St John's Angell Town C of E Primary School:

SEND Information Report 2026-2027

'Learning to make the world a better place through faith, hope and love'.

This report is written so that parents can find information about SEND at St John's Angell Town Primary School

For further information on our SEND offer, please see our SEND POLICY which is available on our website.

Alternatively, our SENCO Nicola Coyle can be contacted via the school office on 02072744847



Our School

St John's is a single form Church of England Primary School for children aged 3 - 11 years old.

At St. John's Angell Town Primary School, we are fully committed to meeting the needs of those children with Special Educational Needs so far as is reasonably practicable and compatible with the provision of the efficient education of other children. In meeting these responsibilities, St. John's Angell Town Primary School has due regard to the SEND Code of Practice 2015 and Equality Act 2010 and

- ensure that all children are valued equally
- ensure that all children make progress
- work in close partnership with parents/carers, children, governors and staff
- ensure that Special Educational Needs are identified and assessed as early as possible

Our Inclusion Team is a well-qualified and experienced team with the unique child at the heart of all it does.

We have teaching assistants who are experienced in delivering programmes for children with Speech and Language difficulties or delay, and are equipped at running valuable small group sessions such as Read Write Inc.

Teaching assistants have also participated in Makaton training, Zones of Regulation, communication systems and Attention development techniques. There is art therapy provision, as well as an onsite Mental Health Support Team that supports children that are experiencing behavioural, emotional and social difficulties. The current SENCO holds the National Award for SEN Coordination.

St. John's Angell Town Primary School last Ofsted in November 2024 was rated:- Good
SIAMS (May 2025)

St John's gained the Inclusion Quality Mark Flagship in July 2020, and have continued to maintain this status.



Meet our SENCO

The Special Educational Needs Coordinator (SENCO) at St John's Angell Town is Mrs Nicola Coyle . If you would like to contact Mrs. Coyle please call the school on 020 7274 4847 and she will get back to you within two working days. Alternatively, you can contact the school office to arrange an appointment: 020 7274 4847/ admin@st-johns.lambeth.sch.uk

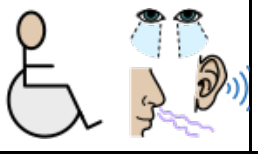
 **The Headteacher**	**Mr Williams** is responsible for: • The day-to-day management of all aspects of the school; this includes the support for children with SEND. • Delegating responsibility to the Inclusion Manager/SENCo and class teachers, and ensuring that pupil needs are met and that pupils make the best possible progress. • Ensuring that the Governing Body is kept up to date regarding all issues in the school relating to SEND. The Headteacher has an 'open door' policy. Mr Williams will see you when you come in if he possibly can. If he is unable to meet with you at that time, you can contact the school office to arrange an appointment: 020 7274 4847 admin@st-johns.lambeth.sch.uk
SEND Governor	**Chris Taylor** is responsible for: • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made the necessary adaptations to meet the needs of all children in the school • Ensuring that the school's SEN funding is spent appropriately. • Making sure that the necessary support is accessible to every child who attends the school that has a SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. The SEND Governor can be contacted in writing via the school office.



Special Educational Needs

We support children with a variety of differing special educational needs (SEN) and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

Schools follow the guidelines from the government SEND Code of Practice (2015) . Special Educational Needs and Disabilities (SEND) is categorised into the following areas:

	Cognition and Learning, including: • Learning difficulties; • Dyslexia & dyscalculia; • Focus, attention, or memory difficulties.
	Communication and Interaction: including: • Autism (ASC); • Social communication difficulties; • Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).
	Social, Emotional and Mental Health: including: • ADHD; • Anxiety; • Dysregulated behaviour
	Sensory and Physical: including: • Physical needs (e.g. cerebral palsy, dyspraxia); • Deafness or hearing difficulty; • Blind or visually impaired.

Some children have more than one type of SEND.



Identifying and Assessing Need



At St John's Angell Town, we follow the Graduated Response approach of 'Assess, Plan, Do and Review' when identifying early needs and SEND.

1. Class based support

If the class teacher identifies gaps in a child's learning or is worried about their progress then they gather information and speak to the family. The class teacher ensures adapted classroom practice and use of resources. Time limited, targeted class-based interventions are provided focusing on the key areas of concern, then evaluated.

