

Special Educational Needs and Disabilities (SEND)

School Information Report 2024-5

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 (SEND).

Our expectation is that children and young people with SEND 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 SEND gets the support they need – this means doing everything we can to meet the pupils' special educational needs.

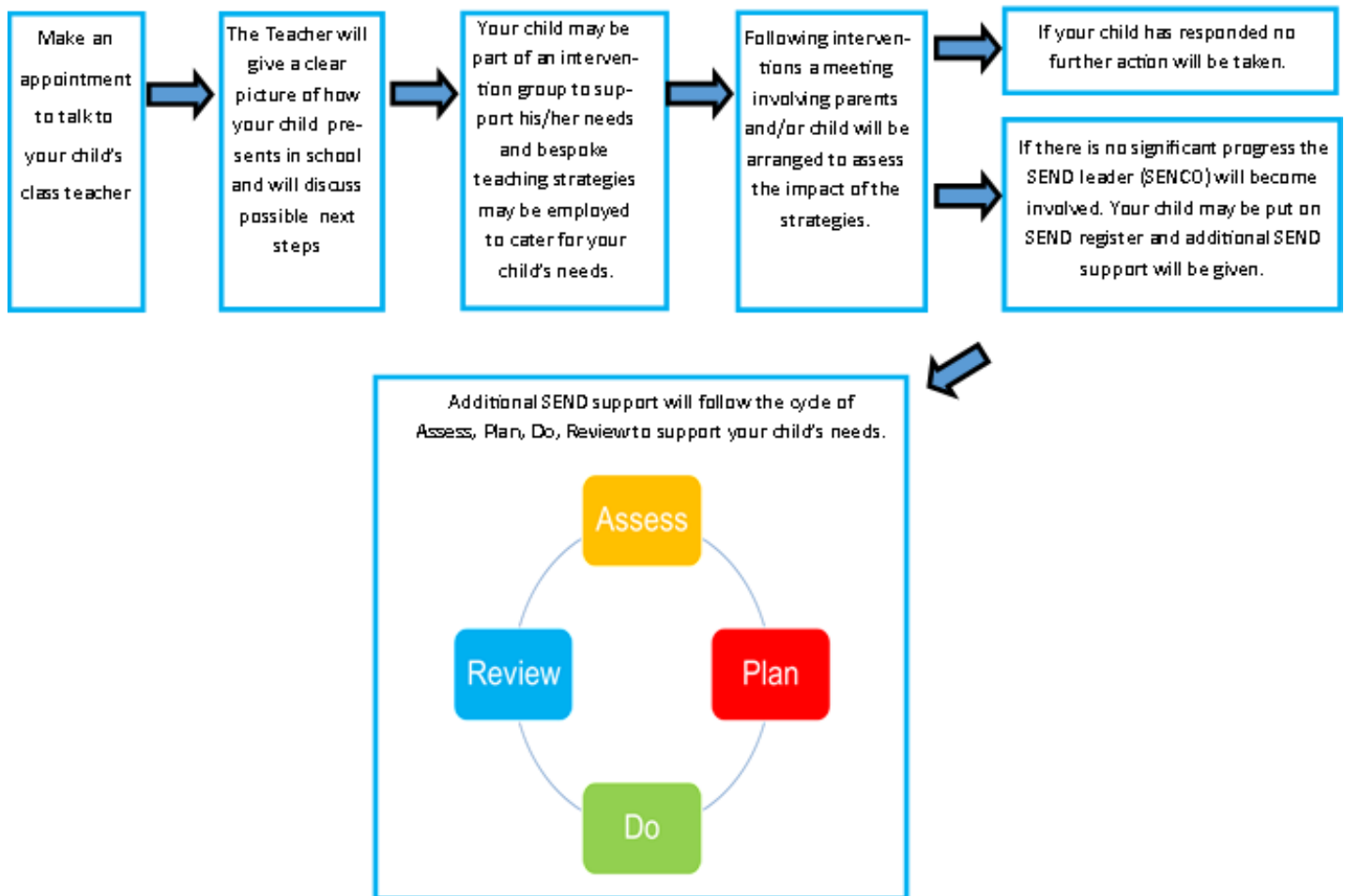
About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs. 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 May 2025.

