

Special Educational Needs (SEND) Information Report 2026-2027

Key Information

Principal: Dr Jennie Sanderson
SENDCo: Miss Rosie Masson
Deputy / Assistant SENDCo: Mr Robert Ayipeh

SEND Administrator: Ashleigh France
SEND Governor: Alex Eagle
Link to Local Offer: [RBG SEND Local Offer](#)

Inclusion at The John Roan School

At the John Roan School we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children regardless of need are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

At our school, we value the voices of both students and parents in supporting the learning and development of students with SEN.

Student Involvement:

Student input is also integral when deciding what additional support they may require, ensuring that the support they are provided with reflects their individual needs and preferences.

Parental Involvement:

We invite parents to contribute their perspectives during the admission process, ensuring that information we share on our pupils with SEND is accurate. Parents are also welcome to attend meetings with both internal and external professionals, when requested to discuss their child's progress and to co-plan strategies and support.

Engagement and Communication:

Throughout the year, the school hosts some events, including information evenings, where parents are invited to learn about new school policies, initiatives, and the overall direction of the school. At these events, parents are encouraged to provide feedback, helping us to continually improve our support for students.

At our school, collaboration with families is central to creating an inclusive and supportive environment where every child can thrive.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

As of September 2026, The John Roan School has 1106 students on roll, of which 63 have an Education, Health and Care Plan (EHCP) and 214 access SEND Support (K). The most common types of need are Autistic Spectrum Disorder and Speech, Language and Communication Needs.

Admissions Arrangements

How do students with SEND get a place at The John Roan School.

Students with additional needs will apply to The John Roan School through the usual admissions process, as outlined in our Admissions policy.

No student will be refused admission to The John Roan School based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Those with an EHCP will apply during their Annual Review process and transfer phase during year 6, with guidance from the home Local Authority SEND team. Consultation with The John Roan School will take place based on the evidence provided to the school. We are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure that we are the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential.

Where a Local Authority proposes to name The John Roan School in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

The John Roan School welcomes any requests to visit our site to enquire more about our SEND provision as part of the admission process. Visits should be requested at least two weeks in advance and requested by contacting SEND enquiries sendenquiries@thejohnroanschool.org.uk

Identification and Assessment

How are additional needs identified at The John Roan School?

The Academy identifies students with SEND in several ways:

- Transition information from Primary School
- Meetings with parents, students and any relevant agencies working with child/ family
- Baseline tests for reading, literacy and ability and aptitude for learning
- Any concerns raised by parents, teachers and the pastoral team

Once students have been identified the Inclusion team will carry out further observations, involve parents and the student, and put appropriate strategies in place. If required, the student will be placed on the SEND register which indicates the students' needs and the strategies for teachers to use. This is available to all of the teachers of that student. In some cases where needs are identified as more consistent or complex, a longer, one page profile may be drawn up. Where needed the school may involve outside agencies or seek further professional advice.

As an inclusive school we believe in quality first teaching for all, with appropriate adaptations in place to meet students' needs. All students identified as having SEND are placed on our SEND Register which outlines their needs and strategies for teachers and other staff. All teaching and non-teaching staff have access to our SEND Register which is a live shared document with links to strategies, EHCPs and pupil profiles.

Reviewing Progress

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

At The John Roan School we carefully monitor the progress of pupils with Special Educational Needs (SEN) through the graduated approach, using the Assess, Plan, Do, Review cycle. This means we regularly check how well support is working and make adjustments where needed.

We gather information from a range of sources, including teacher feedback, parent and student voice, attainment data, behaviour records and attendance. This helps us to build a full picture of each child's progress and experience in school.

Reviews are carried out throughout the year and involve parents and pupils wherever possible. Decisions about next steps are made collaboratively, ensuring that support is tailored to meet individual needs and to help every child achieve their potential.

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions

The John Roan School is committed to providing a broad, responsive SEND provision, aligned with the principles of the SEND Code of Practice (2015) and informed by evidence-based practice, including guidance from the Education Endowment Foundation (EEF).

We recognise that the needs of most pupils with SEND can, and should, be met through high-quality teaching in the classroom. The SEND Code of Practice identifies high-quality teaching as the first step in responding to pupils who have SEND, while EEF research highlights that effective classroom practice has the greatest impact on pupil outcomes. As such, our graduated approach begins with inclusive, adaptive teaching strategies that enable pupils to access learning alongside their peers.

Where a pupil requires support that is additional to, or different from, that which is ordinarily available through classroom teaching, this is identified through the graduated approach of Assess, Plan, Do, Review. Decisions regarding additional provision are informed by ongoing assessment, teacher feedback, pupil and parent views, and, where appropriate, advice from external professionals.

Our interventions are designed to remove barriers to learning through a balanced mix of classroom support, targeted interventions, and specialist resources. Intervention programmes are typically time-limited, targeted, and linked to clearly defined outcomes. They are intended to develop knowledge, skills, independence, and confidence so that pupils can make progress towards agreed targets and successfully access the curriculum within the classroom environment. The impact of interventions is regularly reviewed to ensure provision remains effective and proportionate to need.

