

Agenda item:	Report author: Joshua Watson	Date: 13.06.2025
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SEN school information report

1. School context

	June 2024	June 2025
Number of children with an EHCP	13	15
Percentage of children with an EHCP	5.7%	6.55%
Number of children receiving SEN support	39	36
Percentage of children receiving SEN support	17%	15.72%
Total number of children on the SEN register	52	51
Percentage of children on the SEN register	22.7%	22.2%

Since June 2024, three children have arrived with EHCP's in the draft stage, with one of those now finalised. One EHCP application was submitted and rejected by Hackney Education, however, together with the family, we will be appealing in the Autumn term. One EHCP application has been submitted with a decision from panel to be provided. There is currently one EHCP application in the writing process, with specialist advice being gathered before submission.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
Communication and Interaction	3	5	5	8	5	3	5	1	35
Cognition and Learning	0	0	0	0	1	3	1	1	6
Social, Emotional and Mental Health	0	0	2	2	2	0	0	1	7
Sensory and Physical	1	0	0	0	1	1	0	0	3
TOTAL	4	5	7	10	9	7	6	3	51

Recommendation

The LAB is recommended to approve the SEN school information report.

Report published for parents and available online
Reviewed and approved by the LAB: June/ July 2025
Next full review due: January 2026

Special Educational Needs and Disability (SEND) School Information Report

School Vision & Ethos

Every member of staff and every child has a positive attitude to others with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has a right to full access to the curriculum; and the right to learn in a caring and considerate environment where staff and children value their contribution to the life of the school. All children receive Quality First Teaching across the curriculum and are if necessary, will receive additional support to ensure they make expected progress.

Quality-first teaching by excellent teachers

All children of SEND are included within the classroom setting and experience adaptive teaching delivered by our **highly skilled teachers and support staff**. The use of **explicit instructions, cognitive and metacognitive strategies, scaffolding, flexible groupings and technology** underpins all of our teaching. Our SENDCo supports all staff in ensuring their provision is evidence informed and accessible, therefore allowing all pupils to feel safe and confident enough to take risks within their learning. **Assessment of learning** and for learning is embedded systematically to identify misconceptions and adapt teaching as necessary.

Highly effective adults

Additional adults are **trained and supported** to use techniques to help pupils scaffold their own learning. Our additional adults add value to what teachers do, not replace them. Adults help our children **develop independent learning skills and manage their own learning**. CPD is **carefully planned** to support the pupil needs in our school.

Supporting pupils wellbeing

Wellbeing is integral to everything within our school and all children are supported in learning strategies to manage and discuss their emotions. All children with SEND **are heard, supported and feel valued** from the moment they arrive meaning there is no limit to the progress and success they can achieve here. Understanding pupils and their learning needs is essential for pupils to make progress. All adults have an awareness of individuals needs and are mindful when supporting their behaviours for learning.

Responsive interventions

Where it is necessary, interventions are implemented and **delivered by skilled teachers and support staff to complement high quality teaching**. These are carefully targeted through identification and assessment of need. We regularly review all interventions and are responsive to pupils needs.

Specialist support

Some pupils will need specialist interventions delivered by trained professionals from outside agencies to support their progress.

Partnerships with families

At St John and St James we ensure that all **communication is transparent and supportive**. Where necessary, meetings are held termly to review targets and where appropriate a referral to an external agency may be considered.

Policies for identifying pupils with SEN and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.
- Previous settings inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and together they will discuss interventions that can be put in place to support the child during the process of a necessary referral (where a referral is needed.) Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in fundamental check meetings.

The SENDCO will then conduct a classroom observation of the child and will then meet with the class teacher to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals that are necessary are made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for a range of needs in the school, usually grouped into the following categories:

- Communication and interaction
- Cognition and learning
- Physical and sensory
- Social, emotional and mental health needs.
- Self-Help and Independence

Arrangements for consulting parents and children with SEND

Parents are invited to school when SEN has been identified. They are provided with a termly provision map and invited to provide their feedback, contribute to the plans and support setting targets. All meetings begin with updating the child's One Page Profile, capturing the child's strengths and needs, their class teacher and parent's feelings and where appropriate, the child's voice.

