

Samuel Rhodes School
Special Educational Needs Information Report 2019

Samuel Rhodes School is committed to meeting the needs of all pupils.

Our values:

Enjoyment
Feeling safe
Individual development and achievement
Respect

At SRS we offer a safe and creative learning environment
where children can enjoy, learn and achieve.
We support each other to play a positive role in a changing society.

Small steps to giant leaps.

We will ensure that all our pupils get the support they need - this means doing everything we can to meet their 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 parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff

We will review and update this information report regularly to reflect changes and feedback. The date for the review of this report is January 2020.

If you need any more information please see our Special Educational Needs Policy <http://www.samuelrhodes.islington.sch.uk/> or contact

Cerys Normanton, Associate Head on 0207 704 7490.

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

Samuel Rhodes is a Special School co-located with mainstream schools on two sites for 115 funded places for children aged 5-19 years. We provide education for children with moderate learning and cognition difficulties.

Where pupils also have medical 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.

Our primary school is co-located with Montem Primary School and our secondary school and sixth form department is co-located with Highbury Grove Secondary School.

Admissions Criteria 2018-19

We provide education for pupils with moderate learning difficulties.

These needs will affect all or most areas of learning.

All pupils who attend Samuel Rhodes School have an Education, Health and Care Plan. These 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.

Education Health and Care Plans are issued by the Local Authority and are used by the school to plan provision for children. 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. 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

While this system is in process pupils who meet the admission criteria for Samuel Rhodes School but do not currently have a statement may be offered an assessment place by Islington SEN Department.

2. What are the school's policies for the identification and assessment of pupils?

All pupils who attend Samuel Rhodes have identified special educational needs and therefore may have already had in-depth assessments from a variety of professionals. This however does not mean that pupil's needs don't change or need to be reassessed.

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 or young person'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.

When pupils are accepted for a place at Samuel Rhodes we will work closely with the family and other professionals to make sure we know as much as possible about the child before they start at the school and we will carry out a thorough transition programme.

This involves meeting all the school staff who have worked with the pupil in their previous setting and a home visit to meet the family and find out everything about the child's life. This visit usually raises concerns parents have and if needed the school will refer pupils for further assessments or support.

There will also be a 'Team around the Child' meeting where all professionals currently working with the pupil share information with the teachers and professionals from Samuel Rhodes.

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 expected
- fails to match or better their previous rate of progress
- fails to improve as expected

Where assessments show that a child is not making expected progress, our first response is to make sure there is high quality teaching in place.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a deeper 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.

The school uses a range of different assessment tools and systems to help identify and assess pupils. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understand the pupil and match interventions.

Parents receive a weekly written report and meet with staff 3 times a year on a formal basis to discuss their child's progress, they are also invited into school for a meeting (or can ask for a meeting) if any concerns are raised. The SENCO leads the yearly 'Annual Review' meeting for each pupil.

Pupils progress is formally assessed three times a year and any pupil who is not making expected progress will be highlighted to all staff and additional support and guidance will be put in place.

If pupils are not making expected progress SENCOs will make referrals to outside agencies as necessary with the parents' permission and work closely with these agencies.

Samuel Rhodes School has a cohesive and effective Multi-disciplinary '**Team Around The School**' (TAS):-

Theresa Higgins-Pastoral support manager-5 days a week across the whole school

Norma Julius-Educational Psychologist -20 days x 6 hours across the whole school

Summer Fakro CAMHS-Child and adolescent psychotherapy Primary $\frac{1}{2}$ day a week

Dr Bunsu Shah CAMHS-Clinical Psychologist - Secondary one day a week

Dr Julia Halestone CAMHS-Clinical Psychologist - Secondary 1/2 day a week

Kate Edwards Primary Speech and Language Therapist (SALT)-1/2 day a week

Jodie Davies Secondary Speech and Language Therapist (SALT)-2 days a week

Charmaine Williams-Youth Careers Adviser-Secondary-Mondays

Meg Wroe-Occupational therapist - one day a week across both sites

Anna Howard-Price - School Nurse -2 days a week across the whole school

Glenda Edwards-Health Care Assistant - 5 Days a week across the whole school (3 days as a Multi-disciplinary therapy assistant and 2 days as a Health Care Assistant).

Vincenza De Falco-Progression Coach - DFN MoveForward Programme-2 $\frac{1}{2}$ days a week

We also work closely with the School Doctor & Paediatricians based at The Northern Health Centre.

We have termly Multi-disciplinary Team Meetings where pupils of concern are discussed and then this information is fed back to all staff.

