

St Joan of Arc Catholic Primary School – “An inclusive school for all”
Meeting the needs of pupils with Special Educational Needs

September 2025

Schools Information Report

Report Revised: September 2025

Review Date: September 2026

St Joan of Arc Catholic Primary School, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- **become confident individuals** living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEND receives the support they need – this means doing everything we can to meet their special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff at St Joan of Arc Catholic Primary School

We will review and update this information report regularly to reflect changes and feedback. The date for the following annual review of this report is **September 2026**.

If you need any more information, please see our SEND Policy available on the website, or contact **Mr A. Vallejo – Assistant Headteacher (Inclusion) / SENDCO (MA Special and Inclusive Education)** on **020 7226 3920**.



1. What kinds of Special Educational Needs and Disability (SEND) does the school cater for?

St Joan of Arc Catholic Primary School is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and Interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC)
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, Emotional and Mental Health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy
Note – the building is partially accessible to pupils with mobility difficulties. See Section 6 for more details.
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils with medical conditions, and where appropriate, we will put in place an **Individual Healthcare Plan (IHP)** to ensure their needs are met consistently and safely.

We also recognise that some pupils may present with complex, overlapping or emerging needs, such as those related to Pathological Demand Avoidance (PDA), developmental trauma, or neurodivergence not yet formally diagnosed. We work in partnership with families and professionals to ensure a responsive and inclusive approach.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years setting or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

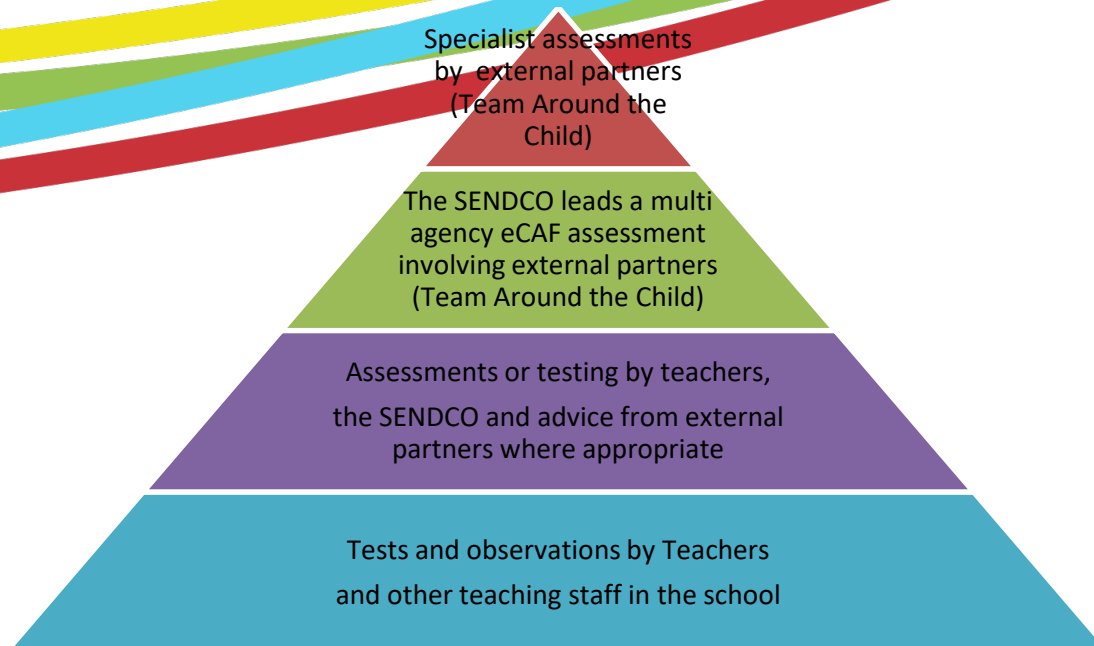
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to identify any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high-quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENDCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support the school considers:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEND Policy.

