



**St John and St James CE Primary
School
Edmonton
N18 2TL**

**SEND Information Report
2025-2026**



Part of our

Special Education Needs and Disability Provision

The 0-25 Special Educational Needs and Disability Reforms 2014

To be read in conjunction with the reviewed Special Educational Needs and Disability Policy

Welcome to the SEND Information Report for St John and St James CE Primary School

How we support children/young people with special educational needs or disabilities:	
What is our vision and how we hope to achieve it?	Our vision is to create an inclusive community of aspirational learners, children, families and colleagues, working collaboratively and respectfully within a happy, nurturing environment where all flourish and achieve. Pupils are given extensive opportunities through an exciting and engaging curriculum, through which our Christian values are woven. ‘I have come that they may have life, and have it to the full’. John 10 verse 10 At St John and St James, we embrace the vast cultural diversity within our community, and understand the range of prior experiences and starting points that many of our children come with. Our aim is to ensure that throughout their time with us, children will develop perseverance, independent learning behaviours and substantive and disciplinary knowledge in all curriculum areas, that will give them the skills and confidence to be successful as they enter their next phase of education and ultimately improve life chances. Weaved throughout the curriculum are opportunities to celebrate the social and cultural diversity of the school community whilst reinforcing the importance of British Values. The curriculum aims to promote identity, pride and ambition within our pupils so that they are able to go on with confidence and aspirations, for their futures within education and beyond. As a school, we aim to facilitate meaningful experiences for our children, through a rich, engaging curriculum, so that children can learn to appreciate all that life has to offer, and enjoy life in all its fullness. In addition, many elements of the curriculum provide opportunities for children to learn how to keep themselves safe, when facing issues that affect young people in our local community and beyond. They are taught to understand, how and why young people may be drawn into gangs, youth violence and unhealthy relationships. Through exploring and discussing these dangers in a safe place, our children will learn how to make the choices that will keep them safe.
What type of school of school is St John and St James CE Primary?	St John and St James CE Primary School is a mainstream two-form entry primary school with a nursery. Our school works with pupils from 3 – 11 years of age. As of September 2023, around 13% of our pupils are identified as having SEND. This is in line with the national average of 13%. We have 8 pupils (3% of our total cohort) with a finalised EHCP; which is lower than the national average of 4.3%. However, as the needs of our pupils are continually assessed and reviewed, these numbers are likely to change throughout the year. Our pupils are from a wide range of minority ethnic backgrounds

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	with 68% of pupils for whom English is not their first language. 41% of our pupils are eligible for FSM and 41% are pupil premium, the percentage is higher in Upper KS2.
What is our Ofsted rating?	Our Ofsted rating (Nov 2021) is Good . Our SIAMS rating (May 2023) is Good .
What kind of Special Educational Needs are provided for at St John and St James CE School?	Pupils with SEND often have learning difficulties that make it harder for them to learn than most pupils of the same age. These pupils may need extra or different help from that given to others. At St John and St James CE School, we provide support for children with the following needs; • <u>Communication and interaction</u>. Children may have difficulty in communicating with others, expressing themselves, understanding what is being said to them or not understanding or having difficulties with the social rules of communication. This area of need includes Autism (ASD). • <u>Cognition and learning</u>. Learning difficulties cover a wider range of needs, e.g. moderate learning difficulties (MLD); profound and multiple learning difficulties (PMLD); specific learning difficulties (SpLD), such as dyslexia, dyscalculia or dyspraxia. • <u>Social, emotional and mental health</u>. Children can become withdrawn or isolated, or display challenging or disruptive behaviours. These behaviours may be due to mental health difficulties such as anxiety or depression. This area of need also includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) and attachment disorder. • <u>Sensory and/or physical needs</u>. As well as physical disability, this area includes vision impairment (VI), hearing impairment (HI) or multisensory impairment (MSI). All of our support is offered within our mainstream setting. We do not have a resourced provision for any area of need. However, we currently run a KS1 Nurture Group to support children with social and emotional needs.
How we know if a child has special educational needs?	At St John & St James we identify children with SEN as early as possible by assessing each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. This may include progress in areas other than academic attainment, for example, social needs, emotional wellbeing and good mental health. • Children are assessed for language development during their time in Nursery. This is to assess their understanding and expression of the spoken word. Early intervention is important as these skills are important for learning. • Teachers continually assess and monitor pupils in their care as part of their daily work. • Regular pupil progress meetings also help identify pupils who are not making expected progress and, therefore, require targeted support. • Children who do not make expected progress, despite a targeted plan, may need more specialised assessments. These are arranged through discussion with the class teacher, parents and the SENDCo. Depending on the specific need a specialised assessment may be carried out by an educational psychologist, dyslexia specialist,

