

Schools Information Report

Canonbury Primary School, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN).

Our expectation is that children and young people with SEN will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything we can to meet the pupils special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

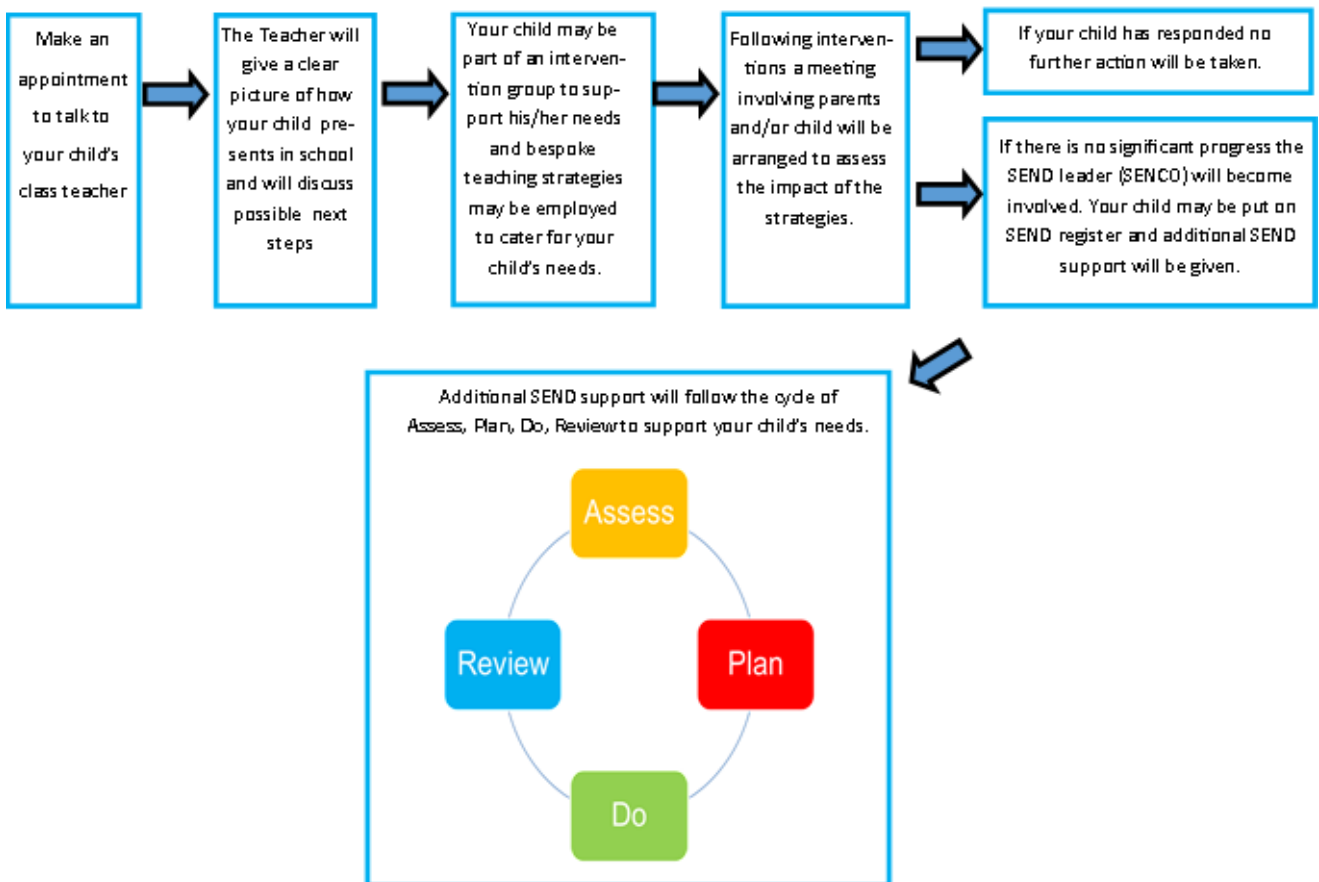
- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff at Canonbury Primary School

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is January 2018.

If you need any more information please see our SEN Policy or contact Jo Davey on 0207 226 5020.