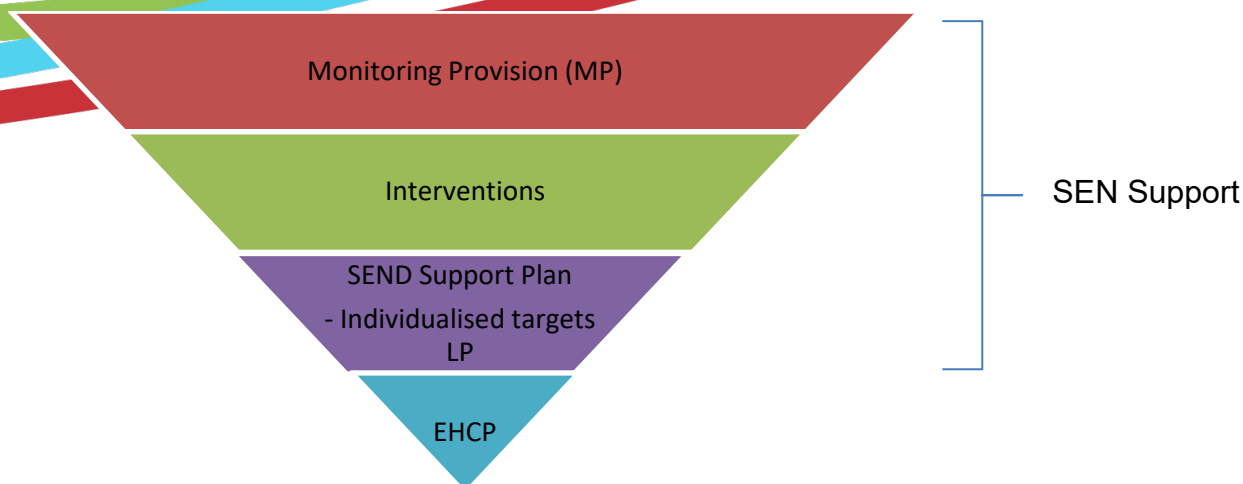
3. What are the school's policies for making provision for pupils with special educational needs (SEND), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND have their needs met as part of "**high quality teaching**". This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENDCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.



Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



These tools are used in an “assess, plan, do, review” approach, in line with current advice available in “SEN Support in Islington” and Special Educational Needs and Disabilities (SEND)

Monitoring Provision: Each Class has a Provision Map that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum. These interventions are used to monitor a learning difficulty closely and to help towards assessing/ deciding if the difficulties may be the result of a special educational need or due to another reason. Pupils access extra mapped provision based on need (**Not special educational need**) so this inclusive approach aims to support all pupils who require something extra to the differentiation and inclusive strategies provided by their teacher for all pupils in class.

There are a range of individual plans, as follows:

SEND Support Plan (e.g. Learning Plan LP):

Part of SEND Support - A document detailed action plan listing the annual and termly goals and provision to meet the SEND. These plans are used for when it has been assessed and decided that a pupil’s special educational needs require a special action plan involving personalized targets, strategies and provision and advice and/or direct input from outside support services. This is the same action plan that can be used as part of the eCAF and the EHCP.

Education Health and Care Plan (EHCP):

Part of SEND Support - Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council’s Local Offer website.

