



Disability and SEN information report

Date agreed by school	February 2026
Signed on behalf of Governors	<u><i>J Wilkinson</i></u> J Wilkinson (Mar 27, 2026 07:21:42 GMT)
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1. What kinds of SEND does John Ball Primary School provide support for?

John Ball Primary School recognises the value of being a truly inclusive school where all members of the school community feel valued as individuals and children learn, mix and become friends with others of differing abilities and from a range of different family backgrounds and circumstances.

The four broad areas of need, as identified in the SEND Code of Practice (2015) are:

- Communication & Interaction (C&I)
- Cognition & learning (C&L)
- Social, Emotional & Mental Health (SEMH)
- Sensory and/or Physical Needs (S&P)

Our school provides support for children whose needs may fall into one or more of these categories.

2. How do we identify pupils with SEND and assess their needs?

Class teachers use a wide variety of ways to identify children who may need additional support. School staff take a holistic approach and take ability, progress and behavior for learning into account. If you have concerns about your child's progress, you should first speak to your child's class teacher.

Our school uses Arbor to monitor the progress and attainment of all children. Based on the concerns of staff and/or parents, a child may be identified as needing additional support and the first step is for the class teacher to complete an Early Intervention Assessment (see our SEND Policy) form.

When a child is identified as needing additional support, the SENDCo will become involved and may carry out specific assessments or refer your child to a specialist for support either from within the school or externally. This will be discussed with parents and carers first. Where a child is looked after by the local authority, we will work in partnership with the social worker to ensure that PEP targets are focussed on meeting their individual needs.

A more thorough explanation of this process is outlined in the school's SEND Policy, available on the school's website. A hard copy may be requested from the school office.

The SENDCo is Amy Etuk-Smith, who can be contacted via the school office or at aetuk-smith@johnball.lewisham.sch.uk

3. How do we involve parents/carers and pupils in their education?

We work closely in partnership with parents to support the learning and wellbeing of John Ball pupils. We have an open door policy and we will always make ourselves available within a reasonable timeframe to discuss your child's needs.

We listen to what parents and carers tell us about their children and we use that information to make sure everyone who works with a child can understand and support their needs.

We ensure that termly Parent & Teacher Interviews (PTIs) and review meetings are arranged at a convenient time.

Many children who are on the school's SEN Support list have a learning plan on Edukey, which outlines strengths, needs, targets, strategies and provision. These learning plans are co-produced between school, parents/carers and children.

Between PTI meetings, we have an ongoing dialogue with parents about any successes and challenges. We give regular feedback throughout the term, as part of our usual practice. If there is something you'd like more feedback or information on, please let us know.

4. In what ways do we assess and review progress?

Through day-to-day high quality teaching and learning, children are continually assessed. Curriculum planning and lesson delivery are adapted in response to these assessments on an ongoing basis. Assessment of all children is recorded on Arbor in December and in June.

For particular children more in depth assessments may be required, depending on their individual needs. Some of these can be carried out by our inclusion team who have had specific training to do so. Sometimes we ask external agencies to carry these out. This is particularly in the case when we may be considering applying for an Education, Health and Care Plan (EHCP). We use B Squared to assess small steps in curriculum learning for those children who are significantly below in core learning areas.

EHCPs are formally reviewed annually and all adults, including parents and carers, involved in the education of the child, are invited.

All children are formally assessed at the end of Early Years, Year 1 (phonics testing), and at the end of Key Stage 2 (SATs). Provision of interventions is reviewed termly, and this is a continuous and flexible process to ensure resources are allocated according to current needs. Learning plans are written twice a year. In the summer term, teachers write learning plans prior to transition to the next school year, and in December these learning plans are reviewed and new learning plans are written with targets to be achieved by June.

5. How do we support pupils to move between different phases of education?

We understand that transition is a crucial time for children, so key transitions are carefully planned, both within and across settings.

We plan transitions well in advance to ensure that the transitions can be managed as smoothly and successfully as possible.

When a child with SEN joins our setting, meetings and visits are organised for the child, their parents/carers, and other relevant professionals at times. The programme will vary according to the particular needs of the child but will usually involve a visit from the new setting's staff as well as a visit to the new setting by the child.

When a child with SEN leaves our setting, we support this through joint visits, information sharing and family support.

Transition books may be made, for example for children with ASD, providing photographs and visual prompts to support the process. Transition books are used to support year-to-year transition for all children.

Information is always transferred securely, either by internal or signed for mail, or via Egress.