Staff from the 'Team Around the School' also attend staff meetings and give staff training in any areas highlighted as a need.

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

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly monitor 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 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 SENCO, the parents and the child to make sure any support is adapted or replaced by another approach if it is not being effective.

The SENCO and the head teacher report regularly to Governors on the quality of provision and the progress towards outcomes being made by pupils. Governors also consider the attainment data for pupils and compare it with the progress of pupils in comparable schools. This helps to ensure that the approaches used 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 progress of pupils?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide a weekly report to parents on their child's progress which shows their attitude to learning & progress in every lesson and also highlights a 'learning light bulb'.

We 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 an EHCP review meeting annually and parent consultation days three times a year.

Reviews are usually led by the class teacher or tutor and appropriate teaching assistants who have good knowledge and understanding of the pupil's needs and attainment. 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 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.

The school's most recent OFSTED inspection can be found on our website at <http://www.samuelrhodes.islington.sch.uk/> .

Parents are regularly invited into school and can request an appointment with the class tutor, SENCo or Head of School.

Classroom teachers & tutors also make regular phone calls home or send texts to let parents know when their child is doing well.

The topics pupils are learning are shared on our school website so parents can support their child at home.

There are also regular parent events to give parents ideas or support on how to help their child.

Learning Targets for every subject and Personal and social development targets are set twice a year and these are sent home to parents.

Pupils are taught in a personalised way so that each pupil can maximise learning.

The curriculum is modified so pupils are working at an appropriate level and then further differentiated to meet their needs.

Although most teaching is done in class groups some pupils will work in small groups or individually when needed.

All staff have extensive Continuing Professional Development and regular training.

In the Secondary department all pupils are taught by subject specialists.

All pupils in the secondary department are entered for public examinations from Year 9 and access arrangements are made for all pupils who need them. (see Access Arrangements Policy on website)

(b) What is the school's approach to teaching?

All pupils 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 all pupils in mind.

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

The type of 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 SENCO's, who are all members of the Senior Leadership Team ensure that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

Pupils follow a modified National curriculum which is then further personalised to the pupil's individual needs. In primary pupils have daily literacy and numeracy lessons, and use high quality phonics, handwriting and maths programmes. We also have a very effective basic skills programme at secondary with pupils having 45 minutes numeracy and 45 minutes literacy every morning as well as specialised subject lessons in English and Mathematics.

- Our classes have up to 16 pupils to a class. All classes have a full time teacher and at least one teaching assistant. Pupils across the school are placed in classes according to 'Stage not age'.
- We use visual communication aids and information technology packages to help remove pupils' barriers to learning.

- Pupils are continually informally assessed and then formally assessed three times a year.
- The data from these assessments are analysed and the Head of each site meets with staff to discuss the outcomes and put in place strategies and interventions to support any pupil not making expected progress.
- Any pupils receiving additional support are assessed at the beginning and end of any intervention to assess progress.
- All data is presented by the Head teacher at governing body meetings where they perform the role of critical friend. Our governors regularly make announced and unannounced monitoring visits.
- Our pupils make 'Outstanding and rapid progress' as judged by Ofsted March 2017 & December 2012 and Challenge Partners in September 2012, March 2014, November 2014, November 2015 & November 2016 & January 2018.

(c) How does the school adapt the curriculum and learning environment?

We are committed to meeting the needs of all pupils. 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 additional needs are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what 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 procure additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of all

pupils. 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
- install sound loops
- buy specialist ICT software
- identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)

In considering what adaptations we need to make the SENCO 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>

Further information explaining how we meet the duty can be found on our website.

When pupils are admitted to Samuel Rhodes School the specialised teaching and personalised modified curriculum ensures that most of them make outstanding progress. A few pupils will however need additional support. This will usually be highlighted by the class teacher, tutor or teaching assistant, after formal or informal assessments or through concerns raised by the parents or carers.

It may be that a pupil needs a referral for Occupational Therapy or a specialised cognitive assessment if they are not making expected progress even with additional support. They may need 1-1 literacy or subject support. They may also need support from an outside agency. Any additional support request is made through discussions with the class or tutor group team and the SENCO and then discussed at the half termly 'Team Around The School' meeting. Any referral is discussed with the parents who are invited to meetings and regularly updated.

(e) What additional support for learning is available?

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.

We provide additional support for pupils 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?

We have a wide range of extra circular activities at break and lunchtimes which are run by the teaching assistants with senior members of staff on duty to provide support. We believe break times are very important in helping pupils socialise and learn to play co-operatively and safely. We also know that pupils learn more when they see and take part in events.