If you need any more information, please see our SEND Policy or contact Sandy Fazio 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



Frequently Asked Questions

1. What kinds of SEND does the school cater for?

Canonbury Primary School is a mainstream primary school and welcomes children and young people with SEND 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 coordinated 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 (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEN is built into the school's 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 SEND 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.

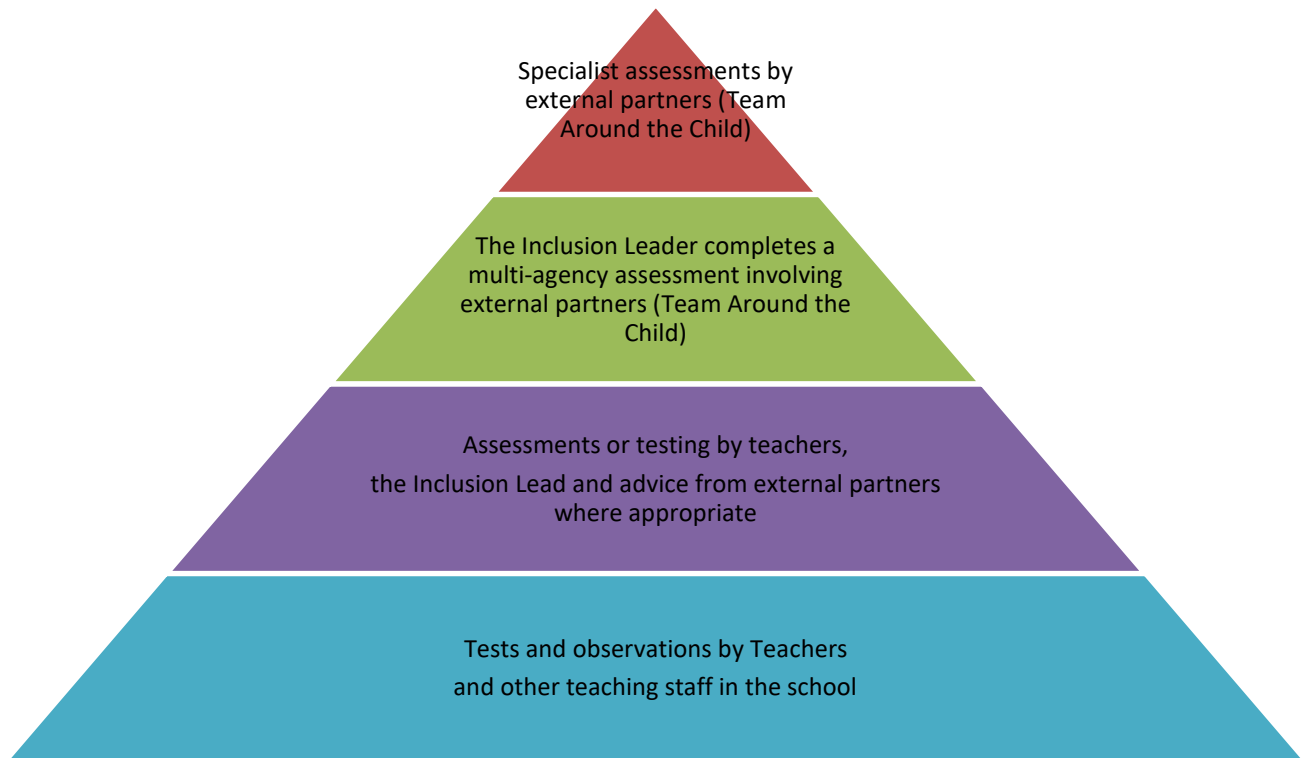
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- 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, SENDCo 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 does not 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 SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND 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

