



St John's Upper Holloway CE Primary School

SEND Information Report

2026 – 2027

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 Rebecca Ross Goobey can be contacted via the school office on 020 7272 2780.

Headteacher	Nick Turpin
SENCO/SEND CO	Rebecca Ross Goobey
SEND Governor/Trustee	Jane Airy
Date reviewed	September 2026
Next review	September 2027

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

At St John's Upper Holloway, we are committed to ensuring that every pupil belongs, participates, achieves and thrives.

We recognise that pupils with special educational needs and disabilities (SEND) are the responsibility of the whole school. High-quality, inclusive teaching is the starting point for meeting pupils' needs, supported by timely identification, appropriate adaptations and targeted or specialist provision where required.

- are welcomed, valued and fully included in school life;
- have access to an ambitious, broad and balanced curriculum;
- receive high-quality teaching adapted to remove barriers to learning;
- make good progress from their individual starting points;
- develop independence, confidence and resilience;
- have their views heard and acted upon; and
- are well prepared for their next stage of education and adulthood.

St John's Upper Holloway CE Primary School currently has 202 children on role (September 2026)

There are currently 69 (34%) children on the SEND register with a range of needs.

11 (16%) 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), Rebecca 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: <table border="1"> <tr> <td></td><td> Cognition and Learning, including: Learning difficulties; Dyslexia & dyscalculia; Focus, attention, or memory difficulties. </td></tr> <tr> <td></td><td> Communication and Interaction: including: Autism (ASC); Social communication difficulties; Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie). </td></tr> <tr> <td></td><td> Social, Emotional and Mental Health: including: ADHD; Anxiety; Dysregulated behaviour </td></tr> <tr> <td></td><td> Sensory and Physical: including: Physical needs (e.g. cerebral palsy, dyspraxia); Deafness or hearing difficulty; Blind or visually impaired. </td></tr> </table> Some children have more than one type of SEND.		Cognition and Learning, including: Learning difficulties; Dyslexia & dyscalculia; Focus, attention, or memory difficulties.		Communication and Interaction: including: Autism (ASC); Social communication difficulties; Speech & language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).		Social, Emotional and Mental Health: including: ADHD; Anxiety; Dysregulated behaviour		Sensory and Physical: including: Physical needs (e.g. cerebral palsy, dyspraxia); Deafness or hearing difficulty; Blind or visually impaired.
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	Social, Emotional and Mental Health: including: ADHD; Anxiety; Dysregulated behaviour								
	Sensory and Physical: including: Physical needs (e.g. cerebral palsy, dyspraxia); Deafness or hearing difficulty; Blind or visually impaired.								
 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. We identify emerging needs as early as possible through a combination of assessment, observation, progress information and discussion with pupils and families. We distinguish SEND from other factors that may affect progress, such as disadvantage, attendance, English as an additional language or temporary								

circumstances.

- teachers' assessment and observation;
- pupil progress and attainment information;
- attendance and behaviour information where relevant;
- discussion with pupils and parents/carers;
- information from previous settings;
- screening or assessment where appropriate;
- advice from external professionals.

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'.