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	speech & language therapist, occupational therapist or physiotherapist. Some children may need to be referred to a paediatrician or the Child and Adolescent Mental Health Service (CAMHS). In the case of new pupils from other schools (in England) with an existing special need we receive information from the pupils' previous school.
What should a parent or carer do if they think their child may have special educational needs?	We understand that parents and carers know their child best and welcome their support with understanding the child's needs. If parents/carers think that their child may have special educational needs they should make an appointment to speak to the class teacher to discuss the concerns. The class teacher will then liaise with our SENDCo, Mrs Woolley. Our SENDCo may then speak to the parent/carers directly or may arrange a meeting together with the class teacher.
How do we involve pupils and parents/carers?	We will always involve parents and carers as, alongside the views and wishes of each child, they are central to the SEND provision at St John and St James. The school is committed to developing a positive and supporting relationship between home and school, and no pupil will be added to, or removed from, the SEND list without prior discussion with the parents/carers. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will ensure that: • Everyone develops a good understanding of the pupil's areas of strength and difficulty; • We take into account the parents' concerns; • Everyone understands the agreed outcomes sought for the child; • Everyone is clear on what the next steps are. Parents and carers are welcome to come into St John and St James to share any concerns or to telephone staff (an appointment may be necessary) and meetings can be arranged at any time to discuss any concerns. We meet with parents and carers to give as much information, support and reassurance as possible, including opportunities to meet with the class teacher across the school year during Parent Consultation weeks, but also more regularly as the need arises. These may involve not only the class teacher, but sometimes the SENDCo or the support staff working closely with the child. For pupils with an EHCP, there will be an Annual Review meeting each year that will include parents/carers and the school, and may include other professionals working with the pupil. We are committed to the Pupil Voice, and this is reflected in the section for pupil comments on the school's Learning Support Plans and Pupil Passports. Staff work to ensure that all pupils experience success in their learning, seeing themselves as successful learners working with the teaching team who value their contribution and the progress that they make. All teaching staff are committed to giving realistic but challenging targets for all pupils. They work to ensure that pupils with SEND do not feel overwhelmed by targets, as their learning

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	may be at a different pace to that of some of their classmates. In progress and achievement, small steps are celebrated.
How do we support children with special educational needs?	Every teacher and member of support staff is aware of their responsibility to provide equal access and, where appropriate, additional provision. The school aims to meet the needs of pupils with SEND in the classroom, using High Quality Teaching. • The school is committed to providing a variety of intervention programmes to support pupils in the development of basic skills. • When planning support and intervention programmes, careful consideration is given to the class timetable, as the school is committed to pupils having access to all areas of the curriculum. • The school makes provision to support individual pupils to enable them to participate effectively in the curriculum and assessment activities. For the end of Key Stage 2 SATs, access arrangements can be employed, including readers, transcription, rest breaks, and where a pupil's needs meet the criteria, an application is made for additional time for test papers. Our School Counsellor, Lauren Dean, provides support for pupils with social, emotional and mental health needs. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disabilities, they receive a progress report from the SENDCo annually. The school's SEND governor is Stephen McAteer. He can be contacted through the school office.
How do we adapt our teaching for children/young people with special educational needs?	The SEND Code of Practice focuses on meeting children's needs in the classroom. All teachers have responsibility for effective teaching of pupils with SEND and all staff have the responsibility of meeting the needs of each individual pupil in their class to the best of their ability, with or without formal assessment. High quality teaching is our first step in responding to pupils who have SEND. We make the following adaptations to ensure all pupils' needs are met: • Adapting our teaching to ensure all pupils are able to access learning, for example by using different teaching styles and strategies (e.g. modelling, explicit instruction, check in's, guided practice) flexible groupings, visual and concrete resources. • Adapting our resources and staffing to scaffold children's learning. • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Differentiating our teaching, for example giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • Teaching in small groups Wherever possible, we strive to provide one teaching assistant in each year group. However, this can vary year on year. The teaching assistant and class teacher work as a team in order to provide support to all children in the class. Where High Quality Teaching does not allow the child to make sufficient progress, additional support for learning may be provided, such as interventions (short programmes of support

