



**St John's  
Upper Holloway**

C.E. Primary School



# **St John's Upper Holloway CE Primary School SEND Information Report 2025 – 2026**

This report is written so that parents can find information about SEND at St John's Upper Holloway.

For further information on our SEND offer, please see our [SEND policy](#), which is available on our website.

Alternatively, our SENCO Ms Rebecca Ross Goobey can be contacted via the school office on 020 7272 2780.

## **Our Vision**

*Jesus said: 'Love each other as I have loved you'. John 15:12*

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

## **Our Mission**

- St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:
- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe place
- providing excellent care, guidance and support with a strong partnership between school, parents and the community.

**We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:**

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.



## Our School

St John's Upper Holloway CE Primary School currently has 214 children on role (October 2025)

There are currently 71 (35%) children on the SEND register with a range of needs.

62 (87%) children on the SEND register have a SEND Support Plan that can be accommodated through Quality First Teaching and targeted interventions.

9 (13%) children on the SEND register require more specialist support and have an EHCP (Education, Health and Care Plan).



## Meet our SENCO

The Special Educational Needs Coordinator (SENCO) at St John's Upper Holloway CE Primary School is Rebecca Ross Goobey.

As a core member of the Senior Leadership Team (SLT), Ms. Ross Goobey has the strategic authority to ensure that SEND provision is prioritised at every level of the school's leadership and daily practice.

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy and ensuring it meets all statutory requirements.
- Tailoring support for children with special educational needs to ensure high-quality, inclusive education.
- Providing specialist advice and facilitating high-quality training to ensure all staff are skilled and confident in meeting a wide range of needs.
- Collaborating with teachers to identify and overcome barriers to learning, sustaining effective teaching for all pupils.
- Leading and managing our team of Teaching Assistants to deliver impactful interventions.
- Maintaining robust records for all children with SEND and Disabilities to track progress and ensure continuity of care.
- Liaising with external agencies, including the Local Authority's support services, Educational Psychology, Health and Social Services, and voluntary bodies.
- Planning and managing a child's movement (transition) to a new class group or school to ensure they feel secure and prepared.
- Working closely with parents and carers to ensure a collaborative, transparent approach to their child's development.

If you would like to contact Ms. Ross Goobey, please call the school office on 020 7272 2780. She aims to respond to all non-urgent enquiries within five working days.

If your concern is urgent, please inform the school office team directly. They will ensure your message is passed to a member of the Senior Leadership Team for more immediate attention.



## Special Educational Needs

At St John’s Upper Holloway CE Primary School, 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 that encourages and celebrates diversity and difference.

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

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

Some children have more than one type of SEND.



## Identifying and Assessing Need



At St John’s Upper Holloway CE Primary School 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 concerned about their progress, they gather information and speak to the family. The class teacher ensures adapted classroom practice and the 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 meet with the SENCO and fill in a SEND Concerns form. 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’.

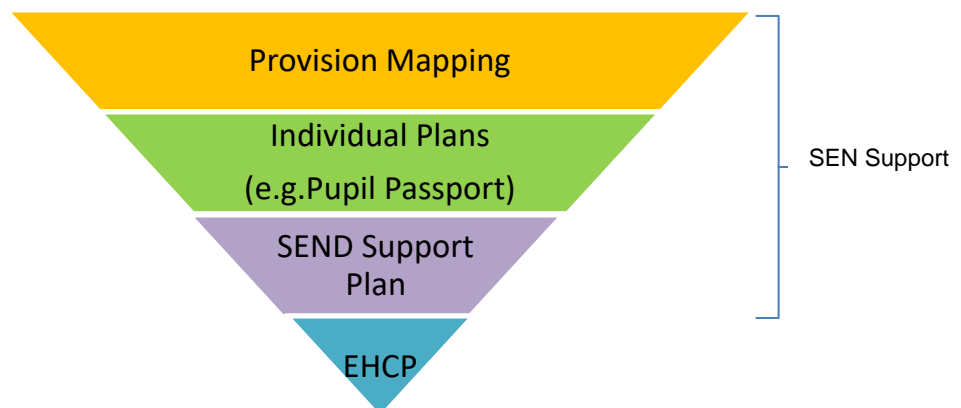


### 3. SEN Support

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.

