John Perry Primary School

SEND Information Report

September 2025

At John Perry Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

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Vision Statement

At John Perry we believe every child has the right to a good education. They should learn the basic skills of reading, writing and mathematics through good quality teaching which meets their individual needs. However, a good primary education is more than this.

John Perry Primary School believes that children learn most effectively in a happy, fun and stimulating environment. We aim to provide an environment in which children feel safe and secure, so that they come to school eager to learn about and take part in new experiences.

We believe that self-confidence is important. We teach children to develop a sense of self-worth, to be able to express their own views and opinions and to be proud of who they are and what they have achieved. We want children to understand the values of respect, responsibility, care and the importance of community and belonging.

We aim for children to leave us well prepared for the next stage of their education; happy, able pupils with a sense of right and wrong, a belief in themselves and their ability to achieve all they hope for.

Teachers' Standards

At John Perry, teachers make the education of pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity, having strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive relationships and work with parents in the best interest of the pupil

Full version of Standards can be viewed at:

https://www.gov.uk/government/publications/teachers-standards

Definition of Special Educational Needs and Disability

(June 2014 Special Educational Needs and Disability code of practice: 0 to 25 years)

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Disabled Children and Young People – many children and young people who have SEN may have a disability under the Equality Act 2010 – that is – '… a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. 'Long-Term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Special Educational Needs and Disability code of practice: 0 – 25 years June 2014 – Introduction xi

Admission of Pupils with Special Educational Needs and Disability (SEND)

Our school admissions arrangements are fair and transparent and do not discriminate on the grounds of sex, race, disability, religion, sexual orientation or socio-economic factors and complies with the The Equality Act 2010 and The Equality Act 2010 [Specific Duties] Regulations 2011. Details can be found in the school's Single Equality Policy.

The school complies with the borough's Admission Policy – see link below.

https://www.lbbd.gov.uk/schools-and-learning/school-admissions#c9c9c1bd

Staffing

The school employs a range of staff to support the pupils' identified needs.

These include:

- Assistant Head Teacher for Inclusion
- Assistant Head Teacher and SENDco
- Trained Reading Recovery Teacher
- Specialist Dyslexia Teacher
- Specialist Speech and Language Learning Support Assistant
- Five High Level Learning Support Assistants

- 16 Learning Support Assistants – qualified and trained in a range of interventions (see page 18 and 19)
- Learning Mentor/Thrive Practitioner
- Rainbow Room Lead
- Two Specialist Autism Spectrum Teachers responsible for running the Autism Additional Resource Provision.
  - Five Learning Support Assistants
  - ARP staff have been trained in TEACCH (structured teaching methods), Intensive Interaction, PECs, Communication Tables, Social Stories, Autism awareness and Team Teach.

All Foundation classes have a full time Learning Support Assistant. Learning Support Assistants work across Key Stage 1 and 2 classes.

Role of the Inclusion Manager and SENDco

The Inclusion Manager has the responsibility to ensure that individual pupils or groups of pupils with a special educational need, disability or medical need throughout the school, receive effective, appropriate provision and make at least good progress. The Inclusion Manager and/or SENDco monitors this on a daily basis and is available to advise teachers/learning support assistants and meet with parents.

The Inclusion Manager is responsible for maintaining accurate records for all pupils with additional needs, this includes a school SEND register and Provision Map. Copies of reports and reviews are stored in an electronic folder and in a personal file in the SEND office. Files are arranged in colour coded year groups and securely stored.

The Inclusion Manager and SENDco are responsible for providing class teachers/learning support assistants with all relevant information regarding pupils with additional needs. The Inclusion Manager provides class teachers with a SEND File containing relevant information for their class. The class teacher is responsible for maintaining the
SEND File and filing information received from the Inclusion Manager and any reviews or assessments undertaken.

The Inclusion Manager and/or SENDco monitors all interventions to ensure their effectiveness and suitability for the pupil's needs. The Inclusion Manager observes Learning Support Assistants implementing interventions. The Inclusion Manager and/or SENDco observes teaching staff teaching pupils with additional needs in a classroom setting.