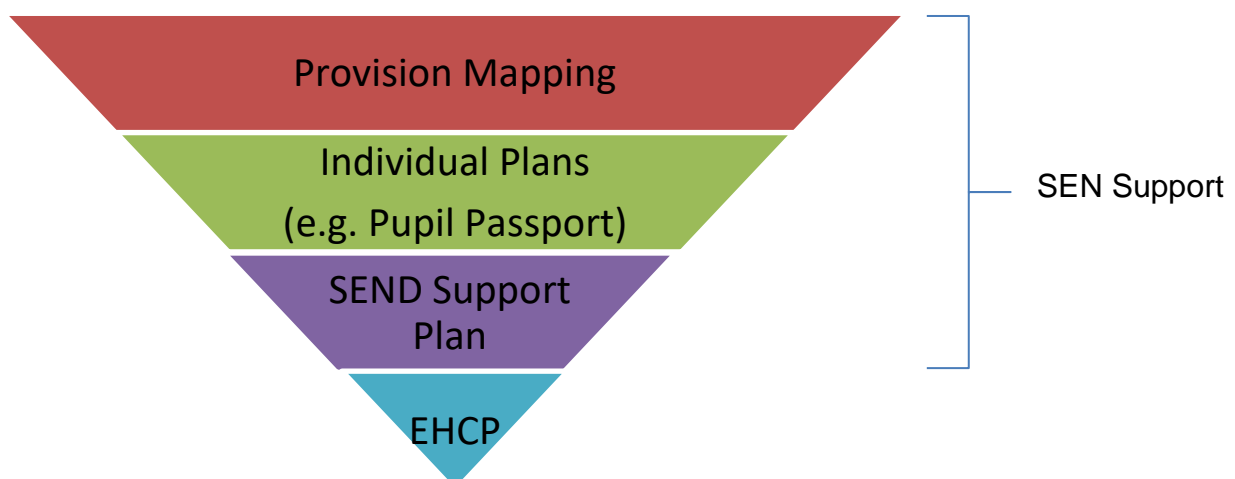
Further information is set out in our SEND Policy, which is on our website.

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

Most of our pupils with SEND 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 SENDCo 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 SEND 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 SEND 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. You can ask the SENDCo to see a sample plan.

SEND Support Plan: A document containing a 1-page profile and a detailed action plan listing the goals and provision to meet the SEN. You can ask the SENDCo to see a sample plan.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND 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 March 2022 and the type of tools we use to plan SEN provision:

SEND Planning Tool	Number of pupils
Pupil Passport including SAL recommendations	27 pupils

SEND Support Plan	35 pupils
Education Health and Care Plans (EHCP)	19 pupils

How does the school evaluate the effectiveness of its provision for SEND?

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 SEND 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.

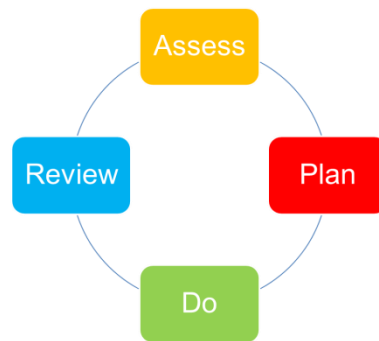
The teachers work with the SENDCO, the parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not effective.

The Inclusion Lead, SENDCO and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes made by pupils with SEND. Governors also consider the attainment data for pupils with SEND 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 SEND are based on the best possible evidence and are having the required impact on progress.

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

Every pupil in the school has their progress reviewed regularly and this information is 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 SEND 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 may also contact parents by phone or email where we have specific feedback or a need to discuss specific achievements, concerns or observations. We have a review meeting with parents during the year. Some pupils with SEND 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 SENDCO. 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 SEND 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 SEND. The school's most recent OFSTED inspection can be found on our school website.

b) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, 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 and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually. The type of SEND 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.

c) How does the school adapt the curriculum and learning environment for pupils with SEND?

We are committed to meeting the needs of all pupils including those with SEND. 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 make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support. Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. 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 SENDCo will work with the headteacher 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 SEND?