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



For more information on how Assess, Plan, Do, Review works watch this short video:

<https://www.youtube.com/watch?v=1lsJveEuMHc&feature=youtu.be>

Frequently Asked Questions

1. What kinds of Special Educational Needs (SEN) does the school cater for?

Canonbury Primary School is a mainstream primary school and welcomes children and young people with SEN in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Asperger's Syndrome
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**
e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs**
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is/is not fully accessible to pupils with mobility difficulties. See section 6}
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

2. What are the school's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the schools approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have their SEN diagnosed or identified we will

work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

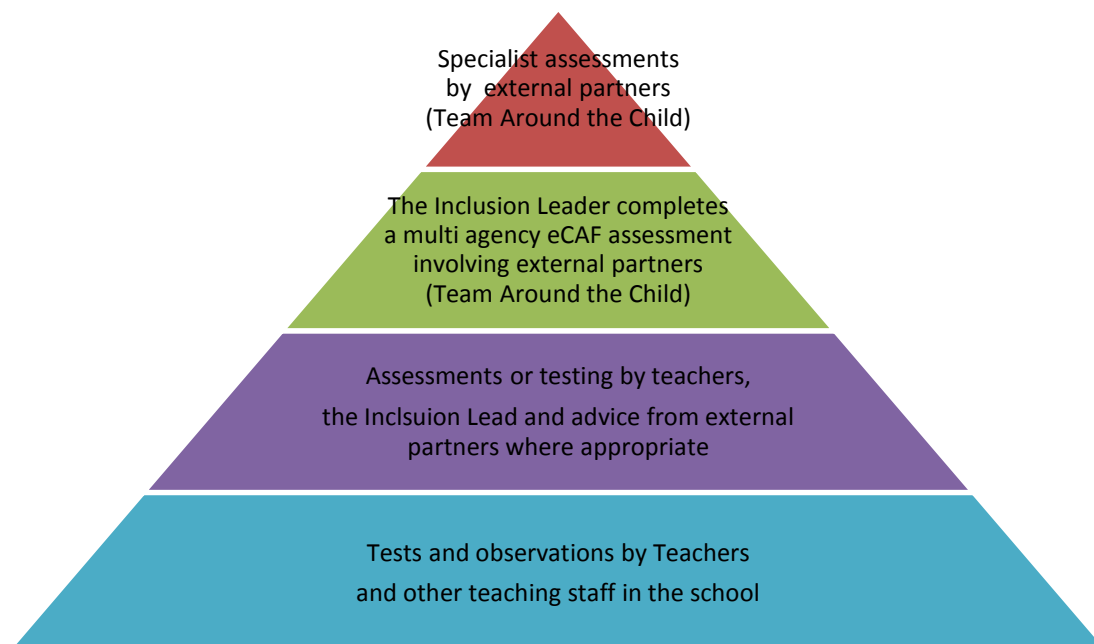
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the Inclusion Leader to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:



When considering if a child needs SEN support the school takes into account :

- the pupil’s previous progress and attainment
- the teacher’s assessment and experience of the pupil
- the pupil’s development in comparison to their peers and national data
- the views and experience of parents
- the pupil’s own views
- advice from external support services, where appropriate

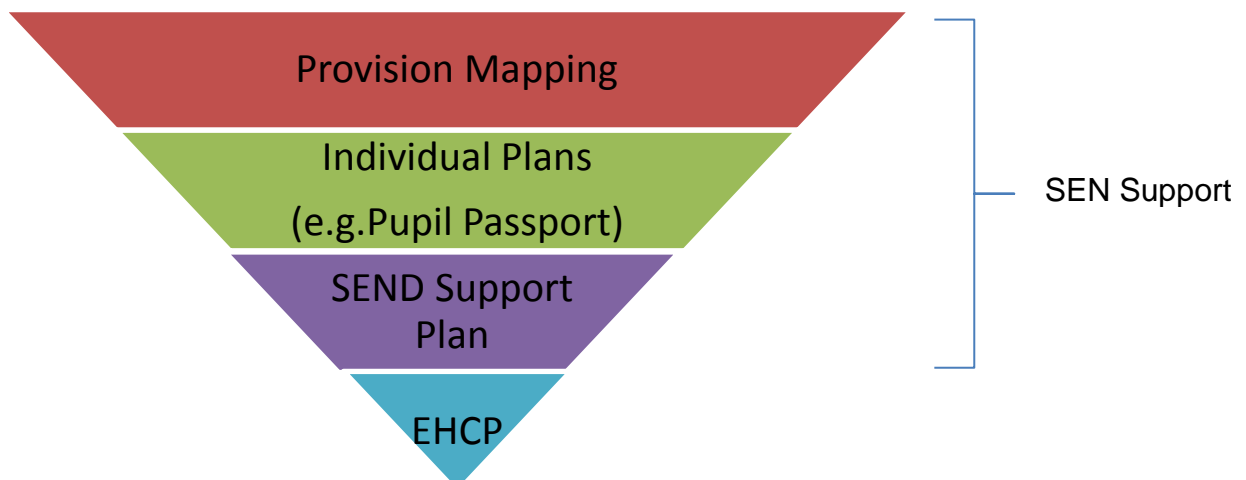
Further information is set out in our SEN Policy which is on our web site.