The Inclusion Manager advises Teachers and Learning Support Assistants and provides information on Continuing Professional Development courses.

The Inclusion Manager is responsible for data analysis, including the end of term data to ensure the provision is effective for identified pupils. Under achieving pupils are also identified and investigated to eliminate any undiagnosed additional needs or needs related to pupil premium criteria.

The Inclusion Manager and/or SENDco undertakes risk assessments on pupils and activities they may be involved in.

The Inclusion Manager meets with the SEND Governor, termly, to discuss pupil progress and any relevant issues.

The Inclusion Manager is available to discuss issues with the Head Teacher and governing body. The Inclusion Manager prepares termly reports and a yearly report on the school's SEND profile for the governing body.

Procedures

The school operates procedures as stated in the current Code of Practice, this consists of two levels of Special Educational Needs - SEND and SEND with an Education and Health Care Plan previously known as a Statement. The school works in partnership with parents/carers to address the needs of their children. Identified pupils are then recorded on the SEND register and the school's provision map. These documents are held by the Inclusion Manager.

Procedures for Identifying Pupils with Additional Needs

Teachers follow procedures for identifying pupils with additional needs which include:

1. Monitoring and reviewing progress.
2. Teachers complete a concern form and pass this to Inclusion Manager and SENDco.
3. Inclusion Manager and SENDco to discuss pupil with Class Teacher, conduct observations and look at pupils' books.
4. In the presence of the Inclusion Manager and SENDco to meet with parents to discuss pupil and plan next steps and review dates.
5. Inclusion Manager and/or SENDco to review timed support and assess progress.
6. If after monitoring the pupil has made less than expected progress or no progress Inclusion Manager and/or SENDco and Class Teacher to meet parents to discuss next steps in terms of support. Pupil's name will be added to the SEND register. A Pupil Passport is created outlining the pupil's strengths and needs. A Learning Plan is created outlining pupils' next steps and support.
7. If necessary, SENDco/Inclusion Manager will discuss the involvement of outside agencies and gain signed permission from parents/carers.

Procedures follow the Assess, Plan, Do, Review cycle.

The Inclusion Manager and/or SENDco gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes.

The school aims to identify pupils' additional needs at an early age. Identification and early intervention allow most needs to be addressed early before they become lasting special needs. Pupils are consulted about their views on their needs, whenever possible.

The school aims to meet all pupils' needs through quality first teaching (Wave 1). Some pupils may need additional support at a Wave 2 level, this is administered by Learning Support Assistants and monitored by the Inclusion Manager. A discussion is held with class teachers as to the child's progress.
Some children require 1:1 (Wave 3) support to address their specific needs. The majority of children receive Wave 3 support for Speech and Language. Other children receive literacy programmes such as the Pops reading programme, Precision Teaching and Reading Support. Several children receive individual personalised Thrive sessions.

Systems

The Inclusion Manager is responsible for maintaining accurate records for all pupils with additional needs, this includes a school SEND register and provision map. Copies of reports and reviews are stored in a secure electronic file and a personal file in the SEND office. Files are arranged in colour coded year groups and securely stored.

The Inclusion Manager and/or SENDCo are responsible for providing class teachers/teaching assistants with all relevant information regarding pupils with additional needs. The Inclusion Manager provides class teachers with a SEND File containing relevant information for their class which is updated termly. The class teacher is responsible for maintaining the SEND File and filing information received from the Inclusion Manager and any reviews or assessments undertaken. The paper files are collected by the Inclusion Manager at the end of the school year and passed on to the next teacher.

Learning Support Assistants have their own file which contains relevant information for the groups/individuals they work with. Support staff working with the additional needs pupils keep systematic records recording and monitoring pupil's progress, which inform future planning.

All pupils are formally assessed termly and their attainment/progress is recorded. Pupils working at a level below the National Curriculum are assessed using B Squared. Pupils working below P4 are assessed using the Engagement Scale Profile. B Squared and Engagement Scale assessments are completed with the assistance of the SENDco.

