



Special Educational Needs and Disabilities

"Learning to make the world a better place through Faith, Hope and Love"

Reviewed	Autumn 2026
Next Review	Autumn 2027

St John's Angell Town C of E Primary School provides a happy, secure and stimulating learning environment where Christian values are embraced by all. We offer excellent pastoral care to our children, and our creative curriculum coupled with our strong sense of community ensures that we are a happy, forward-thinking and successful school.

Our mission statement says that we aim to achieve this through:

- Reflecting the teachings of Jesus Christ in our daily lives
- Providing a warm and welcoming environment for our school and the wider community
- Fostering a lasting love of learning
- Encouraging and celebrating achievement
- Expecting the highest standards of work and behaviour
- Effective teaching which develops independence and inspires creativity in a broad and balanced curriculum
- Addressing individual needs and diversity within an inclusive ethos.

Mission Statement

Christian values and high expectations are at the heart of all aspects of our school life. Staff aim to deliver stimulating, fun, engaging and challenging daily learning experiences for our children through the National and International Primary Curriculum. Our pupils thrive here and we aim to inspire them to become independent, resilient, lifelong learners, whilst working together in partnership with parents, carers, the Church and the wider community.

Vision Statement

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

'Three things will last forever – faith, hope and love – and the greatest of these is love.' 1 Corinthians 13:13

Vision Statement

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

Love

We should Love one another, respect each other and work together.

'Love is more important than anything else. It's what ties everything completely together.'
Colossian's 3:14

Faith

Faith gives us confidence, the resilience to challenge ourselves and achieve more.

'Faith can move mountains' Matthew 17:20

Hope

Hope gives us aspirations for our future; to do our best and support each other.

'But those who hope in the Lord will renew their strength. They will soar on wings like eagles' Isaiah 40:31

This is our Christian foundation which enables us to encourage and inspire one another so that we may all thrive in a safe and nurturing environment.

We value all children as unique and welcome them into our safe, loving and supportive St John's family. We nurture children to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future.

Our Curriculum Drivers:

1. Cultural Capital 2. Knowledge Driven 3. Language and Communication 4. Faith, Hope and Love = Aspiration

Special Educational Needs and Disabilities

As a Christian school, we value all children as unique individuals. We therefore emphasise what children are able to do and aim to build on their successes striving for outstanding progress for all children.

Objective

- To ensure the best possible access to the curriculum so that all pupils may achieve their individual potential and make outstanding progress.
- To remove barriers to learning.
- To ensure all staff adopt a 'best endeavours' approach so that the necessary provision is made to meet the needs of children with SEND.
- To ensure children with SEND take part in whole class/school activities with their non-SEND peers as much as possible.
- To ensure children are safe, happy and thriving.
- To ensure that the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) is fully implemented.

Consultation

This policy is reviewed in consultation with the Headteacher, Senior Leadership Team, SENCO, SEND link governor, staff, parents and carers of pupils with SEND, and pupils, including pupils with SEND and members of the School Council. The policy is reviewed annually.

The Law

This policy has regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special educational needs and disability code of practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Supporting pupils at school with medical conditions (December 2015)
- The national curriculum in England: framework document

As well as the following school policies:

- Whole School Behaviour Policy
- Child Protection and Safeguarding Policy
- Teaching and Learning Policy

- Equalities Policy
- Medicines Policy
- EAL Policy
- School Accessibility Plan
- Anti-Bullying Policy

Parents and carers are directed to the school's SEN Information Report, available on the school website at www.st-johns.lambeth.sch.uk, and to the Lambeth SEND Local Offer at www.lambeth.gov.uk/lambeths-send-local-offer.

The Inclusion Team

The Inclusion Manager/Special Educational Needs Coordinator (SENCO) has the responsibility for the development of SEND provision as well as the day-to-day operation of SEND throughout the school. The role also involves monitoring the impact of teaching and learning activities and interventions and working closely with staff, parents and other agencies. The Inclusion Manager works closely with outside professionals such as Educational Psychologists, Speech Therapists, occupational therapists, our School Nurse and colleagues from the Kennington Park Academy (pupil referral unit).