3. What are the school’s policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and Inclusion Leader will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school’s core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum.

Pupil Passport : This is a 1 page profile with information about how your child learns with advice for supporting him/her. Example see Appendix 1

SEND Support Plan: A document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEN. Example see Appendix 2

Statements of Special Educational Needs: Statements are issued by the Local Authority and set out the special educational needs of a pupil, the provision the school must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014 statements are being phased out and are being replaced by Education Health and Care Plans for those that need them. Some statements may be converted to SEND support plans.

Education Health and Care Plan (EHCP) : Where the school has done everything it can to identify, assess and meet the SEN of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council’s Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEN in the school in December 2016 and the type of tools we use to plan SEN provision:

| SEN Planning Tool | Number of pupils |
|---|-------------------------|
| Provision Mapping | 72 pupils |
| Pupil Passport | 26 pupils |
| SEND Support Plan | 4 pupils |
| Statements of Special Educational Needs | 3 pupils |
| Education Health and Care Plans (EHCP) | 2 pupils |

a) How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

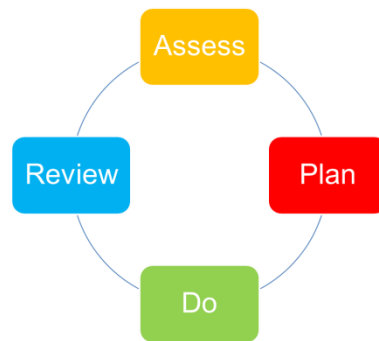
The teachers work with the Inclusion Lead, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The Inclusion Lead and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEN support, we provide feedback to parents more regularly. We may use home school books to give daily feedback on how a child has been at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have a review meeting at least three times each year. Some pupils with SEN may have more frequent reviews if they are required. This is called the **Assess, Plan, Do, Review** process.



Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the Inclusion Lead. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Reviews involve the pupil, the family and other professionals where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN. The school's most recent OFSTED inspection can be found here on our website.

c) What is the school's approach to teaching pupils with SEN?

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants, Learning Mentors and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The Inclusion Lead, supported by the rest of the Senior Leadership Team, ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all pupils including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the Inclusion Leader to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners. For example we might need to:

:

- Provide visual resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the school
- buy specialist ICT software
- identify appropriate ancillary aids and assistive technology.

In considering what adaptations we need to make the Inclusion Leader will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

e) What additional support for learning is available to pupils with SEN?

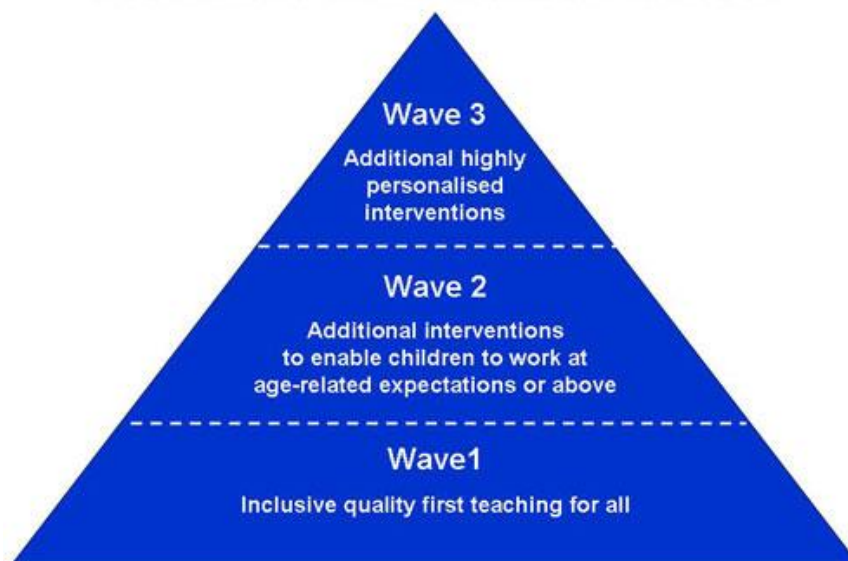
The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

Waves of Intervention Model



The provision available at each level (or wave) is summarised in our provision map.