Our year groups are split at the end of Y1 or Y2 and the end of Y4. This transition is managed as outlined in the Class Split Policy. Other year groups may be split as per the policy also.

6. What is our approach to teaching pupils with SEND?

Class teachers know the profile of their class and individual needs and learning activities are planned to match children's learning needs. There are a range of universal supports in place to support teaching and learning for all children, e.g. visual timetable to outline the daily routine.

The environment is stimulating, supportive and well resourced. Classroom displays provide prompts and reminders to encourage children to learn and achieve independently. Classrooms are organised to reduce sensory overload e.g. notice boards are painted all in the same colour as classroom walls.

Concrete materials and manipulatives are available to support learning where needed, alongside specialised equipment such as writing slopes and visual prompts when recommended for those with additional needs.

All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

Where additional needs of a child have been identified, they may receive additional support in the classroom, or interventions outside of the classroom. Additional support can be provided by the class teacher or by the inclusion team, which includes our Communication & Interaction team and our Cognition & Learning team.

7. How do we adapt the curriculum to meet the needs of your child?

In most cases, a child's needs will be addressed through high quality teaching in the classroom. Our universal offer for children can be seen on the John Ball offer document (appendix A).

We respond to children's individual needs and adapt our teaching styles, environments, resources and groupings to meet these needs. This enables us to personalise the learning. Examples of adapting the curriculum include exploring alternative ways for children to record learning if writing is a barrier and giving children scaffolded questions and visuals for extended writing tasks.

The staff team continuously works to identify successful ways to adapt the curriculum and share best practice regularly in staff meetings.

When pupils are not yet developmentally ready for learning, we prioritise their personal, social and emotional development in order to support their skills acquisition as a learner. For these children, learning will predominantly be focused around their personal areas of interest, carefully crafted to link precisely to their next steps in core learning.

8. How are staff in the school helped to support pupils with SEND?

The Assistant Headteacher for Inclusion, the Assistant Heads for EYFS, Y1- 3 and Y4 - 6 and the Inclusion Team support staff in planning for and adapting practice for children with SEND.

Staff training happens regularly on a formal basis or as 'pop-up' training, offered in relation to specific needs / aspects of SEND.

Training may be from an external provider, tailored and delivered 'in-house' or delivered from link specialist outside agencies such as Educational Psychology or Drumbeat ASD outreach.

The training needs of staff are regularly reviewed.

9. How do we evaluate the effectiveness of provision?

We use the 'Assess, Plan, Do, Review' cycle, as outlined in the SEND Code of Practice (2015) for all teaching and learning. Reviewing provision is part of our everyday practice and takes place not only through our assessment processes (outlined in point 4 above), but also in response to every lesson. We are continuously evaluating and adapting our provision in response to feedback from children, parents and external professionals. Impact is measured using standardized measures such as the Boxall profile, or qualitative data such as pupil voice or parent views.

10. How are pupils with SEND enabled to engage in activities available to pupils who do not have SEND?

In supporting children with SEND, we adhere to the guidance detailed in the Equality Act 2010. Whenever possible we provide additional support so that children can access all learning opportunities and are enabled to participate as fully as possible. We will carry out risk-assessments and where possible, make the adaptations needed in order to meet individual needs. Where appropriate, additional funding may be used to support families with the cost of trips and residentials. The accessibility of venues and the ability for all pupils to take part in trips is carefully considered during the planning stages.

11. What provision is available to support social and emotional development?

Emotional well-being is supported by making sure that children who find change difficult are well prepared for any changes or transitions. The Zones of Regulation is the framework that is used as a universal strategy to support children with their emotional regulation. This is taught as discrete lessons during PSHE lessons in autumn term. There are visuals available throughout school and in the playground to guide children with their emotional regulation if needed.

The Communication and Interaction team use a range of strategies and interventions to promote wellbeing (see Appendix A)

We have a professional therapy service based in-house, which provides some children with weekly therapy sessions. This is overseen by Amy Etuk-Smith (SENCO). We also have a Communication and Interaction team, led by Shane Irwin, who can support children on a

short-term or longer-term basis. Our Pastoral Care Manager, Debbie Parish, also supports children and their families and provides pupils with a space to talk.

We have two members of staff who can provide ELSA (Emotional Literacy Support Assistance) and two members of staff undertaking this training. Identified children work 1:1 with a member of staff on specific targets linked to their social and emotional development. Through these sessions, it is hoped that children will develop the skills they need to interact with their peers and develop the emotional resilience that they need to participate fully in school life.