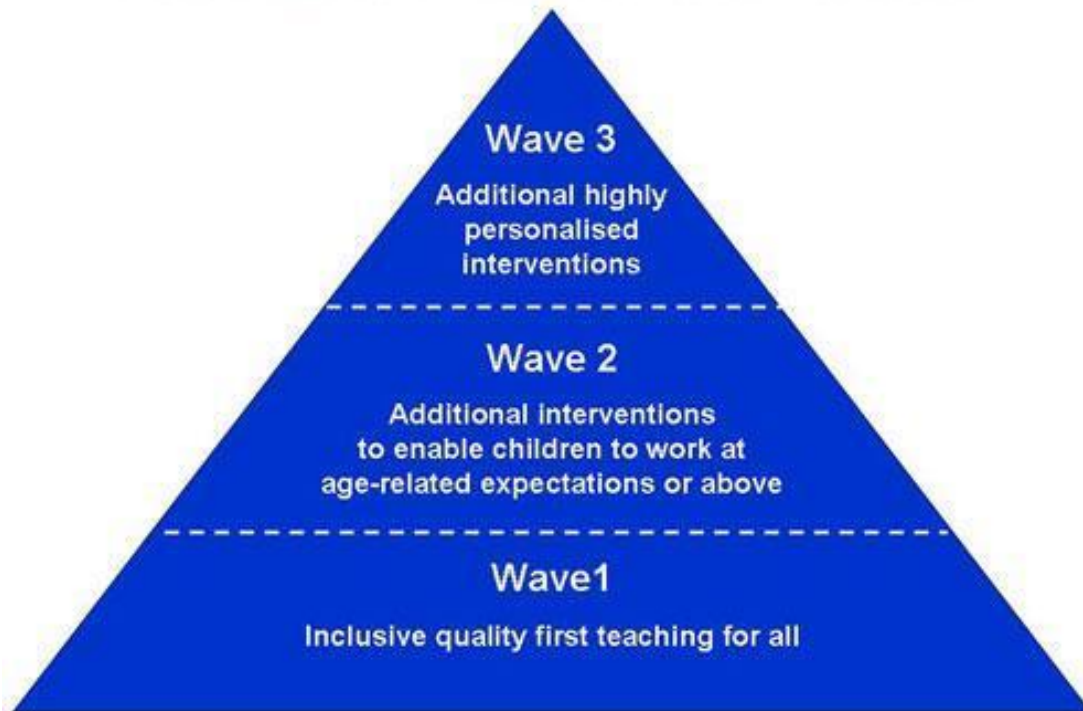
The school organises the additional support for learning into three different levels (also called waves).

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 SEND?

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.

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 SEND 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.

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

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

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. This may be delivered by school staff or external agencies such as New River College.
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual plans and personalised timetables - 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. We have an in school CAMHS clinician who works directly with staff, parents and pupils.

For further information, please see our behaviour policy which is available in the Documents and Policies section of the school website [here](#).

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

Our Inclusion Team:

Jo Davey, Inclusion Lead and Deputy Head

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

Sandy Fazio, SENDCo

Email: sandy.fazio@canonbury.islington.sch.uk Phone: 0207 226 5020

They are qualified teachers working at the school and have the responsibility for Inclusion, SEND and Social, Emotional and Mental health (SEMH) at Canonbury Primary School. They work closely with the Headteacher and governing body as well as all teachers. If you have concerns about your child, you should speak to your child's teacher in the first instance before you speak to the Inclusion Lead and SENDCo.

You can request a meeting with the Inclusion Team by email or phone.

The Inclusion Team are responsible for:

- overseeing the day-to-day operation of the school's SEND 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, supporting and signposting parents of children with SEND

- 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

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 SEND training is shared between the Head teacher, SENDCo and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

General SEND training for all staff

Details of training / expertise	% of school staff trained
First Aid	8 staff
Paediatric First Aid	5 staff
Colourful semantics	90% staff
Read Write Inc phonics training	All staff
Autism Awareness accredited level 1	90% of staff
Attachment and SEMH	90% of teachers
Solihull Approach Training from CAMHS	90% of all staff
EP training in attachment and emotional regulation (trauma)	All staff
Communication with parents, EP training	All staff
Team Teach	11 members of staff
Positive Lunchtimes and Playtimes	All TAs
Bridge Outreach Zones of Regulation	All staff
Adaptive Teaching with SR and RC Outreach	All staff

