



SEND REPORT 2025/26

PART OF THE EALING LOCAL OFFER FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

INTRODUCTION

All Governing Bodies of maintained school have a legal duty to publish information on their website about the implementation of their policy for pupils with SEN.

The Children and Families Act came into effect on 1st September 2014. The Act now covers children with disabilities, not just children with Special Educational Needs. For the purpose of this report, we will focus on the part that specifically deals with children and young people in England with Special Educational Needs/Disabilities (SEND).

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they: Have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs and Disabilities are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

At John Perryn we believe that Inclusive Quality First Teaching will make provision for frequently occurring special educational needs (without an Education, Health and Care Plan (EHCP)); for instance behavioural difficulties and medical needs such as diabetes and epilepsy. We have staff who have undertaken specialist training, and liaised with medical professionals, for diabetes and epilepsy, heart conditions and rare syndromes. There are other complex needs which do not occur as frequently, but we will endeavour to do all we can to meet these pupils' needs in a way that does not compromise the efficacy of the education of others. We will work closely with other schools in Ealing and appropriate outreach services to ensure that we always have relevant and specialised support when addressing a need that we may not have extensive experience with.

SEND INFORMATION

The following report provides an overview of the SEND provision at John Perryn Primary School. The information has been divided into the following sections:

1. Early identification of children with SEND
2. How we support SEND pupils
3. The Graduated Approach
4. Engaging Parents in the SEND Journey
5. How our staff are equipped to support children with SEND.
6. How we work with different agencies and professionals to support our children's needs.
7. How children with SEND needs are supported during different stages of their time at John Perryn Primary School.
8. Meeting the needs of pupils with disabilities.
9. SEND Data

1. Early identification of children with SEND

At John Perryn Primary School, the identification of pupils with Special Educational Needs and Disabilities (SEND) is a thorough and ongoing process. We work closely with parents and carers to ensure that any emerging needs are recognised early and addressed appropriately. Identification begins when pupils first join the school and continues throughout their time with us, allowing us to monitor progress and respond to any changes in need. Our approach follows the graduated model set out in the SEND Code of Practice, ensuring that support is tailored, evidence-based, and responsive to each child's individual circumstances.

Identifying pupils with SEND – pupils who are joining our school

Nursery and Reception starters

- Our Nursery staff will make home visits, when possible, prior to children starting in our Nursery.
- We have one to one 'meet the teacher' sessions for reception children.
- Parent information meetings - Reception class induction evenings, open mornings and parent workshops.

Year 1-6 starters or pupils joining Nursery or Reception mid-year

- An individual induction meeting is arranged before a child is joining our school. During the meeting, the child and their parents/carers are shown around the school and a questionnaire is completed. These are followed up by the SENCO and/or the Designated Safeguarding Lead (DSL) if there are SEND or safeguarding concerns.
- If a need has been identified during the induction meeting, the SENCO will liaise with the previous school.
- Parents are asked to share any relevant information during the admission. It is important that the parent/carer include all relevant information on the induction form since they know their children best.

Identifying pupils with SEND – pupils who are already attending our school

- The class teacher and the support staff use a range of ongoing assessment strategies to assess the progress of individual pupils and identify any gaps in learning. If a concern has been identified, an initial SEND referral is made to the SENCO and the parents are informed.
- The SENCO undertakes holistic observations and gathers a range of information, including attendance patterns, progress over time, and any behaviour-related incidents. Following this, the

SENCO meets with parents to discuss the findings and obtain consent for further assessment by the appropriate services including the Educational Psychology Service and the Speech and Language Therapy Service. This marks the beginning of a collaborative partnership, ensuring that we work together to support the child's needs effectively.

- Parents may also share any concerns with the class teacher, who will then inform the SENCO. Alternatively, parents can raise their concerns directly to the SENCO by requesting an appointment through the school office or via the SEND referrals email address (sendreferrals@johnperryn.ealing.sch.uk.)
- Children are encouraged to identify their own emotional needs by completing a slip for our school counselling service. Our school therapist, Anita Bravin, will see the child at the twice weekly lunchtime drop in service. Some children may attend therapy for 1:1 support and some may attend group therapy.