During lunchtimes, support is available through the Playtime Associates. The Hive directs children to support in their area of the school. The school recognises that children with SEN are more vulnerable to social isolation and more at risk of being bullied. Any incident of bullying is dealt with according to the anti-bullying policy.

12. Who are the other professionals who may be involved with my child at school?

After assessment and discussion with the school team, parents & carers, a range of other professionals may be contacted for support. They include:

- Education Psychology
- Drumbeat ASD outreach service
- Speech and Language therapy services
- Sensory Service Team
- Outreach Inclusion service (for children with Social, Emotional and Mental Health difficulties)
- Multi-Agency Safeguarding Team (MASH)
- Virtual School (for Children who are Looked After)
- Team Around the School (TAS)

13. Arrangements for handling complaints re: SEND

We value open communication and staff and school leaders are readily available to discuss areas of concern. If you are unhappy about something in relation to your child's SEND requirements and the way their needs are being met, please contact their class teacher in the first instance, or Catherine McNerney (Assistant Headteacher of Inclusion). We'd like to hear from you, as we're committed to ensuring that each child at John Ball fulfills their potential.

It is our aim that most concerns can be resolved through talking together and working towards a position of mutual understanding. However, we have a formal policy for dealing

with more serious concerns and complaints if issues cannot be resolved through discussion. A copy of the school's complaints procedure can be found on the school website. Further advice, information, support and mediation services can be provided by the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). SENDIASS can be contacted by telephone on 020 3319 2163, or by email

Email lewisham@kids.org.uk

14. Further information

Further information on SEND provision can be found in the following policies & documents:

- Accessibility Policy
- SEND Policy

All the above can be found on the school website or hard copies can be requested from the school office.

Please also see the school website for SEND parent events coming up.

APPENDIX A

John Ball Offer

At John Ball Primary School, we believe in achievement, ambition and progress for all.

- We aim to meet the needs of individual pupils through highly effective learning and teaching. This is termed High Quality Teaching.
- There will be an emphasis on the early identification of needs through supportive and preventative strategies, with barriers to learning being addressed through creative and flexible planning. A learning plan may be started to capture any personalized targets and strategies.
- We work in a flexible way and develop effective partnerships with pupils, parents/carers and specialist staff including: Assistant Headteacher for Inclusion; Pastoral Care Manager; Communication and Interaction Lead and Cognition and Learning Lead; trained support staff and external professionals, as well as the Education Authority, to ensure we can effectively meet a broad range of needs.
- There is a thorough and child-centred process in place for the planning and review of additional support for all children within the school.
- We have rigorous systems in place to monitor pupil progress, aid academic and personal achievement and remove barriers to learning. We use self-evaluation and reflection in order to develop and improve our capacity for meeting the needs of all pupils, including those with SEND.

Universal - Available to All

Need identified and support provided through Class Teacher

This will be informally monitored each week through reflective classroom practice and formally monitored through weekly inclusion meetings.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Inclusive learning environment. Explicit vocabulary teaching with word banks and sentence scaffolds e.g. sentence starters, synonym mapping. Lots of opportunities for talk to support learning and interaction within the curriculum. Opportunities for high quality play. Visual timetable available and used for whole class. Now and Next structure. Speech and Language Therapy Drop in sessions available at Kaleidoscope.	A high quality curriculum, differentiated to meet need. A range of Literacy and Numeracy software including Accelerated Reader, Sum dog and Times Tables Rockstars Dyslexia friendly learning environment e.g. non-white paper and background on whiteboards. Left-handed resources and seating with room to write. Adult modelling of key processes i.e. the writing process, calculations, reading comprehension skills 'Learn, Achieve, Thrive' Wheel Workstations, screens, sand timers and task management boards to develop focus and attention. Working wall displays demonstrating key aspects of core learning. Examples of model writing on display. Alternative ways of recording e.g. drawing, recording, dictating, typing.	PSHE curriculum. SRE curriculum Zones of Regulation. Pupil Voice. Forest School for certain year groups Supportive and constructive feedback on learning. Regular movement breaks. Visual timetable available and used for whole class. Now and Next structure. Worry Box - 1:1 support may be requested through this	High Quality curriculum including PE/Art/music/trips Careful seating plan. Writing slopes. Pencil grips. Wiggle cushions. Fiddle toys. Adapted scissors. Movement breaks. Weighted blankets. Occupational Therapy Drop in sessions available at Kaleidoscope. EYFS provision for fine motor skill development i.e. dough disco

Targeted - Available to those that need it

Alongside our inclusive High Quality Teaching, the following additional and different support for children with SEND or suspected SEND.