If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs. Provision will be implemented and reviewed within a Raising Attainment meeting and/or IEP meeting.
- The SENDCO will talk to the child and parents/carers to find out their views and needs and will collect information on a One Page profile.

- The SENDCO will conduct an observation of the child in the classroom and playground setting, work alongside the child and gain pupil voice.
- There may be referrals to outside agencies (consent from parents/ carers is always obtained first).
- A termly Multi-Agency Planning (MAP) meeting is held to discuss and plan for the children of highest concern within the school. This will include the SENDCO, Family Liaison Officer, Speech and Language Therapist, Specialist Teacher, Educational Psychologist, a member of the Re-Engagement Unit, the Family Coach Service and a member of the WAMHS team.

For some children on the SEND register (EHCP and SEN support), support plans are reviewed three times a year in the Autumn, Spring and Summer terms. The SENDCO, a member of the teaching staff working with the child and the parents attend the meetings so there is a holistic discussion about the child's well-being and progress in school and at home. This allows for plans to remain in place over transitional periods of the year. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan, annual reviews are held (or six monthly if under five) to ensure that children are progressing as expected. If it is felt that the EHC plan requires review prior to this schedule, regarding funding or provision, an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Parents/carers of the children that are transitioning from our school to secondary school will begin discussions with the SENDCO about an appropriate secondary school to apply for based on the needs of the child and the desires of the parents/carers.

Once the child's place at a secondary school is confirmed, the SENDCO will liaise with the school to arrange transition days and create bespoke materials to provide the children with work around the transition between schools. Sessions will be on the child's individual timetable so they are guaranteed a weekly hour to discuss and work through transition materials.

In school, children will access transition sessions delivered by external professionals such as Young Hackney (6 sessions) and WAMHS. Where the need for support is higher, a referral will be made for some children to receive bespoke, targeted interventions throughout the summer term, into the summer holiday and in some cases, the support will continue at secondary school.

Should a child not receive a place at the secondary school of the parents' choice, the SENDCO will work with the parents to appeal the decision or find an appropriate alternative.

How adaptations are made to the curriculum and the learning environment of pupils with SEND.

The environment of the classroom is of high importance to all children, including children with SEND. All class teachers ensure that their displays and planning are minimal, the behaviour policy is followed and the classroom is calm. This reduces cognitive load for all children and provides the children with the best platform in which to learn.

Visual support is available to all children within their learning environment - through planning, displays, feelings charts and social stories. Dual-coding activates both the visual and verbal memory and creates stronger links to enhance the learners vocabulary and supports them retaining information in their long term memory. Visual support is expected to be included in all scaffolds provided to children, to support them achieving the learning intention of every lesson.

When a pupil has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum and make progress. A teacher or a support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need they will have an IEP meeting every term, attended by teaching staff, the SENDCO and parents/carers, where targets will be set accordingly to their area of need. All targets include "What needs to happen?" which are areas of support the child will receive in order to meet their target. These targets will be monitored by the teaching staff around the child and the SENDCO throughout the week. Following the IEP meetings, notes will be sent home to the parents/carers.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Additional support for learning that is available for pupils with SEN

The school works with a speech and language therapist, an Educational Psychologist and Specialist Teacher, who are traded services purchased by the school. The school also works with the Re-Engagement Unit (REU) from Hackney Education who attend on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, individual workstation.
- Family support from the Family Coach Service and WAMHS.
- Adult support in class that promotes independence.
- Individualised timetable
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, fine/gross motor skills.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.
- Social and emotional support.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that works with the school.

As Communication and Interaction is the greatest need across the school, our SaLT attends the school weekly to support with interventions and planning. They deliver interventions across the school and meet with members of staff to assess and review the impact of interventions. These interventions are discussed at Annual Review and IEP meetings to ensure parents are informed about the targeted support their children are receiving.