2. How we support SEND pupils

At John Perryn Primary School, we are committed to ensuring that pupils with SEND receive the support they need to thrive academically, socially, and emotionally. Actively involving pupils in their learning is central to this commitment. Our child-centred approach reflects the ethos of the 'John Perryn Way,' which focuses on 'Aiming High to Achieve Success in All That We Do.' By valuing pupils' voices and encouraging their participation in decisions about their support, we help them develop confidence, ownership of their learning, and the essential skills needed for long-term success. This is strengthened by our use of the Graduated Approach, which enables us to tailor support through ongoing cycles of assessment, planning, intervention, and review.

Effective SEND provision is essential in ensuring that every child can access learning and make meaningful progress. At our school, teaching and learning are carefully adapted to meet the individual needs of each pupil. Staff work collaboratively to remove barriers to learning and create an inclusive environment in which all pupils can succeed. By tailoring our approach and responding flexibly to pupils' needs, we ensure that every child is given the opportunity to flourish both in the classroom and beyond.

The provision for children with SEND include:

- Scaffolded tasks to support pupils in accessing learning at an appropriate level.
- Effective use of visual support to support pupil's understanding of key vocabulary and key concepts.
- Use of individual workstations to promote focus and independence.
- Precision teaching in maths and English to develop key skills through targeted practice.
- Phonics and reading interventions to strengthen early literacy and comprehension skills.
- Pre-teaching of key vocabulary and concepts to prepare pupils for upcoming learning.
- Access to a sensory room to support emotional regulation and sensory needs.
- Sensory circuits to help pupils develop motor skills and readiness for learning.
- 1:1 support where appropriate to meet individual needs and ensure personalised guidance.
- Fine and gross motor skills interventions to develop coordination and physical control.
- Speech and language interventions, including Lego Therapy and Attention Bucket sessions.
- Individualised speech programmes designed and reviewed by speech and language specialists.
- Therapy support, including play therapy and music therapy, to support children's emotional regulation.

Regular review of progress: After a child receives targeted support, progress is reviewed each term in meetings with parents, children, and teachers. During these meetings, 'desired outcomes'—the difference

made to a child's learning and development as a result of intervention—are discussed. This process is also integrated into the graduated approach cycle.

Pupil involvement: Children are encouraged to evaluate their own learning and discuss their needs with their teacher. At John Perryn School, this is supported through in-lesson questioning and marking feedback, ensuring pupils have a voice in their learning.

Individual targets and next steps: All children with SEND, have individual learning plans with clear targets which are reviewed every half term. If a child does not make the expected progress, steps are taken to consider an Education, Health and Care Plan (EHCP). This process involves gathering professional reports, such as those from an Educational Psychologist or Speech and Language Therapist, and must be completed within 20 weeks from initiation to completion.

3. The Graduated Approach at John Perryn Primary

At John Perryn Primary School, our approach to assessing and supporting pupils with Special Educational Needs and Disabilities (SEND) is guided by the Graduated Approach, ensuring that provision is tailored, structured, and responsive to each child's needs. Through a continuous cycle of assessing, planning, implementing, and reviewing, we work closely with pupils, parents, and external professionals to ensure that support is both effective and evidence-based. This collaborative and systematic process enables us to identify barriers to learning early, monitor progress carefully, and adapt interventions to help every child achieve their full potential.

The first cycle - The graduated approach in the classroom (Initial Concerns)

1. The class teacher will use formative assessment strategies to assess the progress of individual pupils and identify any gaps in learning.
2. The class teacher informs the SENCO and the parents/carers about any gaps in learning.
3. If needed, the class teacher complete a range of checklists in collaboration with the parents. These checklists will support the identification of speech, language and communication needs as well as sensory needs and fine or gross motor difficulties.
4. The class teacher will adapt lesson plans, make sure additional resources are included, and plan additional intervention to scaffold the learning.
5. The class teacher will carefully assess and monitor the child's progress during a six week period. If the child has made good progress, the class teacher will continue with the strategies for a short period of time and begin to phase them out.
6. If there are still concerns about a child's progress after the first cycle has been completed, a formal referral to the SENCO should be made.
7. The parents are informed and the child is put on our SEND register under SEND support.