The need for a targeted provision will be identified through discussion with class teacher, parent/carer and the Assistant Head for Inclusion. Referral to the Inclusion Team will be through an Early Intervention Form (see SEN Policy)

This will be informally monitored each week through reflective classroom practice and in Inclusion Meetings every 3 weeks. Intervention will be recorded on Edukey and will be formally reviewed termly by the class teacher, HLTA for Communication & Interaction and/or Cognition & Learning, the AHT for Inclusion and parents/carers. At a formal review, it may be decided that the child has met their targets or that the child moves onto SEN support, which acknowledges that a child requires a higher-level of SEN provision for a longer period of time.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Individual visual timetable. NELI groups in EYFS. Communication -friendly classrooms (EYFS/Year 1) Specific speech and language groups. Personalised social stories. Lego therapy. Social skills groups e.g. Talkabout, Language for Thinking, Social Group. SaLT - modelling and strategic support and advice for staff running interventions Nurture Nest (EYFS/Y1)	Precision Teaching (Y5) Touch-typing. 1:1 reading and phonics with detailed and specific records. Small group phonic support i.e. Keep Up/Catch Up groups Small groups to support targeted learning in Literacy and Numeracy e.g. pre-teaching Assessment for learning assessment by HLTA with OCR (level 5) dyslexia training (this is not a dyslexia diagnosis assessment). Targeted PiXL intervention groups for Year 6. Personalised access arrangements for SATs and transition. Use of ICT and assistive technology e.g. use of Lexia for pupils with EAL, dyslexia or significant barriers in their literacy development. Use of apps to support Literacy development Learning opportunities that are tailored to individual strengths/interests e.g. writing about a favourite topic	Morning meet and greet. Sensory circuits. Personalised behaviour support programme. Positive Behaviour Plan. Zones of Regulation. Social skills groups e.g. Talkabout, Language for Thinking. Support, advice and assessment from the Virtual School (for Looked After Children). Referral to Kidscape ZAP training (for those who have experienced bullying) 1:1 work onsite with trained play therapists. Nurture Nest (EYFS/Y1) Wellbeing Ambassadors STAR record of behaviour to track triggers and patterns	Occupational Therapy and Physiotherapy referral via Local Authority. Medical care plan written with Pastoral Care Manager. Liaison with a range of medical professionals as needed. Mobility and Care plan management. Risk Assessments. Use of coloured tape to guide writing position and posture Opportunities for fine motor skill development

	Highlighting of individual strengths in order to build confidence e.g. peer support by a dyslexic student during P.E. if this is an area of strength		
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Complex

Available to those who need it through, as identified through early intervention and discussion with class teacher, AHT, SENDCo and parents.

This will be informally monitored each week through reflective classroom practice and weekly Inclusion Meetings and formally monitored through internal tracking meetings and PTI meetings once a term. Review meetings maybe more frequent where necessary.

<u>Communication and Interaction</u>	<u>Cognition and Learning</u>	<u>Social, Emotional and Mental Health</u>	<u>Sensory and Physical</u>
Individual SALT assessment and personalised advice.. Educational Psychology advice, support and assessment. Advice and support via Drumbeat Autism Outreach. Speech & Language therapy via NHS and/or Communication & Interaction Team. Makaton and/or alternative means of communication used. The Burrow	Educational Psychology advice, support and assessment. Signposting to dyslexia assessments 1:1 with HLTA for targeted Literacy assessments Personalised timetables Bespoke learning opportunities to build engagement and maximise progress	Educational Psychology advice, support and assessment. Outreach Inclusion support via the Local Authority Inclusion Team. Early Help referrals and guidance. CAMHS referral for specialist support via NHS. Risk assessments. The Burrow Identified adult support for some individual children	Sensory aids and resources to support learning in the classroom.e.g. ear defenders ICT and assistive technology. Support, advice and assessment from the Sensory Teachers team. Support, advice and assessment from the Occupational Therapy team. Advice and support via Drumbeat Autism Outreach.

Caveat and Disclaimer

Due to the personalised and highly differentiated nature of our support for learners with SEND, the above programmes are subject to change.

Not every intervention will be available to every child with SEND. Allocation of specialist services and intervention will be dependent on need, funding and specialist teacher/services available.

Specialist support for a child does not always require direct contact between the specialist and the child. It can be in the form of advice and discussion with the school based team around the child.