Teachers use assessment and observations to identify pupils' additional needs and inform planning for their individual needs as part of day to day practice (Wave 1). At this point teachers start to gather evidence to support their concerns and build a pupil needs profile.

Teaching approaches are varied to ensure all children's needs are planned for.

Teachers aim to address difficulties promptly and effectively.

Teaching and non-teaching staff support pupils within the learning environment.

Teachers are supported in delivering a personalised curriculum that is sensitive to different learning styles, pace of learning, interests and ability by the Inclusion Manager and/or SENDco.
The school has established support systems for children identified as having additional needs.

The school provides identified in-service/CPD training as required for teaching and non-teaching staff.

The effectiveness of the school provision for SEND is evaluated by the LA.

The Inclusion Manager and/or SENDco makes effective use of the relevant external agencies including:

- Child Development Team
- Doctors and Hospital Consultants
- School Nursing Team
- Health Visitors
- Occupational and Physiotherapy Services
- Speech and Language Therapy Service
- Educational Psychology Service
- Child and Adolescent Mental Health (CAMHS)
- Schools Counselling Service
- School's SEN Support Officer
- Specialist Physical Education Advisor for Disabled Pupils
- Education Inclusion Team (BDSIP)
    - Speech and Language
    - Literacy
    - Numeracy
    - Autism
    - Computing
    - Dyslexia
    - Early Years

Behaviour Support
ARP

- Children's Services
- Social Workers
- Early Help (previously CAF) Practice Advisers
- Family/Universal Support Workers
- Early Intervention Workers
- Carers of Barking and Dagenham
- The Heathway Centre
- The Sycamore Trust (formerly PACT)
- Trinity Special School
- Professionals in child's previous setting
- Barking and Dagenham School Improvement Partnership

Early Help (previously CAF) may be initiated to co-ordinate support from various agencies.

New Pupils

Parents/Carers of new pupils starting at the school complete a pupil information form. The forms are given to the Inclusion Manager to monitor for special educational needs, medical needs and spoken language. If additional needs are indicated, the Inclusion Manager/SENCo will contact the previous school for additional information. Previous school records and computerised records are also viewed when they are received.

Pupil Progress

Regular pupil progress meetings take place between the Strategic Leadership Team, Class Teacher and Inclusion Manager/SENDCo. Informal meetings between the Inclusion Manager and the class teacher take place regularly. Any persistent concerns are discussed with parents.
Learning Plan targets are created with parents and reviews of pupils targets are shared with parents at parent meetings.

Identification of Needs

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco.

The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the time related specified support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register. A Pupil Passport and Learning Plan will be created.

SEND Support

The class teacher will continue to use the cycle of assess, plan, do and review to update pupil progress and ensure that the pupils Special Educational Needs are met.
The Inclusion Manager and/or SENDco gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes.

The school aims to meet all pupils' needs through quality first teaching (Wave 1). Some pupils may need additional support at a Wave 2 level this is administered by Learning Support Assistants and monitored by the Inclusion Manager. A discussion is held with class teachers as to the child's progress.

Some children require 1:1 (Wave 3) support to address their specific needs. The majority of children receive Wave 3 support for Speech and Language. Other children receive literacy programmes such as Pops reading scheme and Reading Support. A range of interventions can be viewed on page 18 and 19.

Parents/Carers will have the opportunity to and review their child's progress on at least two formal occasions (parents' evenings) and at additional reviews. Pupils will be encouraged to contribute to progress via the Learning Plan review sheet. Due to the nature of the support it may be relevant for external agencies to meet with the Parents/Carers to review the child's progress. Support provided will be recorded on the provision map by the SENDco. Pupils' views will be recorded and contribute towards the review of progress and inform further targets.