The second cycle -The graduated approach (SEND Support)

1. The class teacher completes a SEND concern referral form and sends it to the SENCO.
2. The SENCO will discuss the referral with the class teacher.
3. The SENCO will then observe the pupil in the classroom and/or playground.
4. The SENCO and the class teacher will plan suitable adaptations, strategies and interventions.
5. The class teacher will create a SEND Learning Plan for the pupil.
6. The SEND Learning Plan will be shared with the pupil and the parents.
7. The class teacher will implement the adaptations, strategies and interventions. (With support from the SENCO if needed.)
8. The class teacher will review the SEND Learning Plan and will create a new plan.

9. The assess, plan, do, review parts of the second cycle must be completed three times before the class teacher and the SENCO discuss the following options with the parents/carers:
 - Remove the child from the SEND register. (If the child has made more than expected progress on three occasions, the child should be removed.)
 - Keep the child at the SEND support level. (If the child has made expected or slightly less than expected progress, the child should remain on the SEND support level.)
 - Make a new SEND referral to the SENCO and initiate the EHCP process. (If the child has made less than expected progress on three occasions, the child should be re-referred to the SENCO).

The third cycle - The graduated approach (professional involvement/EHCP)

1. The class teacher will complete a new SEND referral form (professional involvement needed).
2. The SENCO will observe the child in the classroom and/or playground.
3. The SENCO will invite the parents/carers to a meeting to discuss their child's needs and the potential involvement of external agencies.
4. The child is assessed by the Educational Psychologist with parental consent. This includes a class observation, formal assessment on a 1:1 basis and a meeting with the parent, SENCO and class teacher.
5. In some cases further assessment is required. This includes a referral to Speech Therapy, Occupational Therapy (OT) or Child and Adolescent Mental Health Service (CAMHS). Referral to CAMHS may include an assessment by the Child Development Team (CDT) for Autistic Spectrum Disorder (ASD), or Attention Deficit disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD), or anxiety.
6. The findings from professionals are compiled in a report which includes recommendations for the school to implement. This is shared with parents so they can then use the same strategies at home with their child. We encourage parents to work together with the school on the same targets as then, more progress is made by the child.
7. If additional support is required, the SENCO will invite the parents to a further meeting to discuss a potential Education, Health and Care Plan (EHCP) application. This is needed to obtain additional funding and the school will apply for it to our local council while working with the parents.
8. If the EHCP application is successful, the child receives an EHCP, within the statutory timeline of 20 weeks, to ensure tailored support. Based on the EHCP, the class teacher develops a SEND learning plan to guide day-to-day learning. The plan is shared and discussed with the parents/carers.
9. The learning plan targets are reviewed every 6 weeks, and parents are involved in the annual review meeting, which must be held within a year of either the publication of the final EHCP or since the last annual review meeting was held, to discuss progress and any updates to the EHCP.

4. Engaging Parents in the SEND Journey

At John Perryn, we recognise that parents and carers play a central role in supporting children with SEND. Engaging families from the outset ensures that we understand each child's unique needs and can provide consistent support both at school and at home. Through regular communication, collaborative planning, and shared targets, we work closely with parents to create a supportive partnership that empowers children to achieve their full potential. We actively collaborate with parents to ensure that children with SEND receive consistent and effective support.

- Parents are involved at every stage of the Graduated Approach, from early identification through to support planning and review.
- SEND Learning Plans are shared with parents to ensure clarity on targets, strategies, and next steps

- Parents are consulted and informed when external professionals become involved or when an EHCP may be considered.
- Opportunities are provided for parents to meet external professionals involved in their child's support.
- Regular formal meetings are held with the SENCO, class teacher, or senior leaders to discuss progress and next steps.
- Informal conversations take place to address everyday concerns, ensuring support is responsive and timely.
- Any concerns raised by parents are acted upon promptly.
- Interpreters are arranged when needed to support clear and accessible communication.
- Parents are encouraged to give informal feedback and are invited to support school trips and activities.
- Families are given SEND resources and strategies to help continue learning at home.