www.islington.gov.uk/localoffer



Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

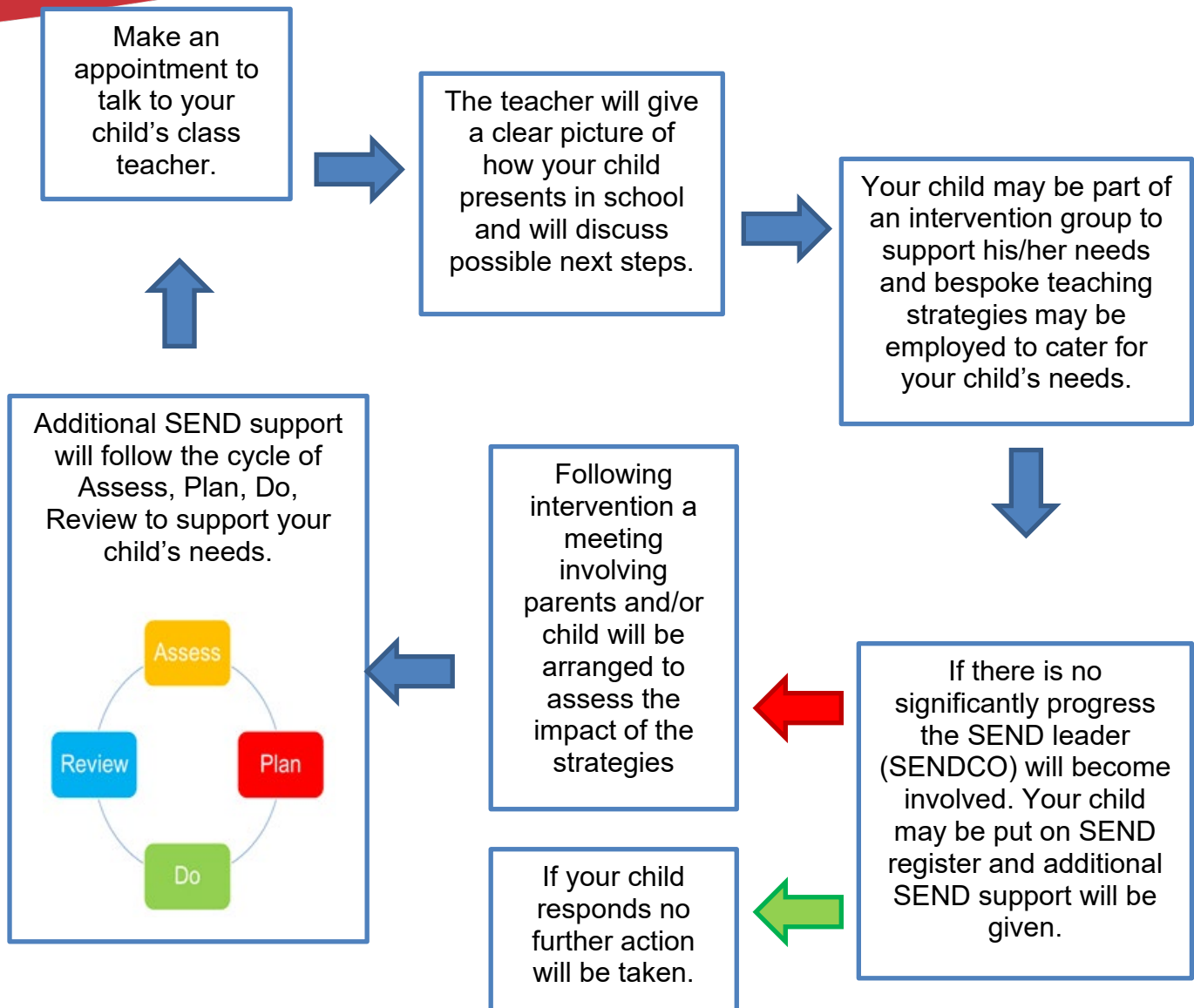
- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care need they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them. An example can be obtained from the SENDCO on request



What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that made for others in mainstream schools



For more information on how Assess, Plan, Do, Review works visit the Islington Local offer website using the link below;

<https://directory.islington.gov.uk/kb5/islington/directory/advice.page?id=tDox2v09xgQ>



A) How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring all pupils makes progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENDCO and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEND are based on the best possible evidence and are having the required impact on progress.

a) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. We use reading record books to give feedback on how a child has been at school on any particular day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some pupils with SEND may have more frequent reviews if they are required. This is called the **Assess, Plan, Do, Review** process





Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENDCO. Reviews normally last between 20 minutes and 40 minutes, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEND provision has been delivered as planned
- review the pupil's progress towards their goals and longer-term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents. The annual review form that we use for SEND support and EHCP can be obtained from SENDCO upon request

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEND. The school's most recent OFSTED inspection can be found here:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100449>

b) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND will be able to study the full national curriculum along with their peers

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.



The SENDCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

c) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and getting additional resources and support.

Teachers will be supported by the SENDCO to assess, plan and differentiate the curriculum or to make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example, we might need to:

:

- Provide visual resources and Manipulatives to support learning
- install a wheelchair ramp
- Install sound loop in the classroom
- rearrange the layout of the classroom to accommodate individual needs
- provide an additional teaching room for SEND children
- create a quiet area in the school
- buy specialist software
- identify appropriate ancillary aids and assistive technology, including Communication in Print.

In considering what adaptations we need to make the SENDCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet the duty can be found here:

<http://www.st-joanofarc.islington.sch.uk/wp-content/uploads/POLICY-Single-Equality-2013-17.pdf>



e) What additional support for learning is available to pupils with SEND?