Arrangements for Co-ordinating Provision for Children with Special Educational Needs and Disabilities (SEND)

As set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015), St John's has prioritised the following areas to ensure effective provision for children with SEND:

- A graduated approach to provision - assess, plan, do, and review.
- Regular, caring and planned conversations with parents.
- Use of internal and external data to ensure the progress and attainment of children with SEND is carefully tracked and changes to interventions are made quickly where necessary.
- Clearly defined roles for the members of the Inclusion Team
- Involvement of specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists and Multiagency Teams. Staff have made a commitment to share and act on advice given by these professionals.
- Improving practice of all staff via a programme of relevant Continued Professional Development, regular moderation and learning walks and a commitment to an 'open door' policy amongst all staff.
- Ensuring children with SEND have effective planning for transition to secondary school and that the school they are moving to is fully informed of each child's needs.

Admission Arrangements

Children with SEND are admitted in accordance with the school's published admission arrangements and must not be discriminated against because of disability or special educational needs. Where St John's Angell Town CE Primary School is named in Section I of a child's Education, Health and Care Plan, the school must admit the child. During consultation, the school will provide the local authority with clear evidence if it considers that one of the statutory exceptions to naming the school applies, including incompatibility with the efficient education of others or the efficient use of resources. The final decision about naming the school rests with the local authority, subject to the relevant statutory processes and rights of appeal.

Specialism and Facilities

- Skilled, patient and understanding teachers, support staff and coaches.
- A Senior Leadership Team (SLT) and governing body fully committed to Inclusion.
- Disabled access
- A creative and relevant curriculum rich in music, art and sport delivered by skilled professionals.
- High level of specialised support from Educational Psychologist, SALT and other outside agencies.

Children with Medical Conditions

For details of the school policy on administering medicines in school please see our Medicines Policy.

Where a pupil's medical condition requires support in school, an Individual Healthcare Plan will be developed in partnership with the pupil, their parents or carers and relevant healthcare professionals. The Headteacher is responsible for ensuring that appropriate arrangements are in place, with support and advice from the school nurse or other healthcare professionals where required.

The Individual Health Care Plan will describe what the condition is and directions for any medication including emergency medication as required. Pupils must have prompt access to their prescribed emergency medication, such as inhalers or adrenaline auto-injectors. Medication will be stored safely but remain readily accessible to trained staff. If required medication is missing, unavailable or out of date, the school will contact the pupil's parents or carers immediately and complete an individual risk assessment to determine the safest appropriate action. A pupil will not automatically be excluded from school solely because their medication is temporarily unavailable.

All staff receive annual training from the school nurse on the administering of emergency medication.

The designated member of staff for medical needs is responsible for checking medical boxes and ensuring that current healthcare plans are accessible to the staff who need them, under the oversight of the Headteacher.

Bespoke menus for children with allergies are available from our catering company and parents should contact the office should they require this.

Where a pupil has SEND as well as medical condition the Health Care Plan should be linked with the Education Health Care Plan to support accessibility and safeguard provision.

We are confident that with these arrangements in place pupils with medical conditions can wherever possible take full part in all areas of school life.

Identification, Assessment and Provision for Pupils with SEND

Early identification is a whole school responsibility. Early Years staff keep detailed observations of all children and refer quickly if they suspect a difficulty so that support can rapidly be put in place. Our Early Years team and Inclusion Manager maintain strong links with specialists such as Lambeth Autism Advisory Service. We act quickly on information from parents and outside medical/Early Years professionals.

All children are assessed formally every term and progress is monitored at pupil progress meetings between class teacher and Senior Leadership Team.

Children who fail to make good or better progress, despite sustained intervention will be referred to the Inclusion Manager for additional support and advice.

Arrangements for assessments by outside agencies (e.g., Education Psychologist, Speech and Language Therapy, Occupational Therapy) are made by the Inclusion Team in consultation with the class teacher and parents. Decisions to refer for further assessment are based on the needs of the child and will usually be after sustained Quality First teaching and intervention. Weekly inclusion meetings and termly multi-disciplinary meetings inform our allocation of provision. Referrals to outside agencies will be made using the current referral pathway or assessment process required by the relevant service. Where wider family support is required, the school will follow Lambeth's current Family Help arrangements.

Provision is through a Graduated Response

Differentiation of learning activities and teaching style will help to meet the needs of all children. Differentiation for all children including children with SEND is the class teachers' responsibility. The whole school has priority for supporting children with SEND and it is the class teacher's responsibility to ensure daily planning meets the needs of all children in their class.