We provide additional support for pupils with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

f) What extra curricular activities are available for pupils with SEN?

The school has a wide range of extra circular activities including:

- A breakfast club each morning between 8am – 9am
- Lunchtime clubs
- After school clubs including homework club, sports, arts and music activities

For the current list of activities for this term please ask at the school office.

We try to make sure that all pupils with SEN can engage in these activities of the school alongside pupils who do not have SEN. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEN the school will normally be able to pay for any training, resources or equipment that may be needed.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for years 5 and 6. We will involve parents of pupils with SEN in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

The school also provides access to childcare through our school playcentre that delivers term time after school and holiday time childcare. If there are barriers to children with SEN accessing this childcare, the school will work with the family, the provider and other partners to identify any appropriate actions and resources to address these barriers.

g) What support is available for improving the emotional and social development of pupils with SEN?

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class

- small group sessions - to promote positive behaviour, social development and self-esteem
- peer mentoring - mentors support children during playtimes to ensure they are fully included during this time
- individual plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

For further information please see our behaviour policy on our website.

4. Who is the Inclusion Leader and how do I contact them?

Our Inclusion Leader is Jo Davey. She is a qualified teacher and one of our Deputy Headteachers working at the school. She has responsibility for SEN at Canonbury Primary School. She works closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the Inclusion Leader.

The Inclusion Leader is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Jo Davey – Deputy Headteacher and Inclusion Lead

Email: jo.davey@canonbury.islington.sch.uk Phone: 0207 226 5020

You can request a meeting with the Inclusion Leader by email or phone. She is also available in the school playground every morning.

5. What expertise and training do the school staff have in relation to SEN and how will specialist expertise be secured?

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, Inclusion Leader and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

The following tables show the training and expertise of the school staff.

General SEN training for all staff

| Details of training / expertise | % of school staff trained |
|-------------------------------------|---------------------------|
| First Aid | 100% of TAs |
| How to use an Epi Pen | 50% |
| Asthma Training | 95% |
| Phonics training | 95% of TAs |
| Autism Awareness accredited level 1 | 90% |

Specific SEN training and expertise

| Details of training / expertise | School staff |
|--|------------------------|
| Supporting children with Dyslexia | 1 senior leader |
| Neuro Diversity | 1 Senior leader & 1 TA |
| Accredited Teacher for Specific Learning Difficulties (Dyslexia) | 1 volunteer |
| Catch Up Literacy accredited | 1 TA |
| Makaton Stage 1 &2 | 2 Senior leaders |
| Supporting children with Autism in Early Years | 2 teachers |
| Manging challenging behaviour in the classroom | 2 teachers |

Specialist SEN Training (for specific children)

| Details of training/ expertise | School staff trained |
|--------------------------------|----------------------|
| Supporting child with Diabetes | 3 |
| Sickle Cell awareness | 12 |

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children

require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

Our links to external organisations with specialist training and expertise are listed in Appendix 3

6. What equipment and facilities are available to support pupils with SEN?

Canonbury Primary School has a flat site at pavement level with 3 playgrounds. 2 are at the same level and the third is at a slightly lower level accessed by a small slope. The school building consist of a main three-storey block with a single story extension where breakfast club and play centre are situated. Nursery, Reception and both Year 1 classrooms are on the ground floor. All other year groups are on the middle and top floors. There are 4 separate flights of stairs but no lifts. There is a disabled toilet on the ground floor.

Equipment available in our school to all children at any time needed:

- Laptops
- iPad
- Communication books (for home and school)
- Sensory Room
- Sensory equipment
- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and English computer programmes including Numbershark, Wordshark

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Personal laptops / iPad
- Move and sit cushion
- Specialist hand writing equipment
- Specialist eating equipment

7. What are the arrangements for consulting and involving parents of children with SEN in their child's education?

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with Jo Davey - Inclusion Lead or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has a SEN statement or an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually. Further information about reviews can be found in question 3b above.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Parents as Educators programmes e.g. maths workshops, Early years workshops on maths, Early writing, phonics and reading

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meetings with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the Inclusion Leader.

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children are consulted about their learning and how they feel about a range of topics annually before the spring term parents' meeting. A summary of these findings are discussed with parents at the parents meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

9. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the school?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So if you have something to tell us, whether good or bad, please contact the class teacher or Inclusion Leader.