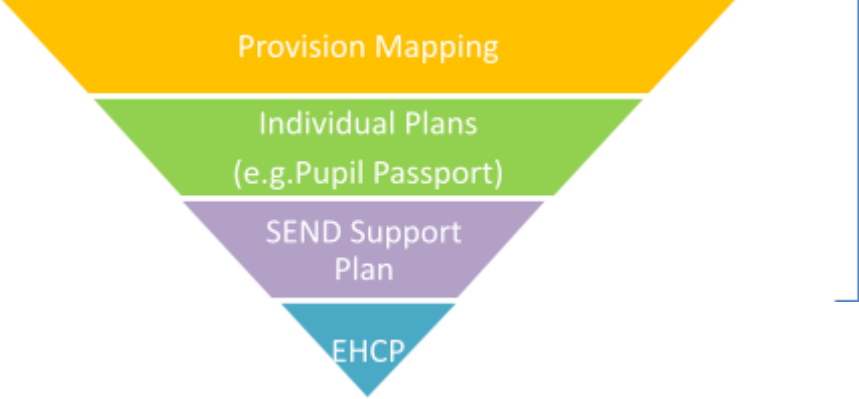


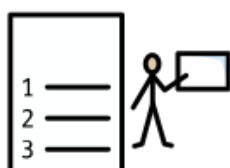
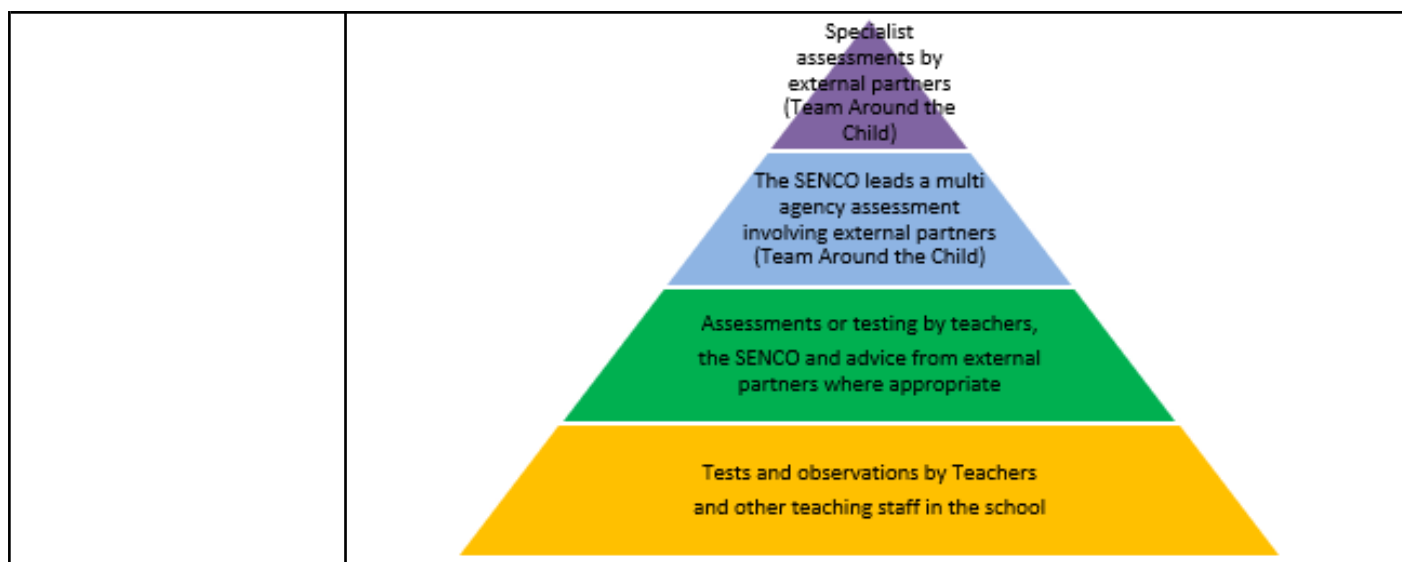
3. SEN Support

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

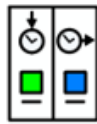
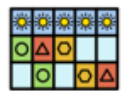
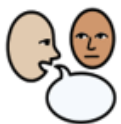
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

	
 Our approach to teaching children with SEND	Teachers are responsible for every child in their class. Teachers understand pupils' needs, maintain high expectations and make appropriate adaptations to enable access, participation and independence. ● explicit instruction and modelling; ● scaffolding and manageable learning steps; ● visual supports and pre-teaching; ● assistive technology and adapted resources; ● alternative methods of recording; ● adjustments to the learning environment; ● additional processing or response time; ● careful deployment of additional adults. Teachers work with the SENCO and external professionals to support children with SEND. Where high-quality inclusive classroom practice alone is insufficient, pupils may receive additional targeted or specialist provision. Provision should be selected according to assessed need rather than diagnosis alone. This may be: Targeted support: Lexia support, Lego therapy, phonics boosters Specialist support: ELSA, Speech and language sessions, OT sessions Specialist/resourced provision: Comfort Zone, 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=1sJveEuMHc&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.

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

	We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. 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 evaluate provision by considering its impact on pupils, rather than simply whether support has been delivered. • progress towards individual outcomes; • curriculum progress and attainment; • attendance; • engagement and participation; • independence and wellbeing; • behaviour where relevant; • successful transitions; • pupil and parent/carers views. Our SEND/inclusion priorities for 2026–27: 1. Targeted Adaptation & Dyslexia-Friendly Practice in Core Learning 2. Expanded SEMH Provision & Essential Life Skills Development 3. Trauma-Informed Practice & Environmental Accessibility Expected difference for pupils: Pupils working below age-related expectations will make measurable, step-by-step progress through targeted curriculum adaptations, dyslexia-friendly teaching, and focused writing and phonics interventions. Children presenting with SEMH needs will show stronger self-regulation, reduced anxiety, and improved readiness to learn through expanded ELSA support and structured life skills training. All SEND pupils will benefit from consistent, trauma-informed adult support and accessible physical environments designed to meet their individual needs.