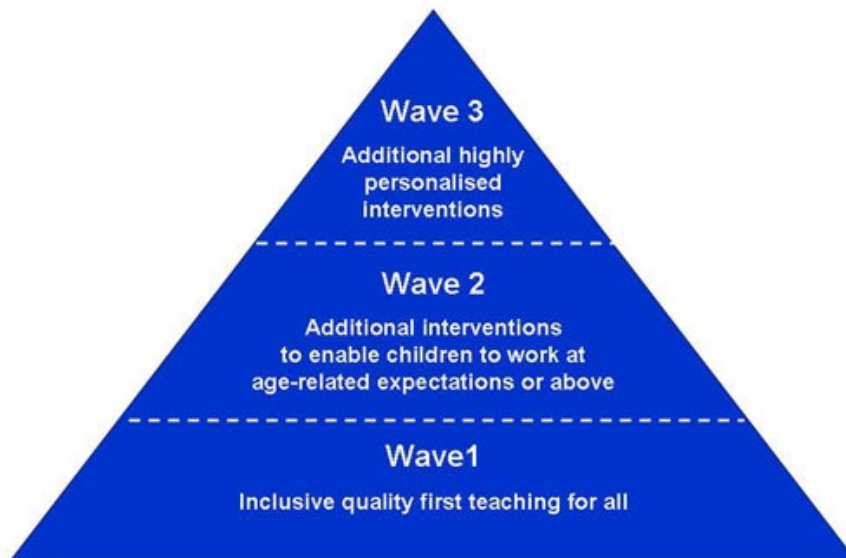
The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include

Waves of Intervention Model



specialist interventions.

The provision available at each level (or wave) is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals



f) Additional External Support and Services

At St Joan of Arc, we work closely with a range of external services to enhance our SEND provision. The Local Authority provides the school with access to various support and advice services. Currently, we have access to the following:

Cognition and Learning

- **Educational Psychologist (EP)** - A psychologist who specialises in understanding and helping children and young people with learning and behavioural difficulties in educational settings. At SJA we have access to three consultation visits a year. The school further purchases visits to support with children whose needs require further support.

Iulia Udrescu-Clarke is our school's Link EP

- **Samuel Rhodes Service (SRS)** Outreach service works with our school staff to support the learning and inclusion of any students with moderate learning difficulties. They support us by providing blocks of outreach and training. They also work with teaching staff to target set, advise on interventions and help embed strategies in the classroom.

Caroline Needhams is our school's Link Outreach Teacher

Communication and Interaction

- **Speech and Language Therapy (SALT)** - A service provided by a specialist to help children with difficulties in speaking, listening, understanding, or using language. At SJA we have access to SALT once a week to support with children on the SALT caseload, complete assessments and provide training and support to staff.

Francesca Bazley is our school's SALT

- **Bridge Outreach Service (BOS) The Bridge London Trust** - Outreach Service supports Schools with the inclusion of pupils with Autism Spectrum Condition (ASC), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). At SJA they support school staff in developing their understanding of autism, SLD and PMLD and their skills in meeting the needs of pupils with SEN.

Ashleigh Johnson our school's Link Outreach Teacher

Social, Emotional and Mental Health Difficulties

- **Child and Adolescent Mental Health Services (CAMHS)** A specialised healthcare service for children and young people experiencing mental health issues. At SJA we currently supplement our offer to ensure our NHS link clinician can visit every fortnight to provided support with emotional support, ADHD assessments and consultative work.

TBC is our school's CAMHS clinician

- **Islington School Wellbeing Service (SWS)** – This team of clinicians, educational psychologists, and mental health specialists works with Islington schools to promote early intervention and mental wellbeing. At SJA, we access SWS to support with staff training, pupil workshops, group interventions (e.g., Zones of Regulation, emotional literacy), and individual case consultation. The service complements our existing CAMHS and in-school therapeutic offer.

Viola Tmava - is our school's SWS clinician

- **New River College (NRC)** - The Outreach team provides services to improve pupil behaviour and reduce exclusions. It aims to build capacity in schools so they can better support pupils/students with Social, Emotional and Behavioural difficulties.

Ceryl Walles New River College (NRC) Outreach Teacher

Sensory and/or Physical Needs

- **Richard Cloudesley Outreach Service (RCO)** – provide school with access to experts with specialist training in the management of special needs, hearing loss, visual impairment, risk assessments, habilitation assessments and assistive technology.

g) What extra-curricular activities are available for pupils with SEND?