Education and Health Care Plans (EHC)

The teacher, Inclusion Manager and/or SENDco, will meet with the Parent/Carer and review progress on at least two occasions annually and record the findings. An additional meeting will take place annually to review the EHC Plan. The Inclusion Manager and/or SENDco will record the meeting and distribute the Annual Review paperwork to all parties present and to the Borough SEND Department. The document will reflect the current targets. Support provided will be recorded on the provision map by the SENDco. Pupils' views will be recorded and contribute towards the review of progress and inform further targets.

Identification of Needs by Year Group

Nursery

Children are invited in to the Nursery at the start of the Autumn term for a personalised visit.

Some pupils entering the Nursery have special or additional needs that have already been identified. In this case parents and services involved with the child will be invited to a meeting to discuss the child's specific needs.

All pupils receiving a place at the school are invited to attend an open morning/afternoon during the Summer Term.

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register.

Reception

Some pupils entering Reception Classes have already been identified as having special or additional needs. When a school place has been confirmed the Inclusion Manager or SENDco and the Early Years Foundation Stage Leader or the Class Teacher will attend a transition meeting with the current education provider. Parents will also be invited to attend the meeting. At the meeting the child's needs, likes and dislikes will be discussed. An informal observation of the child will also take place.

All pupils receiving a place at the school are invited to attend an open morning during the Summer Term. The aim of the meeting is to introduce both the child and the parents/carers to the school. This gives the opportunity for parents to ask questions and discuss any concerns they might have regarding the child's education. Teachers also have the opportunity to observe the children and discuss any issues with the parents. The parents are given a starter pack containing essential information for starting school including the child's starting date.

After the open mornings, the Foundation Stage Coordinator, Inclusion Manager, SENDco and Head Teacher will discuss the needs of the pupils. A provisional class will then be

allocated. The class teacher will be finalised after the transition period into the Reception Classes has taken place.

All pupils entering Reception are assessed using an on-line speech and language programme (Speech Link) in the Autumn Term. The assessment covers receptive language. Children scoring within the red and blue level are given additional Wave 1 and Wave 2 support. These pupils are retested in the summer term of the reception year or Autumn Term of Year
1.

If pupils are still not working at an age appropriate level a time related intervention will be administered. At the end of the intervention progress will be discussed and the provision for the next step. This may include continued school level support or a referral to the speech and language service.

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register.

Year 1

Pupils entering Year 1 are assessed using standardised materials.

Additional programmes can then be used if required.

All Year 1 pupils are tested on their Phonic Knowledge in the Summer Term.

If a potential special educational need is identified by the class teacher children will assess and evidence collected to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the time related specified support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register.

Year 2

Pupils with low scores in Literacy assessments are given additional literacy support based on their needs.

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register.

Year 3 – 5

If a potential special educational need is identified by the class teacher they will assess and collect evidence to support their concerns. During evidence collection or when the final evidence is collated a discussion will take place with the Inclusion Manager and/or SENDco. The outcome of the meeting will be discussed with the parents and if required a plan would be put in place to address the identified needs. This forms part of the - assess, plan, do and review cycle. The class teacher with the aid of the Inclusion Manager and/or SENDco will plan support and review progress at the end of the specified time related support programme. During the review a decision will be made as to how future support, if required, will be provided. If required the child's name will be added to the SEND Register.

The class teacher will continue to use to cycle of assess, plan, do and review to update pupil progress and ensure that the pupils Special Educational Needs are meet.
The Inclusion Manager and/or SENDco gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes. Interventions will be delivered based on the individual pupil's needs.

Year 6

The class teacher will continue to use to cycle of assess, plan, do and review to update pupil progress and ensure that the pupils Special Educational Needs are meet. Interventions will be delivered based on the individual pupil's needs.

The Inclusion Manager and/or SENDco gives clear guidance to teaching staff and support staff on implementing learning and behaviour programmes.

In the Summer Term the Inclusion Manager and Class Teacher hold a transition meeting, with the receiving secondary schools. The needs of the pupil are discussed allowing provision to be planned for the new school year. Arrangements are also made for the pupil to visit their new school and in some cases summer school placements can be arranged.