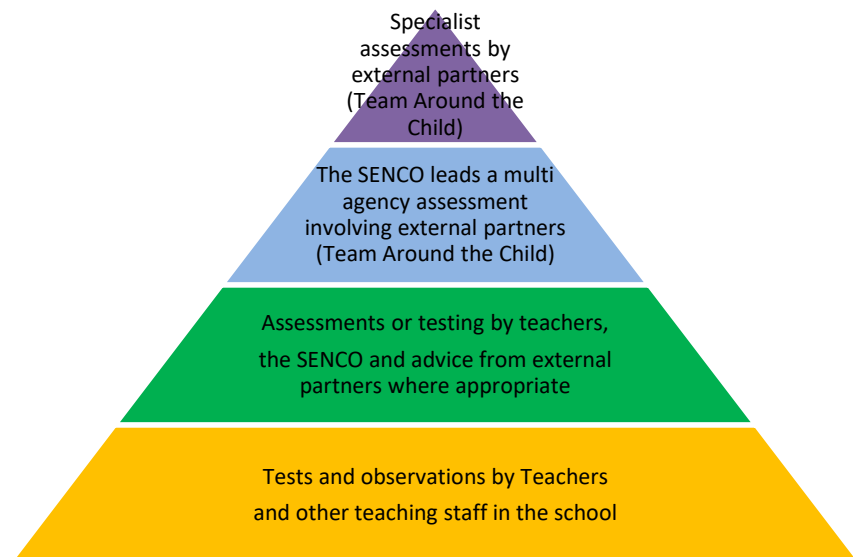
Teachers work with the SENCO and external professionals to support children with SEND.

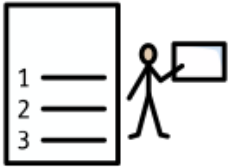
When appropriate, staff are deployed to provide children with additional small-group interventions outside the classroom.

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

We use the Assess-Plan-Do-Review cycle to evaluate the effectiveness of the provision for children with SEND. This cycle leads to ambitious outcomes for all children.


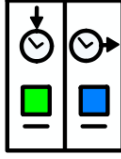

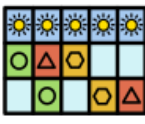
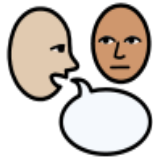










For more information on how Assess, Plan, Do, Review works watch this short video: <https://www.youtube.com/watch?v=1lsJveEuMHc&feature=youtu.be>





## 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 specific children. Here are a few examples of curriculum adaptations we use at St John's Upper Holloway CE Primary School, however this is not an exclusive list.

 <p>Explicit instruction</p>	 <p>Task planners</p>	 <p>Sensory Supports</p>
 <p>Visual timetables</p>	 <p>Talk partners</p>	 <p>Social story</p>
 <p>Emotional Regulations</p>	 <p>Word Banks</p>	 <p>Positive Behaviour Strategies</p>
 <p>Ear Defenders</p>	 <p>Timers</p>	 <p>Calm Spaces</p>
 <p>Mind Maps</p>	 <p>Font and Text sizes</p>	 <p>Assistive Technology</p>

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.

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

We also seek advice and equipment from external agencies as and when needed (see below).



## Evaluation of the effectiveness of the provision of SEN

The quality of teaching is the most important factor in ensuring all pupils make 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 SEN provision by monitoring pupil progress and assessing whether the agreed goals and outcomes for each pupil are being met. When professionals from health or social services are involved with the child, we will ask for their help to inform and review progress, ensuring that all those supporting the family are working together effectively.

The teachers work with the SENCO, the parents, and the child to ensure that any SEN support is adapted or replaced with another approach if it is not effective.

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



## Staff Training

At St John's Upper Holloway CE Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to support your child.

We use expertise within the school to deliver some of this training. Staff training is planned according to 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
- Understanding trauma
- Behaviour support

We seek advice and receive training from specialists outside the agencies, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT), and the Islington link school nurse, to best support the children at our school.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisals.

The following tables show the training and expertise of the school staff.

### General SEN training for all staff

Details of training/expertise	% of school staff trained
Introduction to SEND	100%
First Aid	32% (9 members of staff)

How to support pupils on the autistic spectrum	100%
How to support pupils with emotional needs	100%
Asthma Training	80%
Scaffolding and supporting learners	100%
Sensory Circuits	100%
MITA (TA Training)	100% TA staff

**Specific SEN training and expertise**

Details of training / expertise	School staff
Accredited SENCO (National Award)	SENCO
Epi pen training	All staff
Dyslexia Training	SENCO
ELSA	1x TA

**Specialist SEN Training (for specific children)**


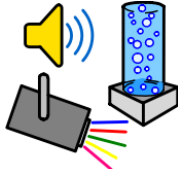




Details of training/ expertise	School staff trained
Manual handling	All staff
Intensive Interactions	All staff



**Equipment and Facilities**


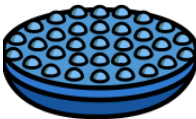

St John's Upper Holloway has a flat site at pavement level with 2 playgrounds, one that is accessible by stairs. The school buildings consist of two buildings, both have step free access. There is one disabled toilet in the school office. There is a disabled parking bay within 20 metres of the school gate.