The school has a wide range of extra-curricular activities including:

- After school clubs including, sports, arts and music activities
- Choir for both junior and senior pupils
- A range of lunchtime clubs for KS2
Including: art, drama, debating, chess and many others
- Football, netball and other sporting teams



We try to make sure that all pupils with SEND can engage in these activities alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND, the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips and we organise an annual activity week for Year 6. We will involve parents of pupils with SEND in the planning of school trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

The school also provides access to after-school childcare during term time. If there are barriers to children with SEND accessing this childcare, the school will work with the family to identify any appropriate actions and resources to address these barriers.

h) What support is available for improving the emotional and social development of pupils with SEND?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, considering the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times, lessons
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information please see our behaviour management policy available on our website



i) Who is the SEND Co-Ordinator and how do I contact them?

Our Special Educational Needs and Disability Coordinator (SENDCO) is a qualified teacher and a member of the Senior Leadership Team with responsibility for SEND and inclusion across the school. They work closely with the headteacher, governing body, and all teaching staff to ensure children with special educational needs and disabilities receive the right support to thrive.

If you have concerns about your child, your first step should be to speak to their class teacher. They will work closely with the SENDCO if additional support is needed.


The SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Identifying and removing barriers to learning and sustaining effective teaching
- Managing the team of teaching assistants and specialist support staff
- Overseeing records and monitoring outcomes for children with SEND
- Liaising with parents and carers
- Planning and supporting successful transitions between classes and to other schools
- Providing specialist advice and delivering staff training
- Working with external agencies including Educational Psychology, Speech and Language Therapy, CAMHS, Social Care and other local and voluntary services

Mr A. Vallejo

Assistant Headteacher (Inclusion) / SENDCO

MA Special and Inclusive Education

 020 7226 3920

Mr Vallejo oversees the school's **Nurture Provision as Lead Teacher**, ensuring targeted support for children with social, emotional and behavioural needs. He also teaches one morning per week in EYFS, providing PPA cover and maintaining a strong link with early years provision. This balance of leadership and direct teaching helps ensure that SEND and inclusion strategies are embedded across the school.



4. What expertise and training do school staff have in relation to SEND, and how is specialist expertise secured?

St Joan of Arc is committed to developing staff expertise across all areas of SEND. Training is planned in response to the needs of our pupils, as identified through our SEND register, provision mapping, pupil progress data and staff feedback. The Headteacher, Assistant Headteacher for Inclusion (SENDCO), and Governing Body work together to ensure that our staff are confident, well-informed, and equipped to meet a wide range of needs.

A. Universal Training (All or Most Staff)

All staff at St Joan of Arc have received core training in key areas of SEND. This ensures a consistent, whole-school understanding of inclusive practice and effective differentiation. Training is refreshed on a rolling basis.

Training Area	Summary	Staff Trained	Last Reviewed / Planned Update
Introduction to SEND & Graduated Response	Understanding SEND categories, provision and statutory duties	✓ All Staff	Autumn 2024
Autism Spectrum Condition (ASC) Awareness	Inclusive classroom strategies and understanding of autistic pupils' needs	✓ All Staff	Spring 2024
Zones of Regulation	Whole-school emotional regulation framework	✓ All Staff	Autumn 2023
Speech, Language & Communication Needs (SLCN)	Classroom strategies for developing communication skills	✓ All Staff	Summer 2024
Inclusive Classroom Strategies / UDL	Universal design for learning and accessible teaching	✓ All Teachers	Autumn 2023
Sensory Needs & Regulation	Supporting pupils with sensory profiles and regulation plans	✓ All Staff	Spring 2024
Supporting Pupils with SEMH	Attachment-aware and relational approaches to behaviour	⚠ Targeted Staff Only	To expand 2025
Equality & Disability Awareness	Understanding the Equality Act 2010 and reasonable adjustments	✓ SLT	Completed 2023
Safeguarding and SEND	Safeguarding considerations specific to pupils with SEND	✓ SENDCO	Available to DSLs
Trauma-Informed Practice	Understanding trauma responses and protective strategies	⚠ 2 staff trained	Roll-out planned 2025–26

B. Targeted and Specialist Training

Additional CPD is provided to staff supporting pupils with more complex needs or delivering interventions. This ensures that strategies are tailored, evidence-based and developmentally appropriate.