Parental Involvement

Parents have the opportunity to formally discuss their children's progress at parents' evenings and additional review meetings. The Inclusion Manager and SENDco are also available at parents' evenings. Staff are always available to talk to parents after school. The Inclusion Manager and SENDco are available to discuss children's needs with parents on a daily basis, but may be asked to book an appointment.

Pupil Reviews – Learning Plan targets are reviewed termly. EHCPs are reviewed annually.

Social Skills Programmes

Support including strategies to enhance self-esteem

- Small group work – turn-taking games with Learning Support Assistant to support interactions
- Social Skills Groups - published schemes of work delivered by a Learning Support Assistant
- Personalised social stories
- One to one Learning Support Assistant support to develop awareness of social skills
- Supporting and sharing work with younger children
- Playtime and lunchtime clubs

Access to supportive environment -

IT facilities/equipment/resources.

- Access to own voice recording equipment for verbal rehearsal to support written work or speech development

Speech and Language

- **Support Strategies/Programmes**
- Speech Link Assessment in Reception
- Learning Support Assistants specialising in Speech and Language
- Assessment and programme planning by Speech and Language Therapist (WordsFirst)
- Access to NEFLT Speech and Language Therapist.
- Delivery of Speech and Language programmes by Specialist Support Assistants
- In-class support for teaching staff for recommended Speech and Language strategies
- Pre-teaching of vocabulary
- Talkabout

- Communication Friendly School - Communication Trust strategies used throughout the school
- Use of Talk Partners
- Use of personalised equipment e.g. planners

Occupational Therapy/Physiotherapy Needs

- **Support Strategies/programmes**
- Delivery of planned interventions from Occupational Therapist/Physiotherapist by trained Learning Support Assistants

Emotional well-being

Strategies to reduce anxiety/promote emotional well-being, including communication with parents.

- Learning Mentor – Thrive Practitioner
- Meet and greet at the start of the day
- In-class Learning Support Assistant support to build trust with one member of staff
- CAMHS referral
- Art Therapist
- Access to Early Intervention Workers
- Zones of Regulation

Behaviour Support

Strategies to Support/Modify Behaviour

- Behaviour Policy – see separate document
- Use of time out
- Going for Gold/Golden Time/Diamond Time
- Positive Behaviour Reinforcement Programme
- Social Stories
- One to one behaviour support from senior member of staff or Learning Mentor/Learning Support Assistant.

Literacy Support

Strategies to Support/Develop Literacy

- Withdrawal in small groups for Phonics catch up programmes.
- Pre-school and after school Booster support programmes for Year 6 pupils
- POPS Reading Scheme
- Precision teaching

Numeracy Support

Strategies to Support and Develop

- Intervention in Key Stage 1
- Pre-school and after school support programmes for Year 6 pupils

Curriculum Access

Provision to Facilitate Access to the wider curriculum

- All Reception classes have a full time Learning Support Assistant
- All Key Stage 1 & 2 year groups have two Learning Support Assistant per year group.
- In class small group support from Learning Support Assistants
- One to one support in class from additional Support Assistants to support or facilitate use of modified resources
- Specialist support equipment such as furniture adaptations (e.g. support cushions, lap tops)
- Use of personalised curriculum

Physical Education

Provision to Facilitate physical education

- Access to purpose-built swimming pool and trained instructor
- Additional swimming activities with 1:1 support
- After school swimming clubs
- Specialist Physical Education Trained Coordinator
- Access to advisory teacher for pupils with additional needs
- Participation in Borough Additional Needs activities including Swimming Galas, Athletic meetings and the inter-borough Panathlon Challenge.