Equipment available in our school to all children at any time needed:

 Communication books	 Sensory equipment	 Additional recording devices- cameras
 Additional recording devices- laptops	 Communication in print for visuals	 SEN software- e.g. Lexia

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

 Personal laptops/ iPads	 Sit and move cushions	 Specialist hand writing equipment
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## The role of parents

At St John's Upper Holloway CE Primary School 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, request meetings, and meet with us.

If you have a SEND concern about your child, please talk to the class teacher first. Following this, you may want to speak to the SENCO. If you want to meet the SENCO, Ms Ross Goobey can be contacted via the school office on 020 7272 2780.

Parents are key to the co-production of SEND support plans and the support provided for your child. Telling us about your child and sharing your views at review meetings is really important to us. For children with a SEND Support Plan, we will invite you to review the SEND support at three parents' meetings each year, in the Autumn, Spring and Summer terms. 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 who have an Education, Health and Care Plan, we hold an annual review, inviting all professionals who work with your child. These meetings are used to celebrate your child's learning, review the progress they have made against the targets set, create new targets, and discuss next steps. A copy of this will always be shared with you after the meetings.

## The role of the child



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

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.

<p>Add a tick for your favourite lessons.</p> <p style="text-align: center;"></p> <p>Draw an 'X' over the lessons you do not like.</p> <p style="text-align: center;"></p>	<p style="text-align: center;">Write any other lessons <u>down</u>, if they are not listed here.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Maths </td> <td>Science </td> <td>Reading </td> <td>PE </td> </tr> <tr> <td>Writing </td> <td>RE </td> <td>PSHE </td> <td>DT </td> </tr> <tr> <td>Art </td> <td>History </td> <td>Geography </td> <td>Computing </td> </tr> <tr> <td>Music </td> <td></td> <td></td> <td></td> </tr> </table>	Maths 	Science 	Reading 	PE 	Writing 	RE 	PSHE 	DT 	Art 	History 	Geography 	Computing 	Music 			
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## Support that is available for parents

### Local Authority Services

#### [Islington 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.



#### [SENDIAS](#)

SENDIAS is a free service offering support and advice to parents and young people with SEND. The service is free. Tel: 0203 031 6651

Email: [islingtonsend@family-action.org.uk](mailto:islingtonsend@family-action.org.uk)

Impartial  
Information, Advice  
and Support on SEND

Islington  
**sendias**

#### [Centre 404](#)

Centre 404 is a charity that offers friendly, reliable and person-centred support to people with learning disabilities, autism and their families.

Tel: 020 7607 8762

Email: [general@centre404.org.uk](mailto:general@centre404.org.uk)



#### [The Parent House](#)

The Parent House is a charity that offers mentoring and peer support to families facing challenges.

Tel: 020 7837 1383

Email: [Lucy@theparenthouse.co.uk](mailto:Lucy@theparenthouse.co.uk)



#### [Bright Futures Islington](#)

Bright Futures provide whole family support to families with school-aged children up to 19 years old. Bright Futures will work with you and your family to understand what you need to make lasting positive change and get the most out of family life. Tel: 020 7527 4343

Email: [bright.futures@islington.gov.uk](mailto:bright.futures@islington.gov.uk)



## Transition Support

### Nursery to Reception

We hold a parent and carer stay-and-play session in the summer term for our new Reception starters, providing parents and children with the opportunity to meet with the class teacher and other staff who will work with their children.

All children starting in the EYFS (Early Years Foundation Stage) receive a welcome video on SeeSaw that includes information about the adults they will be working with, how the day is structured, and other important details.

All new starters to our EYFS will have a home visit from one of the EYFS team.

Our SENCO and EY Lead work with local nurseries, and if any children have SEND concerns, our SENCO visits them in their nursery and meets with the parents and nursery teachers to provide additional transition support.

### End of Year transition

When children move up a year within the school, teachers hand over 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 visit their new classroom and meet their new teacher. Then, in the 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. This is bespoke to the needs of the child and the resources available in school.

**Secondary Transition**

We liaise closely with secondary schools to ensure the transition from primary to secondary school is as smooth as possible. Our SENCO meets with the secondary school SENCOs to ensure they have the 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 the level of support 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 gain a greater understanding of the support we need to put in place. Our SENCO will also meet 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.