The role of the child

Pupil voice is central to our approach. Pupils are supported, according to age and need, to identify strengths and aspirations, describe barriers, contribute to outcomes and reviews, and influence decisions about support and transition.

How I feel about my...		I feel like this because...
My teacher 	☐ ☐ ☐	
School Uniform 	☐ ☐ ☐	
My Classroom 	☐ ☐ ☐	
Dinner hall 	☐ ☐ ☐	
Bathroom 	☐ ☐ ☐	



The role of parents/ carers

Parents and carers are important partners in identifying needs, planning provision and reviewing its impact. We provide regular opportunities to discuss concerns, agree outcomes, understand provision and contribute to reviews and transition planning.

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, you can contact Ms Ross Goobey via the school office on 020 7272 2780.

Parents are key to co-producing 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 your child's progress towards the targets and plan next steps using the Assess, Plan, Do, Review process.

For children with an Education, Health and Care Plan, we hold an annual review and invite professionals who work with your child. These meetings celebrate your child's learning, review progress against the targets set, set new targets, and discuss next steps. We will always share a copy with you after the meetings.



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	100%
Scaffolding and supporting learners	100%
Sensory Circuits	100%
MITA (TA Training)	80% TA staff

Specific SEN training and expertise

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

Specialist SEN Training (for specific children)

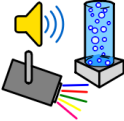
Details of training/ expertise	School staff trained
Manual handling	All staff
Intensive Interactions	All staff



Equipment and Facilities

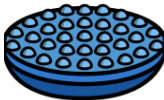
St John's Upper Holloway has a flat site at pavement level with 2 playgrounds, one that is accessible by stairs. The school buildings consist of two buildings, both have step free access. There is one disabled toilet in the school office. There is a disabled parking bay within 20 metres of the school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



Our school is committed to complying with its duties under the Equality Act 2010.

Admissions arrangements: Click here for our [Admissions Policy](#)

Accessibility Plan: Click here for our [Accessibility Plan](#)



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

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

The Parent House

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

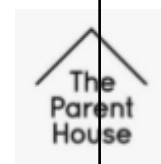
Tel: 020 7837 1383

Email: Lucy@theparenthouse.co.uk

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



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.

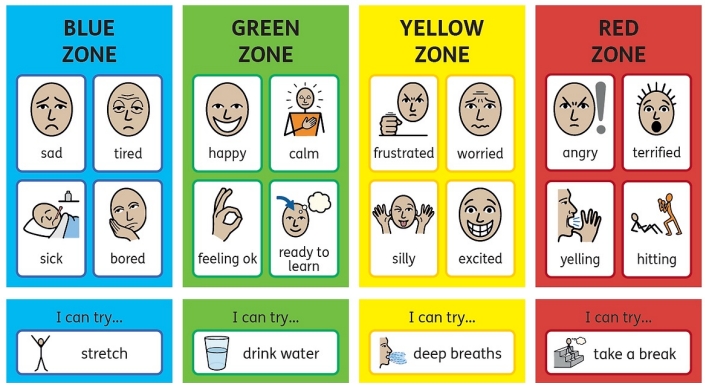


Outside Agencies

Depending on individual need, we work with relevant education, health, social care and voluntary-sector services. Children and parents/carers are involved appropriately when external advice is sought.

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

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

 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](#).

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

Email islingtonsend@family-action.org.uk



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 SEN 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 SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

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, printing off pages, explaining and interpreting
- 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 Camden Local Offer: www.localoffer.camden.gov.uk Hackney's Local Offer: www.hackneylocaloffer.co.uk Haringey Local Offer: www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer		
 Key contacts			
	Role	Name	Contact
	Headteacher	Nick Turpin	020 7272 2780
	SENCO/SEND CO	Rebecca Ross Goobey	020 7272 2780
	SEND Governor/Trustee	Jane Airy	
	Designated Safeguarding Lead	Nick Turpin	020 7272 2780
	Local Authority SEND team	sen@islington.sch.uk	
	SENDIASS	islingtonsend@family-action.org.uk	



Glossary

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