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the Inclusion Leader (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our website.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930, or by email to Lydia Hodges at LydiaH@centre404.org.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

Further information on local support for families of pupils with SEN can be found in the Local Offer. See question 13 below.

10. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from specialists from outside agencies such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists.

The Inclusion Leader is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes ,tube feeding,
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies used by the school are shown in Appendix 3.

11. What local support is there for the parents of pupils with SEN?

Information about local support in Islington is called **The Local Offer** and is located here: www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The Special Educational Needs Community Support Service (SENDIAS)

is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Offers a range of services to assist the parents/carers of children with SEND.

These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services
-

Tel no 0203 316 1930

Website www.family-action.org.uk

Email islingtSEND@family-action.org.uk

12. What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school?

All children and young people with SEND and their families may be particularly anxious about changing classes or “moving on” from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

| | Additional arrangements for children with SEN (examples) |
|---|--|
| In to nursery / Reception | <ul style="list-style-type: none"> • Swift transfer of records • Home visit • Work with Islington’s Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about ‘moving on’) |
| When moving to another school | <ul style="list-style-type: none"> • We will contact the School SENCO/Inclusion Leader and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Swift transfer of records • Transition meeting with the new setting • Transition plan (as above) |
| When moving groups/ forms/ classes in school | <ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays. |
| –Primary to secondary transition | <ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the Inclusion Leader will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex |

13. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Camden Local Offer: www.localoffer.camden.gov.uk

Hackney's Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer

Appendix 1

Pupil Passport for

What's important to me...

Overlay photo here


What people like and admire about me...

Likes and dislikes...

How best to support me...
 Eg when I am stressed I may...

I communicate by...

Pupil Passport for Autumn/Spring/Summer Term 2014-15

| My goals for the year | My goals for this term | How you can help me achieve this | How did I do? |
|---|------------------------|----------------------------------|---------------|
|  | | | |
| | | | |
| | | | |
| | | | |

Provision for this term

| WHAT | WHEN | WHO |
|------|------|-----|
| | | |
| | | |
| | | |

Appendix 2 SEND Support Plan

Pupil Passport for

What's important to me...

Overlay photo here

What people like and admire about me...

Likes and dislikes...

How best to support me...
Eg when I am stressed I may...

I communicate by...

SEN Support Plan

| | | |
|---|-----------------------------------|-------------------------------|
| Medium - term goal: To develop social skills | | |
| Short-term goal (for the next 3-12 months): He will join in shared activities his friends. | | |
| HOW will we measure this? | WHEN will we measure this? | WHO will measure this? |
| The number of successful activities completed with his peers. | At the end of term | Teaching assistant |

| ACTIONS | | | RESOURCES | |
|---|-----------------------------------|-----------------------------|--|----------------------------|
| WHAT | WHEN | WHO | WHAT is needed? | WHERE is this coming from? |
| He will take part in a shared small drama group with his peers. | At school 1x per week for 6 weeks | Drama teacher | Cost for drama teacher to come to school | SEN budget |
| He will take part in a shared drama/dance group outside school. | At drama club 1x per week | Parent will take him | Cost to attend out of school club | Parent |
| He will take part in whole class dance lesson independently. | At school 1x per week | Class teacher/dance teacher | No extra resources | School budget |
| He will play board games with his peers. | 1x per week | TA | A variety of board games | School budget |

Appendix 3

| Name | Areas of expertise/ training |
|---|--|
| Early Years Inclusion Team | Supporting the inclusion of children in Nursery and Reception |
| Richard Cloudesley Outreach Service | Supporting children with Physical disabilities |
| The Bridge School Outreach Service | Supporting children on the Autistic Spectrum |
| Samuel Rhodes School Outreach | Supporting children with learning difficulties |
| Educational Psychology Service | Assessment and supporting children with learning difficulties |
| CAMHS (Child & Adolescent Mental Health Service) | Assessment and supporting children's emotional wellbeing and mental health |
| AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers) | Supporting families where there is poor attendance/punctuality |
| Children's Therapy Team (Speech & Language/Occupational Therapy) | Supporting children with speech and language fine and gross motor skills Assessment of children in these areas |
| New River Outreach Support Service | Supporting teachers and children with transition, advice for supporting children with behaviour issues |
| Social Services | Supporting families and children who are in difficulties |
| Families First | Supporting families and children with attendance, routines and systems at home |
| Chance UK | Providing mentors for vulnerable children |
| CARIS | Bereavement Counsellors |