As of September 2025, 3 (1 x EYFS, 1 x KS1 and 1 x KS2) members of staff will be trained by the SaLT to deliver interventions which will be planned and modelled by the SaLT. The staff will be responsible for delivering the interventions and communicating the progress being made to the SaLT and SENDCO. The SaLT and SENDCO will assess the progress termly and plan interventions based on these assessments for the next term.

Whole staff training, delivered by an external professional in school time, will be continuing into the new academic year. The themes for 2024-2025 ranged from Emotion Coaching (WAMHS) to DLD (SaLT) and ADHD (Specialist Teachers) and were all themes chosen by staff through a survey.

The SENDCO will then liaise with external professionals to ensure trainings are delivered by the professional with the most expertise in that specific area.

As a small school, we are entitled to 9 days with the Educational Psychologist and 5 days with the Specialist Teacher across the year. For 2024-2025, this will be changing to 7 days with the Educational Psychologist and 8 days with the Specialist Teacher due to the EHC Recovery Plan created by Hackney Education, at a cost of £4120 (£1420 increase on the previous year.) They will continue to collaborate with the SENCO to identify key areas within the school which need support, whether it be systemic changes or individual/group work with children. This will be decided by the SENDCO and SLT across the year.

Different members of staff have received training related to SEND, these have included:

- How to adapt teaching to meet the needs of all learners.
- How to write effective social stories.
- How to support behaviour through restorative conversations.
- How to use visuals within planning to support all learners.
- How to create an effective environment for learning.
- How to follow a graduated approach to support the needs of all learners within the classroom.
- How to support children with speech and language difficulties, specifically DLD.
- How to support children with ADHD.
- How to support children with behavioural, social and emotional needs.
- How to use the Solihull Model to support behaviour and emotions in all children and staff.
- How to keep all children safe.

Occasionally a pupil may need more expert support from outside of school such as educational psychology. Where this is the case a referral will be made with parental consent and forwarded to the most appropriate support agency. If appropriate, a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- In school WAMHS support (Well-being and Mental Health Support)
- CAMHS (Child and Adolescent Mental Health Service)
- Specialist Teacher
- Family Coach Service
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- School Nurse
- Inclusion Team
- Young Hackney

How equipment and facilities to support children and young people with SEND will be secured

The budget for SEND is given every year. Throughout the year, as needs are identified, resources are purchased by the SENDCO from this budget. For example, these may be a programme that the child can work with or a member of staff can use to create resources.

If a child is in early years and a need is identified by a member of staff, the SENDCO will apply for the Early Years Inclusion fund, which will support specific training for staff working with the child and get additional resources needed.

How the effectiveness of the provision made for pupils with SEN is evaluated

Teachers are supported through fortnightly Adaptive Teaching support provided by the SENDCO, regular learning walks and through book looks.

The Education Endowment Foundation provides the five areas observed during a walkthrough. These areas are:

1. Explicit Instruction – Following Rosenshine's 10 Principles of Instruction.
2. Cognitive/Metacognitive Strategies – Providing children with opportunities to plan, monitor and evaluate their own learning to support content transferring into the children's long term memory.
3. Scaffolding – Ensuring all lessons include Written, Visual and Verbal Scaffolds.
4. Flexible Grouping – Temporary grouping to support closing any gaps in learning the children may have.
5. Technology – Where appropriate, children should have access to assistive technology to access their learning.

There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention. Targeted provision is evaluated three times a year in IEP and Annual Review meetings, alongside the class teacher, parents and any external professional supporting the child.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

All children are encouraged to participate in a wide range of activities including after school clubs. Where it is felt that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in form of assistive technology or additional adult support. This would be facilitated on a case-by-case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Where there is a concern around a children emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Mentoring from a member of the pastoral team/SLT
- Invitation to attend a particular club after school.
- A referral to Young Hackney for 1:1 support
- A referral to the Family Coach Service
- Happy to be me support group
- A pastoral support plan.
- In school WAMHS support for the class team and parent.
- A referral to the REU and a bespoke plan.
- A referral for Early Help through the Multi-Agency Safeguarding Hub

In some cases, the emotional and social development may meet the threshold for the SEN register. Circle of friends and Happy to be me groups have been very successful in improving the relationships between children with SEN and their peers. The views of children with SEND are always sought, through conversations with the SENDCO or their class support where appropriate.