At St John's, in order for us to effectively organise provision and to ensure no child 'slips through the net', we separate our pupils with additional needs the following groups:

- The SEND Register records pupils receiving SEN Support and pupils with an Education, Health and Care Plan (EHCP). Provision and progress for these pupils are monitored through the school's graduated approach and provision-mapping arrangements.
- The Vulnerable Pupil List for those who are experiencing some kind of difficulty in their lives, have experienced trauma or for whom a referral has been made to Social Care.
- The Medical List for children who have an allergy, are asthmatic or in need of long term medication.

Children on an intervention list are provided with a group Intervention Plan which summarises targets and programmes which are additional or different from the usual differentiated curriculum. Class teacher's planning will indicate the type of provision. Teaching Assistants or teachers providing additional support will have targets and planning for specific groups and are accountable for progress.

Children with an Education Health and Care Plan (EHCP) or are receiving additional support will have an Individual Education Plan (IEP).

For children with high needs for whom an EHCP is probable in the future then a more detailed plan is written between class teacher, SENCO, child (where appropriate) and parent or carer. This is called an SEN Support Plan and the format is provided by Lambeth SEND.

A request may be made to the local authority for an Education, Health and Care needs assessment. Following the assessment, the local authority will decide whether it is necessary to issue an Education, Health and Care Plan (EHCP). For a child with an EHCP, additional funding may be received from the Local Authority to meet the child's needs.

All provision is entered on the SEND profile as part of the school's provision map under the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs.

A provision map is produced annually by the Headteacher, Inclusion Manager/SENCO and School Business Manager to ensure that pupils with EHCPs and those receiving SEN Support receive appropriate and effective provision. The Inclusion Manager/SENCO reviews the provision map termly.

Monitoring and Assessment

Progress is monitored through ongoing assessment during teaching and more formally three times a year during assessment periods.

Individual progress will then be discussed at Pupil Progress meetings and Individual Education Plans (IEPs) are reviewed and new targets set where necessary.

Children with EHCPs will have IEP reviews at least twice a year in addition to their Annual Review where a detailed, chaired meeting is held between parents and all adults involved in the child's education to discuss progress, next steps, check provision and amend the plan where appropriate. A member of the Local Authority SEND team is always invited to these reviews. Teachers are accountable and responsible for the progress and development of all the children in their class whether or not they receive specialist support.

The SENCO conducts regular Learning Walks to monitor provision and progress of SEND children and to check standards of behaviour management, resources, emotional well being, intervention groups etc. She holds Pupil Progress Review Meetings three times a year where teachers are accountable for the progress of their SEND children, case studies are updated, data is scrutinised and concerns are raised and discussed. This data is used to form a detailed report which is discussed in a multidisciplinary setting with school and outside professionals.

Working with Parents

Working with parents and legal carers to support the learning of all children is a highly valued part of our work. As soon as a child is suspected of having special educational needs the school engages with the parent (including where the Local Authority is the legal carer).

The Inclusion Manager ensures parents are notified if their child is receiving additional support. Parents are consulted about potential referrals and their input and opinion is paramount to determining how interventions proceed. Parents receive regular annual reports, take part in teacher/parent meetings three times a year, and are always encouraged to meet with teachers at the end of the school day.

Wherever possible the child's opinion is considered to ensure they understand their needs and the interventions in place to support them. Children with an Education Health Care Plan are asked to complete a 'Have your say' form at the point their plan is annually reviewed and throughout the year informally and during IEP/intervention review sessions. This may be done with the class teacher, TA or member of the Inclusion Team dependent on who the child is most comfortable talking to. A scribe is used where necessary.

Arrangements for Considering Complaints about Special Needs Provision within the School

Concerns about special needs provision can be discussed at review meetings or with the Inclusion Team or class teacher. Where the concerns cannot be resolved a meeting may be sought with the head teacher or SENCO and, where relevant, any outside body working with the child.

In the event of the school still being unable to resolve a complaint, a written complaint should be made in the first instance to the Governing Body in accordance with the school's complaints procedures.

If the complaint concerns local-authority provision, parents and carers should follow the local authority's complaints procedure. The First-tier Tribunal (Special Educational Needs and Disability) considers appeals against specified local-authority decisions relating to EHC needs assessments and EHCPs; it does not deal with general complaints about provision.

Children who change school

Children leaving school have updated records sent to the new school. These include assessment records, IEPs, reviews and significant work samples.

Parents of all children in Year 6 are invited to a secondary transfer meeting in the autumn term. Further information is sent to parents in the autumn term.