5. How our staff are equipped to support children with SEND

At John Perryn Primary School, we are committed to ensuring that all staff are equipped with the knowledge, skills, and confidence to support pupils with SEND effectively. Our senior leaders, teachers, teaching assistants and learning support assistants engage in ongoing professional development, receive specialist training, and work closely with the SENCO and external professionals to implement evidence-based strategies. This strong foundation enables staff to provide high-quality, inclusive teaching and tailored support that meets the diverse needs of our learners.

SEND Training at John Perryn Primary School

All Staff

- Safeguarding training
- Behaviour management training

Teaching Staff

- Regular SEND training
- Inclusive teaching and learning strategies
- Speech and language training
- Emotional regulation training
- Effective interventions for SEND pupils
- Colourful Semantics training
- Effective use of visual supports in the classroom

Learning Support Assistants (LSAs)

- Attend 1-hour training sessions every two weeks
- Training topics have included:
 - Precision teaching
 - Supporting sensory needs
 - Speech and language training
 - Using an individual workstation to support learning
- Selected LSAs have received specialist training from the Speech and Language Therapist, including:
 - Speech sounds programmes
 - Lego Therapy
 - Attention Bucket sessions

Other training

- Some staff are trained to manage children with diabetes, epilepsy and other individual health needs.
- The senior leadership team has received Team Teach training.
- The senior leadership team has received Designated Child Protection Teacher training.

6. How we work with different agencies and professionals to support our children's needs

John Perryn Primary School works closely and proficiently with a range of agencies and fellow professionals to ensure that children with SEND are identified as soon as possible and the required support is implemented to enable them to achieve success.

- **Speech and Language Therapy:** A dedicated speech therapist works with our school to assess pupils, meet with parents, and design individual programmes. They monitor progress and provide staff training to support pupils' communication needs.
- **Educational Psychology (EP):** Termly SEN planning meetings are held with our Educational Psychologist to discuss pupils' learning needs. The EP observes pupils in class, carries out formal assessments, and provides a detailed report with strategies and recommendations.
- **Occupational Therapy (OT):** An occupational therapist supports pupils who have OT specified in their EHCP. The therapist assesses needs, designs tailored programmes, and reviews progress termly, focusing on sensory processing and fine or gross motor skills.
- **Autism Outreach (Springhallow School):** A specialist teacher visits the school following a referral for a pupil with autism. They observe the pupil, advise staff, and recommend strategies to support the child's needs.
- **Ealing Primary Centre:** A specialist teacher and Clinical Psychologist provide support for children displaying challenging or complex behaviours, offering guidance to staff and families.
- **Child Development Team (CDT):** Children under the age of seven may be referred for assessments relating to autism or associated learning needs. Referrals can be made via the Speech and Language Therapist or the SENCO.
- **Child and Adolescent Mental Health Service (CAMHS):** Pupils may be referred for assessment to explore their emotional or mental health needs. CAMHS works with families and professionals to determine the most appropriate support.
- **School Nursing Team:** The school nurse assesses children with medical needs, ensuring Health Care Plans are in place and updated as required.
- **Safer Action for Families in Ealing (SAFE):** Professionals from SAFE work with parents and the SENCO to offer tailored family support.
- **Social Care:** Social care teams work alongside the school and families to support children's welfare. This may include involvement through a Child Protection Plan, Child in Need Plan, or support for children in foster care.

7. How children with SEND needs are supported during different stages of their time at John Perryn Primary School

School-age children experience a number of important transitions during their education, such as moving from Reception to Year 1 or from Year 6 to secondary school. At John Perryn Primary School, we ensure that children with SEND are supported throughout each stage of this journey.

When a child with identified SEND joins John Perryn from another school or nursery, we:

- Liaise closely with the previous setting and observe the child where appropriate.
- Arrange a home visit if suitable.
- Provide a 'meet the teacher' session for the child and their parents when joining Reception.
- Prepare appropriate classroom resources and support in advance.
- Create an integration plan, if required, for children who may not initially manage a full day. This plan is agreed with the SENCO, parents, and class teacher, reviewed daily, and adjusted gradually.

When a child with SEND moves to the next year group:

- All pupils meet their new teacher in an assembly and spend time in their new classroom during a transition session.
- Information about each child with SEND is shared with the new class teacher during handover meetings at the end of the summer term.
- Children with communication needs or autism are supported with a personalised transition booklet to help them prepare for the change.