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	targeted at a specific need and where progress is measured from a baseline, usually provided by a teaching assistant). In rare cases, it may be deemed appropriate for 1:1 support to be provided for a pupil in order to support their access to the curriculum. We are committed to working with other professionals and external agencies in order to integrate support for the child. The SENDCo liaises with various professionals and external agencies to support children with SEN. These may include: • Educational Psychology Service • Behaviour Support Service (SWERRL) • Speech and Language Therapy • Child and Adolescent Mental Health Service (CAMHS) • Visual impairment services We also have an in-house counselling service which children can access. The school is on two levels with stairs and lift access to the upper floor. Disabled toilets are available on the ground and first floor. If a pupil needs specialist equipment, advice is taken from the relevant professionals.
How do we support social and emotional development?	St John and St James seeks to offer a nurturing environment where the wellbeing of pupils takes priority. Staff are vigilant about the needs of our children, and offer a high level of pastoral support. Children are encouraged to speak to a trusted adult in the school if they have concerns and/or are worried. There are talk time boxes in every classroom that provide a way for children to self-refer to the in-house counsellor if they would like to speak to someone. We also have a Nurture Group to support identified children in KS1.
What is a Nurture Group?	We currently provide a Nurture Group intervention for identified pupils in KS1, which is funded by Enfield council. The Nurture Group is specifically for the purpose of making provision for primary aged pupils identified as having Social, Emotional and Mental Health (SEMH) needs or attachment needs. Nurture Groups are a unique preventative resource based on well documented psychological, social and educational theory and research. They run in accordance with Marjorie Boxall's 6 Nurture Group Principles. Our Nurture Group, The Nest, aims to: • Provide a supportive, secure, small group learning environment that meets the needs of the child, including their academic and developmental needs through the development of a trusting relationship with two adults. • Provide a nurturing curriculum from two consistent adults for a maximum of 4 terms incorporating on-going assessment, by providing flexible, preventative support for vulnerable pupils at risk of exclusion or those displaying Social, Emotional and Mental Health challenges, specifically Attachment difficulties or relational trauma. • Facilitate emotional readiness for learning by increasing self- esteem, resilience and other basic skills. Staff will actively work towards successful reintegration into the base class. • Collaborate with wider school staff to share Attachment Principles for use in different ways within the school.

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	The Nest currently supports identified children in Key Stage 1. Children who may benefit from attending The Nest nurture group are identified through consultation with their family, school staff, including the SENDCo and Headteacher, and professionals who know the child well. Children are offered a place in The Nest as a result of meeting specific criteria which includes assessment of their needs using the Boxall Profile assessment tool. Children attend The Nest nurture group for part of each school day, returning to their base class for the rest of the day.
How do we include children/young people in activities and school trips?	We are committed to ensuring that all pupils have access to all school activities, including additional clubs, both at lunchtimes and before/after school, and we would make every effort to make reasonable adjustments to allow children with specific needs to participate. Where learning is to take place off site at museums or similar, staff work with parents and support staff to facilitate the inclusion of all pupils. Risk assessments are undertaken for all outings and activities taking place off site with due diligence given to the safety of all staff and pupils.
How do we support pupils moving between phases and preparing for adulthood?	We are committed to making staff available to meet with teachers and parents of pupils with SEND before they join the school, so that specific needs and concerns can be addressed and appropriate preparation made for a child's needs on entry. • The school makes every effort to seek records from previous schools attended by its pupils and to send on records to any new school. • Prior to transfer to secondary school, class teachers and the SENDCo will work closely with the 'receiving school', including inviting staff to attend any Year 6 Annual Reviews.
How do we check that a child is making progress and evaluate the effectiveness of our SEN provision?	We follow the graduated approach and the four-part cycle of <u>assess, plan, do, review</u>. The class teacher (sometimes in collaboration with the SENDCo) will carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data • The views and experience of parents/carers • The pupil's own views • Advice from external support services, if relevant The child's needs are reviewed regularly. For most children with an additional need, High Quality Teaching will be used to address this in the classroom. If the teacher feels it is necessary, additional interventions will be put in place to address a child's specific need(s). In some cases, the teacher and SENDCo may decide it is necessary for a child to have a Learning Support Plan, which sets out the graduated approach in a more formal manner. These plans may have input from external agencies. If a child's need is considered to be more complex, an application for an EHCP would be made.