2. Class Based Support with SENCO Advice

If further investigation is needed, teachers fill in a SEND Concerns form and share it with the SENCO. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



3. SEN Support

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. A pupil has SEND where they require provision different to, or additional from, normal classroom practice available to pupils of the same age. These targets are reviewed at least three times a year using the Assess, Plan, Do, Review process. These targets and meetings are recorded on children's individual SEND plans. The SEND plan will be shared with you by the class teacher.

4. SEND Support with External Agency Input

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Our approach to teaching children with SEND

Teachers are responsible for every child in their class.

Quality first teaching, adapted for individual pupils, is the first step in responding to pupils who have or may not have SEND.

Teachers work with the SENCO as well as outside professionals to support children with SEND.

When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom.

Some children require personalised learning to support their progress and individual timetables where necessary.

We use the Assess Plan Do Review cycle to evaluate the effectiveness of the provision made for children with SEND.

Your child's progress is reviewed formally every term, and consideration is made as to whether your child is working below, at or above age-related expectations in reading, writing, numeracy and science. Progress in other areas, such as attendance, engagement in learning and social, emotional and behavioural development are also taken into account.

His /her class teacher continually monitors your child's progress.

You will be notified in advance of statutory assessments, as at the end of key stage two (year 6), all children are formally assessed. The school aims to make this as stress-free as possible, especially for younger children and for those with SEND.

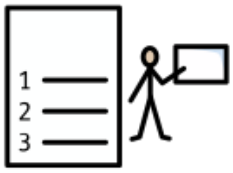
Children who are in receipt of a SEND Support Plan or have an IEP will be reviewed with your involvement, every term and the plan for the next term made.

The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents involved with the child's education.

The SENCO will also check that your child is making good progress within individual and group learning sessions.

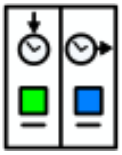
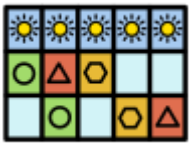
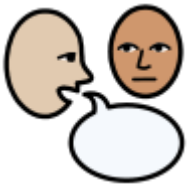
A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews
- End of Year Reports



Curriculum adaptations

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who may or may not have SEND. An adapted curriculum can be adjusted to include different instructional strategies, materials, and assessments that cater to the specific children. Here are a few examples of curriculum adaptations we use at St John's Angell Town Primary, however this is not an exclusive list.

		
Explicit instruction	Now and Next Boards	Sensory supports
		
Visual timetables	Talk partners	Social story
		
Emotional regulation strategies	Word banks	Positive behaviour
		
Ear defenders	Timers	Calm corner
		
Mind maps	Font and text sizes	Assistive technology

	We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.

 **The role of parents**	At St John's Angell Town, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. Involving parents is central to our approach. We encourage parents to share any concerns and request meetings as well as asking them to meet us. If you have a SEND concern about your child, firstly, please talk to the class teacher. Following this, you may want to speak to the SENCO. If you want to meet the SENCO, Mrs. Coyle can be contacted via the school office on 020 7274 4847. Parents are key in the co-production of planning SEND support plans and the support that is provided for your child. Telling us about your child and sharing your views at review meetings is really important to us. For children who have a SEND Support Plan we will invite you to review the SEND support at Parent's consultation throughout the year. Together we will review the progress your child is making towards the targets and plan the next steps following the Assess, Plan, Do, Review process. For children that have an Education, Health and Care Plan we hold an annual review once a year where we invite all of the professionals that work with your child. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be emailed to you after the meetings.

The role of the child



Listening to the views of the child is central to our work identifying needs and planning the support for children with SEND. We gather views from children through asking them questions, observing, inviting them to review their own progress and meetings.

Your child is encouraged to discuss school issues that can be taken to the school council, Talk about a Problem and the worry box.

Staff discuss issues with your child and if they are able to contribute ideas they will be encouraged to share them with their peers.

If your child has shared concerns or ideas with you, but they feel they cannot discuss them in school you can bring them to the Class Teacher or the SENCO.

If a child has an EHCP, at the annual review we will invite the child in to share their views. They will do this in person if appropriate and other children will do it before the meeting with their teacher using visuals or other support and we will share that in the meeting.

Support that is available for parents



Local Authority Services

Lambeth Local Offer

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. The Lambeth SEND Local Offer is available at: https://www.lambeth.gov.uk/lambeths-send-local-offer

Lambeth IAS service

A free service offering support and advice to parents and young people with SEND. The service is free.