Independent Learning

Strategies/Support to Develop Independent Learning

- Use of visual timetables
- Use of checklists, timers, visual mats, writing tasks scaffolds.
- Pre teaching of vocabulary and subject content

- Access to personal IT and adapted IT equipment
- Adapted curriculum, modified resources, alternative methods of recording
- Peer support

Unstructured Activities

Support/Supervision at Unstructured Times of the Day

- Social stories to support personal care/playtime social interaction
- Support with personal care from Learning Support Assistant
- Named Learning Support Assistant at playtimes to support play and interactions
- Trained lunch time supervisors to support play and interactions
- Lunchtime Chill Club

Physical Environment

- Wheelchair accessible building – ramped entrances
- Lift in new build

Medical

- Staff trained in First Aid and specialise paediatric care
- Liaison with and training from external medical professionals
- Development of independent strategies for the use of self-help therapy and exercise
- Individual protocols (Care Plans) for children with significant medical needs and allergies
- Provision of aids and resources to support learning
- Access to advice/assessment for external school nursing team.
- One to one support from trained school staff for life saving interventions (e.g. use of Epi-pen and Diabetes management)

Additional Resources

The school employs a private Speech and Language therapist, two days per month. Parents are invited to attend their child's speech and language assessment. The Inclusion Manager, SENDco and Speech and Language staff have regular meetings with the therapist to discuss the needs, targets and progress of the children.

The school has the opportunity to engage the services of an Educational Psychologist and the service of a range of advisory teachers (BDSIP).

For a child with complex SEND, the frequency of such provision may result in the school applying for additional funding to support them.

The school has an Additional Resources Provision for Autistic pupils, refer to page 24 for full details.

The school has an Intervention Space (Rainbow Room) which is run on the same principles as the Autism ARP for pupils with additional needs in the mainstream.

Communication

Liaison and Communication with Professionals/Parents, Attendance at Meetings and Preparation of Reports

The school liaises with a wide range of external professionals including: The Child Development Team, Educational Psychology Service, Child and Adolescent Mental Health Team (CAMHS), Phoenix Project, Education Inclusion Team, Children's Services, Early Help

(CAF) Practice Advisers, Family/Universal Support Workers, Early Intervention Workers, Carers of Barking and Dagenham, The Heathway Centre, The Sycamore Trust (formerly PACT) and Trinity Special School.

School staff attend meetings with professionals at child's previous setting, future setting or current setting if placed in a specialist unit.

The school holds regular progress meetings with parents.

The school hosts Team Around the Family meetings (TAF) to support the implementation of Early Help (previously CAF)

The school works closely with parents, giving support when required. This can take the form of explaining professional reports, educational processes, related school provision plans or assistance to complete forms.

Interventions

John Perry Primary School is an inclusive school and may offer a range of provision to support children with SEND, over and above Quality First Teaching for all.

All interventions are assessed prior and post intervention to measure pupil progress and the effectiveness of the intervention. Teaching assistants are observed teaching the intervention and given written feedback and targets if required.

Assessment

Planning and Assessment

The school uses a continuous form of assessment and planning in the form of the 'assess, plan, do, review' cycle.

Planning and assessment for pupils with identified special educational needs may involve the use of the following:

- Use of B squared/Engagement Scale where appropriate.
- PIVATS
- Use of Early Years and Foundation Stage (EYFS) in Year 1 if required
- Use of Engagement Scale/B - Squared/PIVATS/Pre-Key Stage 1/Pre-Key Stage 2 descriptors at the end of Year 2/Year 6 if working below National Curriculum levels
- Personalised targets on Learning Plans
- EHC Plan

- Annual EHC Review

Additional Resourced Provision (ARP)

John Perry Primary ARP caters for pupils with autistic spectrum disorder (ASD) or complex language and social skills needs. They may also have difficulties with learning.
All ARP pupils will have an Education Health Care Plan (EHC). All children are placed within the ARP through consultation with the borough's Special Needs Panel. There is no direct route into the ARP from the main stream school.

The ARP accommodates 12 primary phrase pupils.

Staffing consists of two teachers, and three full time Learning Support Assistants, two part time Learning Support Assistants. The school has access to a Specialist Autism Consultant. Staff have been trained in TEACCH structured teaching methods and completed CPD in: Intensive Interaction, PECs, Communication tables, Social Stories, Autism awareness and Team Teach. All Learning Support Assistants are experienced with pupils with autism. In addition, there are specifically named midday assistants.