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	All teachers and support staff who work with the child will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
What specialist external services are involved for additional support?	On occasion it is necessary to obtain additional support from an outside agency, for example for additional assessments of need or for strategies and advice regarding support for an individual. A meeting will be held with parents to discuss the referral and to complete a referral form, this will include details of the difficulties experienced, the support provided by the school and the consent of the parents for the referral to be made. Agencies that the school may work with: • Educational Psychology Service • Child and Adolescent Mental Health Service (CAMHS) • School Nurse/Health Advisor • Speech and Language Therapy Service • Social Services • Behaviour Support Service (SWERRL) • Education Welfare Officer • Russet House School Outreach Service • Waverly School Outreach Service • Early Years Specialist Speech and Language Therapist for Autism • Hearing Impairment Service • Visual Impairment Service • Occupational Therapy • Physiotherapy
How do we develop staff knowledge and expertise?	We are committed to staff being given the opportunity to attend additional training to meet the needs of pupils in their care. This can take the form of: • courses organised by the local authority and a great variety of other specialist organisations; • school-based training with a guest speaker or trainer with specialist knowledge; • and in-house training given by school staff with specialist training or colleagues disseminating information from courses recently attended.
Who to contact for more information or to discuss a concern?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. The SENDCo/Assistant Head, Mrs Woolley, is also available, as are Miss Glover (Assistant Head), Mrs Nagle (Deputy Head) and Ms Cuncarr (Head Teacher).
How do I make a complaint about the SEN provision made for my child in school?	We hope that we are able to work successfully with all parents to meet your child's additional needs. However, if you do not think that concerns are being well managed or you are not satisfied with the provision being made to meet your child's needs, you should speak to the SENDCo, Deputy Head Teacher or Head Teacher. If you are still not happy, you should speak to the school SEND governor, Stephen McAteer. It is hoped that a complaint can be resolved without formally invoking the complaints procedures as set out in the school's complaints policy. The complaints procedure is easily accessible on the school website: https://www.stjohnandjames.enfield.sch.uk/school/policies/

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Where can I find further information about Special Needs Provision within Enfield?	Each borough works with parents, young people, voluntary organisations, and professionals in health and social care to design a local offer that will set out information regarding children with SEND in a clear, accessible way. Find out about the services Enfield has to offer by clicking on the following link: https://new.enfield.gov.uk/services/children-and-education/local-offer/
How do I access further support and advice for myself and/or my child and special needs?	The SENDCo will share information with you about local support groups, courses for parents and holiday activities that are relevant to your child's needs. <u>Enfield Parent Partnership Service</u> The Parent Partnership Service gives free, independent, confidential and impartial advice and support to parents and carers. Phone: 0208 373 2700 Email: enquires@enfieldparents.org.uk Special Educational Needs and Disability Information, Advice and Support services (SENDIASS) Support and advice service for children and young people with Special Educational Needs and/or a disability between the ages of 0-25, including a confidential helpline, support with statutory assessments, school placements, exclusions and liaising with educational settings, as well as signposting to relevant services. Email: sendiassenfield@Centre404.org.uk <i>Phone: 07494 280063</i> https://epandc.org.uk/services/sendiaass/ <u>Our Voice</u> A parent-led organisation seeking to improve services for children with disabilities in Enfield. Phone: 07516 662 315 Email: info@ourvoiceenfield.org.uk <u>Contact a Family</u> Contact a Family is the only national charity that exists to support the families of disabled children. Phone: 0207 608 8701 www.cafamily.org.uk Email: info@cafamily.org.uk <u>Council for Disabled Children (CDC)</u> CDC's vision is a society in which disabled children's needs are met, their aspirations supported and their rights respected. Phone: 0207 843 1900

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	<u>Independent Parental Special Education Advice (IPSEA)</u> A national charity providing free legal based advice to families who have children with special educational needs. All advice is given by trained volunteers. Phone: 0800 0184016 <u>Home-Start Enfield</u> Focusing on vulnerable children, Home-Start supports families with at least one child under the age of five by offering practical and emotional support, either in the family's own home and/or with group work. Phone: 0208 373 2716 Email: admin@homestart-enfield.org.uk <u>Community Parent Support Service</u> The Community Parent Support Service is available to all families living in Enfield and works with parents of children aged 0-18 to address concerns and issues before they escalate and become a problem. Phone: 0208 372 1500 <u>Informed Families (IF)</u> Enfield's Family Information Service - run by Enfield Council's Community Access, Childcare and Early Years (CACEY) service. www.enfield.gov.uk/if
How is this information monitored?	This information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board. The governing body is actively involved in monitoring the provision for pupils with SEND, their progress and supporting their families. The nominated governor for SEND is Stephen McAteer.
How does this report link to other policies?	This policy links to our policies on: • SEND • Accessibility • Behaviour • Equality information and objectives • Supporting pupils with medical conditions • E-safety