Specific SEND training and expertise

Details of training / expertise	School staff
Supporting children with Dyslexia	1 senior leader
Dyslexia training	All staff
Level 5 Dyslexia Course	SENCo
Accredited Teacher for Specific Learning Difficulties (Dyslexia)	2 volunteers
Samuel Rhodes Outreach Supporting Writing and Reading	5 staff
Patoss Dyscalculia course	3 staff
Catch Up Literacy	3 TAs
15 minutes a day reading intervention	All TAs KS1 and 2
Catch Up Maths	2 TAs
Using Maths manipulatives	2 TAs
Neurodiversity	1 Senior leader & 1 TA
SRO Precision Teaching Training	All TAs KS1 and 2
Managing challenging behaviour in the classroom	4 teachers
NRC Training in Redirection and De-escalation	All TAs
ELKLAN accredited language and communication	1 teacher
Changing Lives –Supporting Social and emotional needs, Educational Psychology service	1 TA
Lego Therapy	3 TAs
Pathological Demand Avoidance training	4 staff
Supporting children with Speech and language and visuals	All Early Years staff
Supporting children with Autism in Early Years	All Early Years staff
Total Communication and basic Makaton	EYFS staff
Speech Therapy Speech Sounds Development	EYFS staff
Nuffield Early Language Intervention	5 EYFS staff
Talk Boost	3 TAs
Attention Builders	All EYFS staff
Bridge Outreach sensory workshop	All staff
Developmental Language Disorder course	2 staff
School Wellbeing Service Circle of Friends	4 staff
Senior Mental Health Lead 5 days	1 staff

Youth Mental Health Aware	3 staff
Bereavement	2 staff

Specialist SEN Training (for specific children)

Details of training/ expertise	School staff trained
Diabetes	7
Sickle Cell awareness	15
Emergency Medications Training Anaphylaxis, asthma, epilepsy	All staff
Stoma training	4 key staff

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 appropriate Health agencies
- Risk assessments where necessary
- Referring to outreach support

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 SEND?

Canonbury Primary School has a flat site at pavement level with three playgrounds. Two 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 four 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/Chromebooks
- Tablets
- Sensory Room
- Sensory equipment
- SEND software – Widgit Online or Communication in Print to produce printed matter with visual prompts, specific maths and English computer programmes including Nessy and Times Tables Rock Stars

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
- Weighted blanket
- Licences for web-based support programs e.g. Nessy for reading and spelling.
- Mini-trampoline and peanut ball
- Visuals
- Specific interventions recommended by services e.g. Handwriting without tears

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 Sandy Fazio - SENDCO or other professionals
- commenting and contributing to assessment, planning and reviews

If pupils have SEND, we will discuss their progress with you termly 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 SEND staff to discuss progress and support including ideas for home.
- Parent workshops e.g. maths workshops, Early Years workshops on maths, early writing, phonics and reading, SEND coffee mornings

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting 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 staff 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 SENDCO.

8. What are the arrangements for consulting and involving pupils with SEND 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. We aim for 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
- 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, storyboards or symbols.

All pupils with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these as appropriate.

9. What are the arrangements for parents raising concerns and making a complaint about the SEND 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 SENDCO.

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

- the class teacher
- the SENDCO
- the Inclusion Lead
- The head teacher – using the main school number
- The SEND governor (a letter can be submitted through school office)

The SEND 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 are not going well. If you need support to raise a concern or make a complaint, 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.

10. How does the school involve others in meeting the needs of pupils with SEND 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 (Outreach services from the Bridge, New River College, Richard Cloudesley, Samuel Rhodes)
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists.

The SENDCo 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 SEND?

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

Bright Futures and Bright Start – 020 7527 4343

Gives support and advice for families. There is a key person from Bright Futures who is linked to our school currently every Thursday morning.

Email bright.futures@islington.gov.uk

Website Early.Help@islington.gov.uk

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 islingtontsend@family-action.org.uk

12. What are the school's arrangements for supporting pupils with SEND 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 SEND (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 SENDCo/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.

<p>–Primary to secondary transition</p>	<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
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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 SEND 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 SEND and their parents, and disabled young people and those with SEND, 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: <https://www.camden.gov.uk/send-local-offer>

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 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
Access and Engagement Service (AES) at Islington Pupil Services	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
Bright Start and Bright Futures	Supporting families and children with attendance, routines and systems at home
Chance UK	Providing mentors for vulnerable children
CARIS	Bereavement Counsellors