teacher. If further support is needed, the Inclusion Lead/SENCO or a senior leader may become involved.

If the concern remains unresolved, parents/carers may follow the school's formal Complaints Procedure. 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 Safeguarding and Child Protection Policy.

16. Linked policies and contact details

This policy should be read alongside the Teaching and Learning Policy, Behaviour Policy, Equality Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Admissions Policy, Complaints Policy, Assessment Policy, Administration of Medicines Policy, Anti-Bullying Policy, Online Safety and Acceptable Use Policy, and Attendance and Punctuality Policy.

Contact	Details
Assistant Headteacher and Inclusion Lead / SENCO	Miss Petra Slater – leads on inclusion and day-to-day implementation of SEND provision. Email: admin@stjhv.islington.sch.uk
SEND Governor	Mrs N Duncan – monitors the school's strategic approach to SEND on behalf of the governing body. Email: admin@stjhv.islington.sch.uk
Finance & Personnel Officer	Emily Hynes – can provide copies of this policy or other school documents on request. Email: admin@stjhv.islington.sch.uk Phone: 0207 226 4906

Appendix A: Parent/carers SEND pathway

This parent-friendly summary explains what usually happens when a concern is raised about a child's learning, development, wellbeing, communication, access or participation.

Stage	What this means
1. We notice or you tell us about a concern	A concern may come from home, school, the pupil or another professional.
2. We look carefully at classroom support	The teacher reviews teaching, adaptations, reasonable adjustments, assessment information and any wider factors.
3. We try and review strategies	Strategies are used consistently, usually for 6–8 weeks, and the teacher checks whether they are helping.
4. We meet and agree next steps	Parents/carers are involved. The pupil's views are sought where appropriate.
5. We may place the child on monitoring	This means we are watching progress closely. It does not automatically mean the child has SEND.
6. We may move to SEND Support	If the child needs special educational provision that is additional to or different from what is normally available, they may be placed on the SEND register.
7. We create and review a plan	The plan records outcomes, support, strategies, who is responsible and when we will review progress.
8. We may seek external advice	This could include educational psychology, speech and language therapy, CAMHS or specialist outreach.
9. We consider EHCP assessment where needed	If needs remain significant despite sustained support, the school or parents/carers may request an Education, Health and Care needs assessment from the Local Authority.

Appendix B: Wave 1 / ordinarily available expectations

Area	Ordinarily available expectations
Learning access	Clear explanations, modelling, worked examples, scaffolds, chunked instructions, vocabulary support, retrieval practice, practical resources and additional processing time.
Independence	Prompts and scaffolds are reduced over time; adults avoid over-support; pupils are taught routines, strategies and self-help tools.
Communication	Visual supports, structured talk, checking understanding, communication-friendly classrooms and explicit teaching of key vocabulary.
SEMH and regulation	Predictable routines, trusted adults, regulation strategies, calm spaces where available, restorative conversations and trauma-informed approaches.
Sensory and physical access	Reasonable adjustments to seating, environment, movement, transitions, resources, equipment, personal care and evacuation planning where required.
Assessment and review	Teachers use formative assessment, observation, work evidence and pupil/parent feedback to adjust teaching and review impact.
Technology and online safety	Assistive technology is used where helpful. Pupils are taught safe and responsible technology use, including online harms and AI awareness.

Appendix C: Alternative provision safeguarding and quality assurance checklist

This checklist should be used where alternative provision is considered or used for a pupil, including as part of SEND support or wider inclusion planning.

- Reason for placement is clear and linked to identified need and intended outcomes.
- Provider details, named contact, timetable, start date and review date are recorded.
- Written safeguarding assurances are obtained, including safer recruitment and DBS arrangements where appropriate.
- Attendance reporting is agreed, including same-day absence reporting and escalation procedures.
- Information-sharing arrangements are clear, including safeguarding, medical, SEND, behaviour and risk information.
- A named school lead monitors attendance, welfare, progress and quality of provision.
- Parents/carers and the pupil are involved where appropriate.
- Placement is reviewed regularly and does not become open-ended without evaluation.
- Reintegration or next-step planning is considered from the start where appropriate.
- Any safeguarding concerns are reported to the DSL and managed in line with school procedures.

Appendix D: Annual SEND quality assurance cycle

Term	Core activity
Autumn	Review SEND register, confirm support plans, provision records and intervention arrangements, identify staff training priorities, check transition arrangements, report early priorities to governors.
Spring	Review intervention impact, update plans, gather pupil and parent/carer voice, analyse attendance/behaviour/progress for pupils with SEND, adjust provision where needed.
Summer	Plan transitions, review annual outcomes, evaluate SEND priorities, update SEN Information Report and policy if required, report impact and next steps to governors.