Training Area	Summary	Staff Trained	Completed / Planned
Makaton	Sign-supported communication to aid understanding	3 staff	2024
Attention Autism	Programme to build joint attention and expressive communication	✓ All TAs	2024
Team Teach (Positive Handling)	De-escalation and safe handling	✓ SLT	2023 (refresher 2025)
ELKLAN (SLCN 5–11s)	Specialist SALT intervention programme	1 HLTA	2024
PDA (Pathological Demand Avoidance)	Demand-reducing strategies for anxiety and sensory needs	✓ All Teachers	Autumn 2024
Medical Training (e.g. EpiPen, Diabetes)	Emergency care plans and training for individual pupils	✓ First Aid–trained TAs	Ongoing

C. Accessing Specialist Expertise

We also access support and training from a range of external agencies, including:

- Islington's specialist outreach services (e.g. Bridge, Samuel Rhodes, Richard Cloudesley)
- Speech and Language Therapy (SALT)
- CAMHS and the Islington School Wellbeing Service
- Educational Psychology Service
- Occupational Therapy and other NHS therapists

This ensures that provision is tailored to individual pupil needs, and staff can respond confidently when new challenges arise.

D. Monitoring and Review of Staff Training

Staff training needs are reviewed annually based on:

- Pupil need across the school (from SEND register and provision map)
- Staff appraisals and CPD feedback
- Annual SEND audit and review cycle
- Multi-agency review meetings and external recommendations
-

This section of the SEND Information Report is updated annually to reflect current capacity and future priorities.

Last updated: September 2025

5. What equipment and facilities are available to support pupils with SEND?

St Joan of Arc Catholic Primary School has a flat site at pavement level with two playgrounds that are all at the same level and step-free. The school buildings consist of a main two-storey block with a separate single-storey nursery block. Whilst Nursery, Reception and Year 1 classrooms are on the ground floor, all other year groups are on the upper floor. There are three separate flights of stairs to all floors, but currently no lift access. There is a disabled toilet located on the ground floor near the main office.

Access to Equipment and Technology

We provide a range of physical and digital resources to support children with additional needs. These are available to all pupils as part of our inclusive offer and can be tailored or enhanced based on individual need.

Currently available equipment includes:

- Audio books and visual readers for group or independent use
- Microphone system to enhance hearing during assemblies and performances
- Communication books (home–school diaries for pupils with EHCPs or communication needs)
- Devices for additional recording (e.g. cameras, voice recorders, iPads)
- SEND software – e.g. Communicate in Print, literacy/phonics games, and maths tools

New for 2025: Chromebook Rollout

From September 2025, we are expanding our use of Chromebooks across KS1 and KS2 as part of our school-wide digital strategy. This initiative aims to:

- Support accessibility for pupils with SEND
- Enable the use of assistive tools such as voice typing, text-to-speech, and visual prompts
- Provide structured access to differentiated learning platforms
- Help pupils with fine motor difficulties or slower writing fluency to record their ideas more independently
- Promote organisation and self-management (e.g. Google Calendar, Jamboard, visual timetables)

Pupils with an identified need may also receive priority access to personal or shared Chromebooks, and we will work with families and external professionals to ensure appropriate usage and software is in place.



Personalised Equipment for Individual Needs

We regularly review whether additional equipment is required as part of a pupil's SEND provision. Where there is an identified and agreed need, specialist resources may be sourced using delegated SEND funding or through external services.

Examples of bespoke equipment provided in recent years include:

- Move-and-sit cushions
- Sloped writing boards
- Specialist handwriting grips and tools
- Coloured overlays or reading rulers
- Noise-cancelling headphones
- Visual timers and fidget tools

We work with external professionals (e.g. Occupational Therapists, VI/HI teams, and specialist teachers) to identify and secure appropriate equipment for individual pupils.

6. What are the arrangements for consulting and involving parents of children with SEND in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents' evenings
- during discussions with the school SENDCO or other professionals
- commenting and contributing to assessment, planning and reviews
- SEN parent forum

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in question 3a above.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home.
- Parents as Educators programmes e.g. maths, reading, Phonics and Early years workshops

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.



We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENDCO.

7. What are the arrangements for consulting and involving pupils with SEND in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. Children are consulted about their learning and how they feel about a range of topics annually before the spring term parents' meeting. A summary of these findings is discussed with parents at this meeting.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and consider their preferred methods of communication.

This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and to involve them in decision-making.

These groups and activities include:

- The School Council
- Annual pupil surveys

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEND in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.



All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

8. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this, is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, whether positive or negative, please contact the class teacher or SENDCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENDCO
- The headteacher – using the main school number
- The SEND governor (a letter can be submitted through school office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaint's procedure can be found on the school website.