Physical space consists of three rooms and an outside play area.

Aims

We aim to provide a specialist education setting for EHC pupils with autism or complex communication and social skills difficulties.

We aim to support pupils to develop strategies and skills that will enable them to be included within main stream classes through a gradual, supported, integration process.

We aim to offer pupils opportunities to be included into main stream classes wherever suitable. (This may look different for individual pupils).

We aim to deliver the curriculum modified and adapted for the needs of the specific group of pupils currently within the ARP.

We aim to deliver programmes of work as developed by other agencies (SALT/OT).

We aim to provide structured teaching systems and routines to develop individual skills and independence.

We aim to support pupils with transitions to new classes or other placements.

Placement profile: (Drawn from LEA service level agreement)

Pupils are placed at the ARP by the borough's Special Educational Needs Panel this follows consultations involving: Educational Psychology Service, Complex Communication and Social Needs Advisory Team (CCSN), Current settings, Parental choice, and the health service.

Pupils will have needs in the following areas: significant needs relating to the development of social communication skills, social needs, flexibility of thought, behaviours which are linked to their autism or previously listed needs that do not require frequent physical restraint. (The ARP firmly believes in de-escalation, distraction and intervention.)

Other agencies involved:

The ARP has access to a Senior Educational Psychologist specialising in autism.
A speech and language therapist visits the ARP fortnightly to assess and plan programmes of work for ARP staff to deliver.
The ARP has strong links with other ARPs within the borough for continuity and moderation. The ARP has links to Trinity special school for advice and moderation.

The ARP Lead is Gabi Hart.
The school Inclusion Manager Victoria Walker.

Policies and assessments:

The ARP follows all mainstream school policies (available on the school website), suitably adapted as needed.

The ARP conduct risk assessments on pupils and activities which, once approved, are held centrally. Pupils are assessed using the B squared/Engagement Scale assessment tools. This is a continuous assessment tool that provides on-going targets for the children's development. These will be shared with parents and children (where suitable) termly. Each pupil will have an annual review of their Education Health Care Plan with parents and other agencies involved are also invited to attend (or submit a report). Placement suitability will be discussed at these annual reviews.

All pupils will have a learning pathway which will be regularly updated.

Pupil progress is monitored and discussed with the Head teacher and Inclusion Manager termly in line with school policy.

CPD in the wider setting:

The ARP has a commitment to supporting other ARPs in the LA and other schools with ASD pupils.

Governors:

The ARP manager produces a yearly report to the governing body regarding progress and development.
The SEND linked governor is able to visit and meet with the ARP manager as needed.

Director's challenge;

The Director of Education requires a yearly face to face update meeting to discuss ARP issues and pupil progress within the ARP. A list of the required data is compiled for this meeting as requested.

Governors

School Governors have a responsibility to ensure the provision of all pupils attending the school is effective and pupils make at least good progress.

The Inclusion Manager has the responsibility to ensure that individual pupils or groups of pupils with a special educational need, disability or medical needs are met, throughout the school, ensuring they receive effective appropriate provision and make at least good progress.

The governing body has a SEND Link Governor who meets with the Inclusion Manager termly to discuss effective SEND provision within the school.

The Inclusion Manager is available to discuss issues with the governing body and prepares a yearly report on the school's SEND profile.

Concerns and Complaints

If you are concerned that your child may have Special Educational Needs or have a complaint:

• Discuss your concerns with your child's class teacher.

• School Inclusion Manager contact details:

Victoria Walker (Inclusion Manager) office@johnperryprimary.co.uk

School Office: 020 8270 4622

Local Offer

For the Local Authority's Local Offer click below:

https://www.lbbd.gov.uk/local-offer

Document Review

This is an evolving working document and will be reviewed at least yearly.

Next scheduled review date: **September 2026**

Victoria Walker
Assistant Head Teacher for Inclusion September 2025