Where a child has an EHCP, preparation for secondary transfer will begin during Year 5 and will be considered through the annual review process. For transfer to secondary school, the local authority must review and amend the EHCP, including naming the receiving school, by 15 February in the calendar year of transfer.

Links with outside agencies

The expertise and advice from outside agencies is a valuable part of our work in supporting children with SEND. We work closely with the following:

- Education Psychology Service
- Lambeth SEND and EHC Planning Service
- Kennington Park Pupil Referral Unit
- Lark Hall Primary School outreach for children on the ASD spectrum.
- Behaviour and Learning Consultant
- School nurse and school doctor
- Speech and Language Therapy

- Occupational Therapy
- Physiotherapy
- Lambeth Autism Neurodevelopment Diagnosis Services
- Child & Adolescent Mental Health Service (CAMHS)
- Mary Sheridan Centre for Child health

Trips and learning outside school premises or normal school hours

We believe all children should have equal access to the curriculum which includes school trips and extended services (after school care). In consultation with parents the Inclusion Team will consider the best activities for SEND children and will ensure Health and Safety Procedures are considered carefully where relevant. Class Teachers with children with SEND in their class will need to give additional consideration when completing their risk assessments and learning outcomes and discuss any concerns with the Inclusion Manager so that provision can be adjusted to ensure the SEND can fully partake.

The role of governing body

The governing body and Chris Taylor (named governor for SEND) in particular has a specific responsibility for monitoring and evaluating the SEND provision in school. At a general level the governing body has a responsibility to:

- Review the schools SEND policy and approach to meeting the needs of pupils with SEND.
- Ensure that the necessary provision is made for all pupils with SEND.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult with the LA & the Governing body of other schools where necessary in relation to the potential placement of a child
- Ensure the inclusion of pupils with SEND in activities.

Have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) when carrying out its duties.

Training

Professional development for issues regarding SEND and Inclusion are prioritised for all staff at least one per half term. Specific training for key members of staff is organised as required and utilises the support of Speech Therapists, Educational Psychologists and Lambeth Autism advisory Service.

Funding

Schools in Lambeth receive a sum of money to support children with Special Educational Needs across the school. The Senior Team in consultation with governors and the SENCO decide how this money is best spent to provide the most effective provision for SEND children.

In addition, the school may receive top-up funding for pupils with an EHCP where their needs exceed the provision ordinarily available from the school's delegated resources. This funding will be used to secure the provision specified in the pupil's EHCP. Parents of these children are provided with a costed provision map each April and are encouraged to come and discuss this with the SENCO or Head Teacher.

Parents and carers of a child with an EHCP have the right to request a personal budget when the local authority is preparing an EHCP or reviewing an existing plan. The local authority will explain the available arrangements and decide which provision, if any, can be included within the personal budget. Where a direct payment would be used to arrange provision on the school's premises, the agreement of the Headteacher is required.

Anti Bullying

We are aware that nationally children with SEND can be vulnerable to bullying. Incidents of bullying are taken very seriously and procedure is followed as laid out in our Anti Bullying Policy.

We ensure the achievements children with SEND are celebrated to raise the profile of SEND children as learners within their peer groups. We also plan circle times and assemblies around different needs including specific difficulties such as autism via Autism Awareness Days etc to increase understanding and tolerance within the school community.

Pupils with SEND who may require additional support to report bullying will have a named adult whom they can approach.

Staff are especially vigilant to monitor and look out for bullying for children with significant SEND or are non-verbal and therefore less able to explain how they are feeling or what is happening.

Decision to request an Education, Health and Care needs assessment

In line with the SEND Code of Practice, the school will ordinarily use the graduated approach of assess, plan, do and review before requesting an Education, Health and Care needs assessment.

Where, despite relevant and purposeful action, a pupil has not made expected progress, the school will consider requesting an assessment in consultation with the pupil's parents or carers. Parents and carers also have the right to request an EHC needs assessment directly from the local authority.

The school may consider requesting an EHC needs assessment where:

- despite relevant and purposeful action through the graduated approach, the pupil has not made expected progress;
- the pupil may require special educational provision beyond that ordinarily available from the school's existing resources; or
- evidence from the pupil, parents or carers, school staff and relevant professionals indicates that an EHC needs assessment may be necessary.

This assessment may not always lead to an EHCP. The information gathered during an assessment may indicate ways in which the school can meet the child's needs with resources already available to them.

Date: September 2026