**Outside Agencies**

We work with the following agencies to provide support for children with SEND:

 <p>The Bridge Trust The Bridge Outreach</p>	 <p>New River College New River Outreach</p>	 <p>Richard Cloudesley Outreach</p>
 <p>Samuel Rhodes Outreach</p>	 <p>Islington Educational Psychology Service</p>	 <p>Islington Speech and Language Service</p>
 <p>CAMHS</p>	 <p>School Wellbeing Service</p>	 <p>Whittington Health (School Nurse)</p>



## 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.

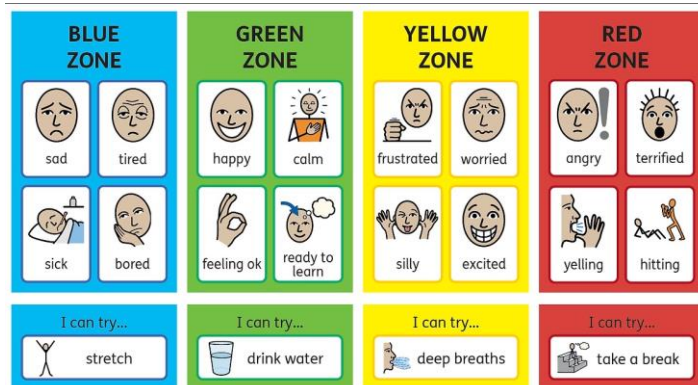
All children are encouraged to take part in sports day, school assemblies and performances.

No child is ever excluded from taking part in these activities because of their SEN or disability.



## Social Emotional and Mental health Needs (SEMH)

At St John's Upper Holloway CE Primary School we are a caring, nurturing and supportive school and we believe all children need to be happy, secure and safe so that they can meet their potential. We have a teaching assistant trained as an ELSA (Emotional Literacy Support Assistant) who is trained in emotional literacy. Zones of Regulation is embedded across the school and is used as a shared language.



We provide opportunities for children to talk about their emotions and feelings in our curriculum:

- A comprehensive PSHE (personal, social, health and economic) curriculum, which provides a safe environment for debate and discussion.
- An online safety policy with input for children on Cyberbullying.
- A comprehensive, differentiated Relationships and Sex Education curriculum (see RSHE policy) with a personalised curriculum for pupils with SEND where needed.

An anti-bullying policy ([see policy](#)) outlines preventive support through the curriculum and a vigilant, proactive ethos.

A strong focus on safeguarding ([see policy](#)) and close liaison with the Designated Safeguarding Lead also help us ensure the welfare of children.

When SEMH needs are raised, the school ensures coordinated support and provision is targeted where needed. If you have questions about our SEMH interventions, please contact our SENCO Rebecca Ross Goobey by calling the school office on 020 7272 2780.



## SEND and Looked after Children (LAC)

Being looked after is when parents are unable to care for a child and the council or court take the parenting decisions. This can be temporary or permanent. See [NSPCC](#) for more information:

- The Deputy Head Teacher (Ms Ross Goobey) is the Designated Teacher for Children Looked After.
- When a child is looked after by the local authority, we work together, involving appropriate parents and carers, as well as foster carers, social workers and the virtual school, in discussions.
- Progress is monitored through a Personal Education Plan (PEP). All provision is coordinated with both the PEP and SEN Support Plan working on any specific learning targets identified for individual pupils to meet their SEND needs as well as any other needs.

- CLA children have equal access to SEND provision and extra school activities making sure they get everything they would be if they were not CLA.



## Complaints Procedure

If you have any concerns or worries, please speak to the class teachers first. Alternatively, you may need to speak directly to the SENCO (Ms Ross Goobey)

Further information about our complaints procedure can be found in our complaints [policy](#).

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We realise that parents can sometimes find schools a bit scary and may 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 you may want to contact:

The Special Educational Needs Community Support Service (SENDIAS)

Tel no 0203 316 1930

Website [www.family-action.org.uk](http://www.family-action.org.uk)

Email [islingtonsend@family-action.org.uk](mailto:islingtonsend@family-action.org.uk)



## Glossary

<p>SEND</p>	<p>Special Educational Needs and Disabilities</p>
<p>SENCO</p>	<p>Special Educational Needs Coordinator</p>
<p>SEND register</p>	<p>A record of children who have SEND in the school and the kind of support they may require. SEND register</p>
<p>SEND support Plan</p>	<p>A SEND support plan provides a more coordinated and personalised planning approach to meeting a child's SEND supporting them to make progress.</p>
<p>EHCP</p>	<p>Education, Health and Care Plan</p>
<p><a href="#">SEND Code of Practice</a></p>	<p>Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities</p>
<p>Intervention</p>	<p>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.</p>
<p>The graduated approach</p>	<p>The graduated approaches practice involves meeting pupils' SEND needs through implementing the the assess, plan, do, review cycle</p>
	<p>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'</p>
<p>Co-production</p>	<p>The term 'co-production' refers to a way of working where parents/ carers, children, teachers and outside agencies all work together.</p>
<p>EYFS</p>	<p>Early Years Foundation Stage</p>
<p>Social Story</p>	<p>A Social Story is a story that shares social information in an accessible way.</p>