When a child with SEND transfers from John Perryn to another school, we:

- Liaise with the receiving school's SENCO or year group leader to share key information.
- Arrange transition meetings for pupils with an EHCP and organise visits to their new school, as well as reciprocal visits from staff at the receiving school.
- Invite the new school to attend the child's Annual Review to support continuity.
- Transfer all SEND records securely to the new setting.

8. Meeting the needs of pupils with disabilities

At John Perryn Primary School, we are committed to ensuring that all pupils with disabilities have equal access to learning and the full life of the school. We take a proactive approach to identifying and removing barriers, providing tailored support, and adapting the environment and resources to meet individual needs. Our aim is to create an inclusive and accessible school where every pupil can participate fully, achieve their potential, and feel valued and supported.

- Prior to admission the school will ensure that a risk assessment is completed and that staff are trained to deal with the needs of a child with disabilities.
- The school building is wheelchair accessible.
- The school building has a lift and an evacuation chair, some staff are trained in personal emergency evacuation.
- There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked.
- The school's Accessibility Plan is implemented.
- The school assists individual pupils on a needs-led basis with regard to all activities.

- Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.
- When children with disabilities go on trips they are accompanied by staff (one to one) and sometimes parents attend.

9. SEND Data (December 2025)

| SEND Register | Current No of Pupils |
|------------------------------|----------------------|
| SEND (EHCP and SEND Support) | 98 |
| EHCP | 22 |
| SEND Support | 76 |

| Main area of need | Current No of Pupils EHCP and SEND support | Current No of Pupils EHCP | Current No of Pupils SEND Support |
|-------------------------------------|---|------------------------------|--------------------------------------|
| Communication and Interaction | 76 | 21 | 55 |
| Cognition and Learning | 9 | 1 | 8 |
| Social, Emotional and Mental Health | 13 | 0 | 13 |
| Sensory and / or Physical Needs | 0 | 0 | 0 |

What should you do if you are concerned about your child's progress?

If you have any concerns about your child's progress or well-being, please speak to your child's class teacher. You can also contact the school office or email sendreferrals@johnperryn.ealing.sch.uk to arrange a meeting with the SENCO.

What to do if you are concerned about the quality or effectiveness of support your child is getting at John Perryn School?

The same arrangements for the treatment of complaints at John Perryn are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss concerns with the class teacher in the first instance and with the SENCO) where appropriate. Please refer to our Complaints Policy for further information.

They can be contacted on 020 8743 5648 or admin@johnperryn.ealing.sch.uk

Contact details of support services for the parents of pupils with special educational needs

The Ealing ISAID (Impartial Support, Advice and Information on Disabilities and Special Educational Needs) Service offers free, impartial, independent advice and support to families living in Ealing with a child or young person up to the age of 25 who has special educational needs or a disability (SEND).

Ealing ISAID contact details:

Telephone: 0203 978 8989

E-mail: isaidealing@family-action.org.uk

Website <https://www.family-action.org.uk/>

ECIRS (Ealing Children's Integrated Response Service) offers one point of entry for all referrals and requests for help, advice and information to parents.

ECIRS contact details:

Telephone: 020 8825 8000

Email: ecirs@ealing.gov.uk

Our local offer has been produced with pupils, parents/carers, governors, and members of staff. We welcome your comments on our offer, so please do contact us. The best people to contact are:

- 1) Class Teacher - (as appropriate)
- 2) Interim SENCO - Ms Nou (by email: sendreferrals@johnperryn.ealing.sch.uk)
- 3) Head Teacher - Ms Leah Wright

USEFUL LINKS

Special Educational Needs Code of Practise 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

Guide for Parents

<https://primarysite-prod.s3.amazonaws.com/uploads/f50125fc12bb4667b1782616ea66c706/1c6b/SENDGuideforParentsandCarers.pdf>

Policies

Accessibility Policy

SEND Policy

Medical Policy

Safeguarding and Child Protection Policy

Admissions Policy

Ealing's Local SEND Offer

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/localoffer.page?localofferchannelnew=0>

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|-----------------------------|----------------------|
| <i>Report written:</i> | December 2025 |
| <i>Agreed by Governors:</i> | |
| <i>To be Reviewed</i> | December 2026 |