This tiered approach ensures that pupils with SEND have access to appropriate support ranging from everyday classroom adaptations to more intensive and specialist provision, including multi-agency collaboration where needs are more complex. Below is an overview of the support available across the four broad areas of need: Cognition and Learning, Social, Emotional and Mental Health (SEMH), Communication and Interaction, and Sensory and/or Physical Needs. This list is not exhaustive, and further information regarding available support can be provided upon request, including opportunities for parents and carers to visit the school.

Cognition and Learning

Tier 1 – Quality First Teaching (QFT)

- Adapted in-class instruction with tasks broken into manageable steps.
- Access to memory aids, vocabulary maps, and visuals to support retention and understanding.
- Assistive technology as needed.
- Homework club

Tier 2 – Targeted Interventions

- Small group literacy and numeracy interventions, such as Rapid Plus and Ruth Miskin Fresh Start
- Targeted support for students with dyslexia or dyscalculia.

Tier 3 – Specialist Interventions

- Individualised support from the Greenwich Support Team for Education in Primary and Secondary School (STEPS) service and tailored programmes based on specific learning difficulties.
- Educational Psychology (EP) assessments to inform bespoke strategies and resources.

Tier 4 – Intensive Support (EHCP)

- Comprehensive, multi-agency support for students with complex needs, documented in an Education, Health, and Care Plan (EHCP).
- Personalised interventions with additional time, readers, or scribes as required.

Social, Emotional, and Mental Health (SEMH)

Tier 1 – Quality First Teaching (QFT)

- Use of reward system and precise praise
- Lesson observations and coaching of teaching to ensure QFT is being delivered consistently
- Implementation of consistent and clear behaviour policy
- Behaviour feedback through agreed-upon non-verbal cues and transition support during class changes.

Tier 2 – Targeted Interventions

- Use of pre-approved fidget tools, and opportunities for in-class movement
- Group workshops focused on anger and anxiety management with an ELSA
- Key-work sessions, Zones of Regulation, and social skill-building activities. (Talkabout for Teens)
- Mentoring

Tier 3 – Specialist Interventions

- Access to in-school mental health practitioners, such as a counsellor
- Bespoke support from an EP for students needing a tailored mental health strategy.
- 1-1 ELSA support



Tier 4 – Intensive Support (EHCP)

- Personalised support and therapy documented in an EHCP, incorporating multi-agency input from CAMHS and other specialists as needed.

Communication and Interaction

Tier 1 – Quality First Teaching (QFT)

- Visual aids, graphic organisers, and social stories to support social skills and understanding.
- Use of talking stems to encourage positive interactions.
- Social skills activities embedded in class routines to teach verbal and non-verbal cues.

Tier 2 – Targeted Interventions

- Small group social communication sessions using Language for Behaviour & Emotions
- Structured social stories and visual schedules
- Lego Therapy
- Vocabulary support through 1-1 or small group delivery of the Word Aware programme
- Support with critical thinking and articulation, using Debate
- Participation in small group activities like Inclusion Club, tailored to develop interaction skills.

Tier 3 – Specialist Interventions

- Involvement of Speech and Language Therapy (SaLT) services for individualised or small-group support.
- Support from Autism Outreach Services for individualised or small-group support

Tier 4 – Intensive Support (EHCP)

- Personalised, multi-agency support plan, documented in an EHCP, including targeted sessions with SaLT and/or EP services as needed.

Sensory and Physical Needs

Tier 1 – Quality First Teaching (QFT)

- Classroom adjustments such as fidget toys, ear defenders, and in class breaks as needed.
- Adapted seating arrangements or mobility aids to support comfort and engagement.

Tier 2 – Targeted Interventions

- Small group handwriting skills or touch-typing sessions
- Inclusion clubs at lunch and break
- Sensory breaks
- Individual support with personal organisation, such as using timers and visual schedules.

Tier 3 – Specialist Interventions

- Access to Occupational Therapy (OT) services for assessments and tailored recommendations.
- Involvement of physiotherapy for students with physical or sensory processing challenges.
- Regular monitoring and adjustments based on input from specialists, such as the Hearing Advisory Service





Tier 4 – Intensive Support (EHCP)

- Comprehensive support outlined in an EHCP, including adapted physical resources, mobility aids, or tailored seating.
- Multi-agency collaboration involving OT and physiotherapy for students with complex sensory or physical needs.

Mentally Healthy School

The John Roan School Senior Mental Health Lead is: Mr Harry Shaw

Initiatives and Interventions - Our Offer

- The school is committed to promoting positive mental health and emotional wellbeing for all students. Our approach is multi-layered, combining curriculum-based education, whole-school initiatives, and targeted support.

Curriculum-Based Support

- Mental health education is embedded within our PSHE programme, which is delivered across all key stages. The curriculum includes age-appropriate content on emotional regulation, resilience, managing stress, and accessing support. Lessons are designed to equip students with the knowledge and skills to understand and manage their mental health effectively.

Whole-School Initiatives

- We actively participate in national awareness events such as *World Mental Health Day*, using these opportunities to foster open dialogue and reduce stigma around mental health. Activities may include assemblies, tutor time discussions, and student-led projects.