Inclusion meetings are held weekly to support the most vulnerable children in the school which includes children on the SEN register. Plans are made for those children that may need emotional and social support and a member of the Inclusion team will ensure those plans are delivered.

We have a CAMHS Worker in School (CWIS) who attends the school for a whole day a fortnight. With wellbeing and mental health being a priority within the school, they are able to run regular groups, deliver whole class sessions, assemblies and meet with parents for coffee mornings and support with making specialist referrals where appropriate.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

The school has a strong relationship with external bodies. The LA support the school with any concerns and provide advice to ensure the children with SEND at our school receive the best provision they can.

Social care have supported the school with safeguarding concerns around children this year and are very quick to act upon any referrals the school feel necessary to make. They then remain in contact with the school across the period of time that the case may be open to them. This ensures that the team around the child are updated with all relevant information at all times.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Contact details of support services for parents of pupils with SEND

Hackney SENDIAGS – Hackney SEND Information, Advice and Guidance Service - sendiags@learningtrust.co.uk

Hackney Local Offer - <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

Named contacts within the school for when young people or parents have concerns

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Joshua Watson – jwatson@johnjames.hackney.sch.uk

Other key people are:

Grace Gladstone – Headteacher – ggladstone@johnjames.hackney.sch.uk

Sharon Rees – Family Liaison Officer – srees@johnjames.hackney.sch.uk

Dionne Khaleel – Pastoral Support Manager – dkhaleel@johnjames.hackney.sch.uk

LAB link member for SEND: Sus March

Federation link governor for SEND: Alice Wilson

Yvonne Wade - Head of SEND at Hackney Education – yvonne.wade@hackney.gov.uk

Richard Collins – Operations Manager of the SEND Service at Hackney Education – richard.collins@hackney.gov.uk

Dr Edward Chilton – Principal Educational Psychologist at Hackney Education – ed.chilton@hackney.gov.uk



If you have any other questions, please contact the school on: 020 8985 2045

The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

The arrangements for the admission of disabled pupils

Please find this information within our SEND Offer on our website.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

Please find this information within our SEND Offer on our website.

The facilities we provide to help disabled pupils access our school

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, email transport@learningtrust.co.uk

How to find our school's accessibility plan

The school accessibility plan is updated at least every three years. You can find a copy on our website here: <https://www.johnjames.hackney.sch.uk/>

Appendix 1

Useful Websites



<http://www.netmums.com/parenting-support/special-needs>



<http://www.cafamily.org.uk/>



Hackney Independent Forum for
Parents/Carers of Children with Disabilities

<http://www.hiphackney.org.uk/>



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>



<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



IPSEA
Independent Parental Special Education Advice

<http://www.ipsea.org.uk/>



<https://www.homerton.nhs.uk/hackney-ark/>



<http://www.parentsforinclusion.org/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

all about people

**Dyslexia
Action**

<http://www.dyslexiaaction.org.uk/>

Taking Action • Changing Lives



<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



<http://www.dyspraxiafoundation.org.uk/>

[Rosenshine's Principles of Instruction](#)

THE PRINCIPLES OF INSTRUCTION


TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.


HOW3
teachingscience.com

01 DAILY REVIEW




Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creation.

02 NEW MATERIAL IN SMALL STEPS



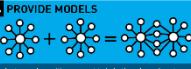
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when last steps are mastered.

03 ASK QUESTIONS




The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS




Students need cognitive support to help them learn how to solve problems. Modeling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE




Students need additional time to rephrase, elaborate and summarize new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING




Less successful teachers merely ask "Are there any questions?" No questions are asked to reveal any problems. Also, by contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE




A success rate of around 80% has been found to be optimal. Slowing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS




Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking about concepts and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.