We also run after school clubs including homework club, sports, arts and music activities and residential trips in term time and holidays. Parents will fill in a consent form for pupils to take part in school trips when their child joins the school. We risk assess every trip we organise and always

have an appropriate staff ratio. Parents need to collect pupils from after school clubs as there is no local authority transport available then.

Parents will receive letters informing them of all trips their child will participate in. We will involve parents of pupils 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.

All pupils are involved in school trips and extra-curricular activities unless there are Health and safety concerns which would be discussed with the family. This is a very rare occurrence.

(g) What support is available for improving emotional and social development of pupils?

The culture and structures within the school aim to encourage the emotional and social development for all pupils.

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
- individual behaviour plans - to support pupils during transition periods and 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 management policy on our website at <http://www.samuelrhodes.islington.sch.uk/> .

All pupils have a close team who support them which consists of a class teacher or tutor and teaching assistant. They are further supported by the Head of Key Stage and SENCO. Pupils experiencing particular difficulty are assigned a designated member of staff who they can talk to. We also have a Pastoral Support Manager who provides a strong link between families and school. She visits pupils in mainstream school before they transfer to Samuel Rhodes and conducts a home visit to find out if the family has particular issues which could affect the child's progress.

Personal, social and emotional development underpins the whole curriculum at Samuel Rhodes. We also have discreet PHSE lessons which help pupils make sense of the world around them.

Whenever a pupil is finding it difficult to regulate their emotions, the class teacher or tutor team with support from the SENCO and Key Stage coordinator will hold a planning meeting and work on an individual programme and behaviour plan which focuses on rewards and support strategies to help the pupil achieve.

We have a School Nurse and Health care assistant who ensure that all pupils health needs are being met and train staff appropriately. Staff have had epi-pen training and all relevant staff have had training in administering medicines. Teaching assistants and teachers have had first aid training on a rolling programme and some staff have had buccal medication training.

All serious incidents which prevent pupils learning or are a health and safety issue are recorded and parents are informed on the same day. We make every opportunity to resolve any incidents on the day they occur and give pupils strategies help prevent reoccurrence.

For serious incidents a pupil will have an internal exclusion where they will work on a 1:1 basis with a member of staff for the day.

We try very hard not to exclude any pupil from school on a fixed-term basis and have not permanently excluded a pupil since 2009.

We have School Parliament in Primary and a School Council at Secondary where pupils can raise concerns or develop ideas to improve school life. Pupils from each class are nominated and voted and report back to their class and organise events. Our Year 11 pupils start the year as trainee prefect and those who are meeting their responsibilities are then made into full prefects. A Head Girl and Head Boy is then voted for each site. All new pupils are allocated a buddy who supports them settling in and this builds good friendships.

4. Who is the SEN Co-ordinator and how do I contact them ?

Our Special Educational Needs Coordinators (SENCOs) are qualified teachers who have overall strategic responsibility for the pupil's needs and Safeguarding & Child Protection. They liaise closely with staff and governors as appropriate. If you have concerns about your child you should speak to your child's class teacher or tutor first before you speak to the SENCO.

The SENCO is responsible for:

- overcoming barriers to learning and ensuring quality first teaching
- overseeing the day-to-day operation of the school's SEN policy
- coordinating additional provision for pupils who need it
- liaising with and advising staff
- managing teaching assistants who are teaching interventions
- overseeing the records of all children
- liaising with parents and families
- planning successful transition to a new class, group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting the range of needs
- liaising with external agencies including Local authority support, educational psychology services, educational welfare services, health and social services and voluntary bodies

Please contact the appropriate SENCO via the Heads of site

Primary

Cerys Normanton
Head of Primary
Montem Community Campus, Hornsey Road, N7 7QT
0207 281 5114
normanton.c@srs.islington.sch.uk

Secondary

Cerys Normanton
Head of Secondary
Samuel Rhodes School, 11 Highbury New Park, N5 2EG
0207 704 7490
normanton.c@srs.islington.sch.uk

5. What expertise and training do school staff have 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 appropriate 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, SENCO and the Governing body. We evaluate the training and development needs of staff through annual performance management.

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

General & Specific SEN training for all staff-refer to CPD schedule

Our Outreach team provides support for pupils with learning and cognition difficulties in all Islington mainstream schools and leads network groups for Dyslexia and Down syndrome. Staff also access training and materials provided through outreach services offered to schools by 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:

- Visits to other schools to see good practice
- Training by the Complex Care Nursing Team

6. What equipment and facilities is available to support pupils?

The primary department is based on the third floor of a Victorian building which was refurbished specifically to meet the needs of our cohort in 2008. There is a lift and disabled toilet and changing facilities.