Access to Supportive Environments and Activities

- To support students who may require additional emotional regulation or sensory relief, the school provides access to designated quiet spaces during break and lunch times.
- These areas offer a calm, low-stimulation environment for reflection and decompression. In addition, students are encouraged to participate in structured, low-pressure enrichment activities such as *Film Club*, which supports social engagement in a relaxed setting

Counselling and External Support

- Where there are persistent concerns about a student's mental health, a referral may be made to in-school counselling services, which provide a confidential space to explore emotional and mental health concerns. Referrals can be made through pastoral staff or the SEND team, depending on individual needs.

We also work closely with **CAMHS (Child and Adolescent Mental Health Services)** to support students with more complex or clinical mental health needs. This includes contributing to assessments, attending multi-agency meetings, and implementing recommended strategies within the school environment. This provision is reviewed regularly to ensure it remains responsive to student needs and aligned with best practice.

Behaviour Support





The SEND Code of Practice (2014) states that, '*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*'

Reasonable Adjustments

At The John Roan School, many pupils with SEND have their needs successfully met through high-quality adaptive teaching, inclusive classroom practice, and SEN Support delivered through the graduated approach. Where additional support is required, interventions and strategies are tailored to the individual's identified needs and informed by assessment, review processes, and professional advice as appropriate.

Where a pupil also meets the Equality Act 2010 definition of disability, the school will consider and implement reasonable adjustments to ensure they are not placed at a substantial disadvantage compared to their peers. These adjustments are determined on an individual basis and may include adaptations to routines, support strategies, communication approaches, or the way behaviour is managed.

The John Roan School is committed to early identification and intervention to support pupils in developing positive learning behaviours and successfully accessing education. We recognise that some behaviours may be linked to a pupil's SEND or disability and will take this into account when planning support and responding to incidents. Further information can be found in the school's Behaviour Policy.

Inclusive Community

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Students are encouraged to take part in all aspects of school culture, including but not limited to:

- Student Leadership
- Rewards
- Extra-Curricular Offer
- Educational Trips

How does the school involve other agencies and organisations in supporting students with SEND and their families?

The inclusion team and pastoral team work closely with any external agencies we believe to be relevant to our students' needs at any given time, some external agencies we work closely with are:

- Support Team for Education in Primary and Secondary School (STEPS) service
- Autism Outreach
- The Sensory Services team
- CAMHS and MHST
- The Well-being In Schools Hub (WISH)
- Charlton Athletic mentoring services (CACT)
- NHS Speech and Language Therapy Service
- Social Services, including FaASS
- RBG Educational Psychology Service
- Virtual School

Transition



KS2 to KS3 Transition

Upon acceptance, the Assistant Principal, SENCo will invite Year 6 students with SEND to take part in additional transition support days. These sessions are designed to help students grow in confidence around the school, become familiar with key staff members, and provide an opportunity for the school to get to know each student individually.

A member of the inclusion team, will also visit the students' primary schools. During this time, the SENCo and Deputy SENCo will liaise with primary school SENCOs to gather important information about each student's needs, ensuring a smooth and well-informed transition to secondary school.

For students who are more vulnerable, the Year 7 Pastoral Team Leader will also be involved in the transition process to provide additional support. Where necessary, any other relevant professionals will be included to ensure the transition is as smooth and supportive as possible.

KS3 to KS4 Transition

All students attend assemblies that provide guidance on the subjects they may choose for Key Stage 4. The SENCo is available to support students in making these decisions, ensuring that choices reflect their strengths, interests, and individual needs.

For all students with an Education, Health, and Care Plan (EHCP) from Year 9 onwards, personalised plans focus on preparing them for adulthood. This includes support in areas such as employment, independent living, and active participation in society, helping students to develop the skills and confidence they will need for life beyond school.

Post 16 Transition

Y11 Students will have access to the school career guidance regarding college links and suitable pathways. Students with SEND will be given additional help to explore post 16 provision and the Inclusion Team will ensure that the receiving college or training provider will have all additional information so that the students' needs can be met.

Staff Expertise

What training do staff undertake at The John Roan School to support students with SEND?

Teaching staff are regularly updated on best practice in relation to SEND and research via INSET days, briefings and additional training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in having high expectations and giving individual support (every teacher is a teacher of SEND). Our instructional coaching programme offers bespoke support for classroom teachers and then subsequently individual support strategies for students. This ensures quality teaching for all students.

Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise.

Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area. The Educational psychologists, Speech therapists and other trained professionals we work with are crucial in upskilling our staff and ensuring every student's need is met.

In addition, teachers and Learning Coaches are trained to support students with SEND through the following:

- Advice and support from the Inclusion and Pastoral teams regarding individual students.



- Learning walk feedback
- Support and guidance through the centralised SEND register and pupil profiles
- Teaching & Learning INSET for all staff on adapting the curriculum to meet student needs
- INSET for all new and trainee staff on SEND

All teachers are expected to identify how they support students with SEND in their planning.

Communication and Complaints Process

For more information, please see our complaints policy.

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Please reference the accessibility plan for more information