We realise that parents can sometimes need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930, or by email to Lydia Hodges at LydiaH@centre404.org.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEND can be found in the Local Offer. See question 13 below.

At St Joan of Arc, we have established the SJA Support Network, a group that meets half-termly to enhance our SEND provision and support. This network aims to:

- Provide a forum for parents of children with SEND to raise concerns
- Facilitate meetings between parents and professionals

- Develop initiatives to improve the overall SEND experience within our school

The SJA Support Network is open to all parents, but it is specifically managed by:

- The Assistant Head Teacher for Inclusion
- The SEND Governor
- Two parent representatives with experience in SEND

This group plays a crucial role in ensuring that parent voices are heard and that our SEND provision continues to evolve to meet the needs of our school community. Through these meetings, we can address concerns promptly, share valuable information, and collaboratively develop strategies to enhance the educational experience for all our SEND pupils.

We encourage all parents, especially those with children who have SEND, to participate in these meetings. Your input is invaluable in helping us create a more inclusive and supportive environment for all our students.

9. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational Psychologists (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teachers Outreach Services (Autism, Emotional, Physical disabilities and cognition)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers and Early help practitioners

We always involve parents in any decision to involve specialists.

The SENDCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes, tube feeding,
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies used by the school are shown in Appendix 1.



10. What local support is there for the parents of pupils with SEND?

Information about local support is located here: www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The Parent Carer Support Service, based at Centre 404 - 020 3316 1930

Offers a range of services to assist the parents/carers of children with DSEN.

These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Website: <http://www.centre404.org.uk/>

11. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with DSEN and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEND (examples)
Into Nursery / Reception	<ul style="list-style-type: none">• Swift transfer of records• Work with Islington Early Years Inclusion Team• Transition meeting with the previous setting• Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	<ul style="list-style-type: none">• We will contact the School SENDCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.• Swift transfer of records• Transition meeting with the new setting• Transition plan (as above)
When moving groups/ classes in school	<ul style="list-style-type: none">• Transition meetings are held within school with the new class teacher.• Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents; transition books that can be taken home over the holidays.



Primary to secondary transition

- Swift transfer of records
- Year 5 annual reviews planning meeting
- During Year 6 the SENDCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to
- Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

12. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review

For more information about the SEND Reforms in Islington, please see "A brief guide for parents and carers."

http://www.st-joanofarc.islington.sch.uk/downloads/inclusion-2016/Islingtons_A_Brief_Guide_for_Parents_on_SEND_Reforms.pdf

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer



Appendix 1 - External organisations

Name	Areas of expertise/ training
Early Years Inclusion Team	Advising schools and supporting young children with speech and language difficulties and learning difficulties.
Richard Cloudesley Outreach Service	Advising schools and supporting children with visual and hearing impairments. Providing training on relevant areas of expertise for staff.
The Bridge School Outreach Service	Advising schools and supporting children with severe learning difficulties. Area of expertise in ASD. (Autistic Spectrum Disorder) Providing training on relevant areas of expertise for staff.
Samuel Rhodes School Outreach	Advising schools and supporting children with moderate learning difficulties. Providing training on relevant areas of expertise for staff.
Educational Psychology Service	Assessing children for specific learning difficulties. Meeting parents and advising strategies to help children. Providing support for school. Providing training on relevant areas of expertise for staff.
CAMHS (Child & Adolescent Mental Health Service)	Working with parents and children who require additional pastoral support and advice. Parent meetings and workshops in relevant areas of interest. Providing training on relevant areas of expertise for staff.
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)	Liaise with the school and parents over issues of absenteeism. Advice and strategies for parents to help improve attendance of their child. Advice for schools on how to promote attendance.
Children's Therapy Team (Speech & Language/Occupational Therapy)	Speech and Language therapists work with children on specific targets. Planning provided for teachers and support staff to help children achieve individual targets.
Behaviour Support Service	Providing training on relevant areas of expertise for staff. Working with groups of children or whole class, to run circle times. Resources and planning for teachers to implement with children.
Child Protection Advisors	Work with the school and families to ensure children's welfare is and remains paramount.
Inclusion Team	Islington Support group share ideas and advise on planning and assessment.
Social Services	Close liaison with schools and families to ensure the safety of the child is paramount. Help to maintain a working relationship between the school and families. Provides close contact with other agencies and the families.