The secondary department was purpose built for our cohort in 2009. It has a lift, disabled changing and toilet facilities and a disabled parking bay.

Samuel Rhodes is continually investigating ways to increase the opportunities for our pupils to work in the mainstream environment.

Both sites have a sensory room.

We have increased the use of Makaton and Communication in Print throughout the school by training all staff to use it on a two day course. We constantly review all new technology. There is Soundfield amplification technology in all classrooms.

The school will purchase other specialist equipment if there is an agreed identified need.

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

Each pupil takes home a weekly report which shows how they have done in every lesson.

Parents can contact the school and expect to hear back from their child's class teacher or tutor within two days and all staff regularly meet with parents when a parent or the staff request it.

We have three Parent consultation days a year as well as an EHCP review.

We run successful parents sessions e.g Benefits support morning, using visual communication aids, 123 Magic and Makaton.

The head teacher holds coffee mornings every year to meet new parents and discuss how the pupils are settling in.

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

- Reading the weekly report and rewarding or sanctioning their children appropriately
- discussions with the class teacher or tutor
- setting and reviewing targets
- attending the Parent Consultation Days and Annual review
- discussions with the SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

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

- Meetings with teachers to discuss progress and support including ideas for home.
- Parents as Educators programmes e.g. Maths & Literacy workshops, Using visual supports, 123 Magic, Makaton for parents

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 Parent Governors and parents 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 SENCO.

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

The pupils at Samuel Rhodes are very involved in their own education, they know what they are learning and why. They know what they have to do to improve and are involved in any discussions with their parents. They are regularly asked (and given support to say) what they need help with.

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 Parents Consultation Days and annual review.

As all our pupils have special needs, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored 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 all our pupils have the opportunity to be 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:

- Primary School Parliament
- Secondary School Council

The views of the individual child and young person sit at the heart of our 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 our pupils in planning how best to support them and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All our pupils 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 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 provision in the school?

We are committed to providing outstanding 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, tutor or SENCO.

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

- The class teacher or tutor
- The Head of each site- using the main school number
- The Head teacher
- The Chair of governors (a letter can be submitted through the school office)

The chair 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:

Eamani Choudhry, Project Manager

SENDIASS

islingtonsend@family-action.org.uk

Northern Health Centre

580 Holloway Road

London N7 6LB

020 3031 6651

020 3031 6652

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 123 466

Further information on local support for families can be found in the Local Offer.

In the first instance please talk to your child's class teacher or tutor.

If you do not feel that the issue has been resolved effectively ask to

speak to the Associate Head, Cerys Normanton. There is a formal

Complaints policy on our website.

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

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 SENCO 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
- 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 1.

11. What local support is there for parents?

Information about local support 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

Islington SEND Community Support Service, The Northern Medical Centre, 580 Holloway Road

London N7 6LB

Telephone: 020 3031 6651 or 020 3031 6652

Email: islingtensend@family-action.org.uk

12. What are the school's arrangements for supporting pupils when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people 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:

	Transition arrangements
Into 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"> • Swift transfer of records • We will contact the school SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. • Transition meeting with the new setting • Transition timetable of visits starting off with a few hours and building up to a full day • Team around the child meeting with all professionals
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • Pupil will be informed • Family will be informed • Pupil will have an adult to talk to at regular check-ins during the day to discuss any worries • Staff teams discuss any support needed • Staff informed in staff briefing
Primary to secondary transition (internal and external)	<ul style="list-style-type: none"> • Year 5 annual reviews meeting for internal transfers • Transfer of records and work samples prior to internal transfer or asap for external transfer • Additional multi-agency meetings will be arranged to create a more detailed "transition" plan • Home Visit for external transition • Transition timetable of visits starting off with a few hours and building up to a full day • Team around the child meeting with all professionals • A programme of induction • A buddy • Transition booklet which shows all key staff and information pupils need to know
Secondary to Further Education or SRS 6th form	<ul style="list-style-type: none"> • From Year 9 onwards we will work with all pupils to begin planning for the life after school by developing a 'Transition Plan' with the Careers advise officer. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise.

11. 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 and interpreting
- 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 Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/index/children-families/send.htm

Appendix 1 External organisations

Early Years Inclusion Team
Richard Cloudesley Outreach Service
The Bridge School Outreach Service
New River College Outreach Service
Educational Psychology Service
CAST (Child & Adolescent Support Team)
CAMHS (Child & Adolescent Mental Health Service)
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
Children's Therapy Team (Speech & Language/Occupational Therapy)
Child Protection Advisors
Inclusion Team
Social Services