Tel: 07494280063

Email: lambethiass@lambeth.gov.uk

Lambeth Advisory Service for Autism (LAAS) supports autistic children and young people aged 0 to 25. They work with educational settings and parents to increase understanding of autism, and develop services and support.



Staff Training and Environment

We believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

We use expertise within the school to deliver some of this training. Staff training is planned on the needs of the pupils in the school at the time.
Previous staff trainings have included;

- Quality First Teaching
- Specific intervention training
- Autism awareness and strategies
- Dyslexia Awareness
- Behaviour support

We seek advice and receive training from specialist outside agencies, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Lambeth Autism Team (LAAS) and English Specialists, in order to best support the children at our school.

The school is fully accessible to wheelchairs. The classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for.

The school has disabled toilet facilities on each floor. When each child with special needs enters the school, their whole needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided.

If you have a specific concern regarding accessibility, please see the School Accessibility Plan or contact the SENCO on 020 7274 4847.



Transition Support

End of Year transition

When children move up a year within the school, teachers handover information about the whole class and individual students to the new teacher.

We hold a transition session during the summer term allowing the children to go up to their new classroom and meet their new teacher. Then in autumn term we hold a 'meet the teacher' session where parents can come into their child's class to see and join a learning session.

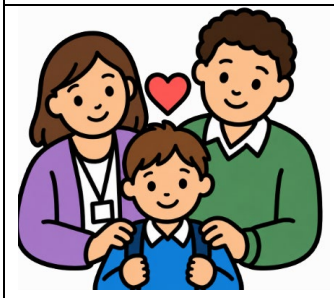
Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Children who would benefit from it are given a social story to support their transition to the new class.

Secondary Transition

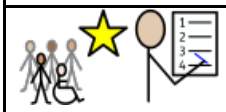
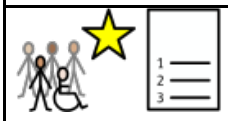
We liaise very closely with secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible. Our SENCO meets the secondary school SENCOs and makes sure they have information needed to support children on the SEND register when they start Year 7. Some children need additional support to transition to secondary school and this can vary for each child. Some examples are: additional speech and language sessions; support with how to ask for help in secondary school; social stories; or separate taster sessions at the secondary school.

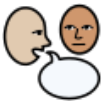
	Mid-Year new starters When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. Our SENCo will also liaise with the previous school SENCO to ensure a successful transition. **Preparation for adulthood** Support for children and young people with SEND focuses on preparing them for the next stage of their lives and adulthood.

 **Clubs and educational visits**	All our clubs and educational visits are available to all our children. All children are encouraged to go on our educational visits which allow pupils to encounter experiences that are unavailable in the classroom. All children are encouraged to take part in sports day, school assemblies and performances. No child is ever excluded from taking part in these activities because of their SEN or disability.
 **Complaint Procedure**	If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may need to speak directly to the SENCO (Mrs Coyle) If your concern has not been resolved, you may make a formal complaint by following the school's Complaints Policy, which is available on the school website or from the school office. This may trigger a formal process. If you're unsure, please contact our SENCO, Mrs. Coyle)
	Where a looked-after or previously looked-after child has SEND, the SENCO will work closely with the school's Designated Teacher, the child's social worker, parents or carers and relevant professionals. The child's Personal Education Plan, SEND Support Plan and EHCP, where applicable, will be coordinated to ensure that their educational and support needs are met.



Glossary

 SEND	Special Educational Needs and Disabilities
 SENCO	Special Educational Needs Coordinator
 SEND register	A record of children who have SEND in the school and the kind of support they may require.
 SEND support Plan	A SEND support plan provides a more coordinated and personalised planning approach to meeting a child's SEND supporting them to make progress.
 EHCP	Education, Health and Care Plan
 SEND Code of Practice (2015)	Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities
 Intervention	The term 'intervention' refers to a short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs.
Graduated Response approach	The graduated approaches practice involves meeting pupils' SEND needs through implementing the assess, plan, do, review cycle
	The 'Assess, Plan, Do, Review' cycle is a good way for schools to plan special educational needs (SEN) support. It's also called the 'graduated approach'.

Assess, Plan, Do and Review	
 Co-production	The term 'co-production' refers to a way of working where parents/ carers, children, teachers and outside agencies all work together.
 Social story	A Social Story is a story that shares social information in an accessible way.