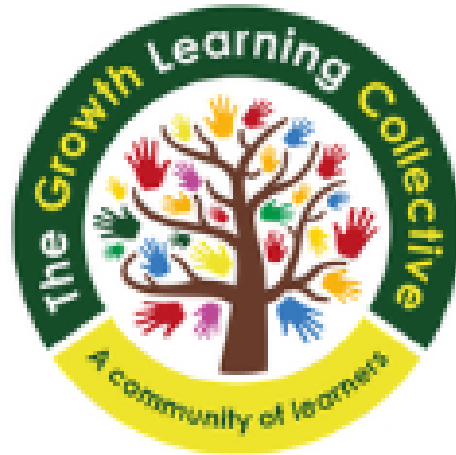


# The Growth Learning Collective



## SEND Information Report 2025-2026

Approved by: Full Governing Body

Last reviewed on: January 2026

Next review due by: January 2027

The Growth Learning Collective, consisting of Rotherfield and Newington Green primary schools, is a fully inclusive mainstream primary federation. We are committed to providing access to quality first teaching for all pupils, including those with Special Educational Needs and Disabilities (SEND) and other vulnerable groups. All pupils are valued equally, regardless of their abilities. All pupils are entitled to have access to a broad, balanced and relevant curriculum, which is scaffolded to meet their needs in both content and style of learning. The Growth Learning Collective staff recognise and are fully committed to fulfilling their responsibility to ensure that every pupil has an equal opportunity to achieve the highest possible outcomes in their learning, progress and personal development.

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

- are treated as individuals where their specific needs, interests and aptitudes are recognised.
- are provided with opportunities for continued growth and development to support their well being
- are encouraged to achieve their full potential
- are encouraged to learn through a range of engaging and stimulating experiences in an environment where children feel valued, encouraged and safe.
- make a successful transition into adulthood, whether into employment, further or higher education or training

We will strive to ensure that each pupil with SEND gets the support they need – this means doing everything we can to identify and meet the pupils' special educational needs.

### **About this Information Report**

The aim of this information report is to explain how we implement our SEND policy and demonstrate how SEND support works in our schools.

This report aims to answer some of the most frequently asked questions about the schools and special educational needs. It also addresses the structure of support offered within each school and across the collective. We review and update this information report regularly to reflect changes and feedback. For more information, please see our SEN Policy or contact the school via phone or email through the school offices.

### **Newington Green:**

Helen Bennett Special Educational Needs Coordinator (SENDCo) – Y3-Y6

Nicola Andrews Special Educational Needs Coordinator (SENDCo) – EYFS – Y2

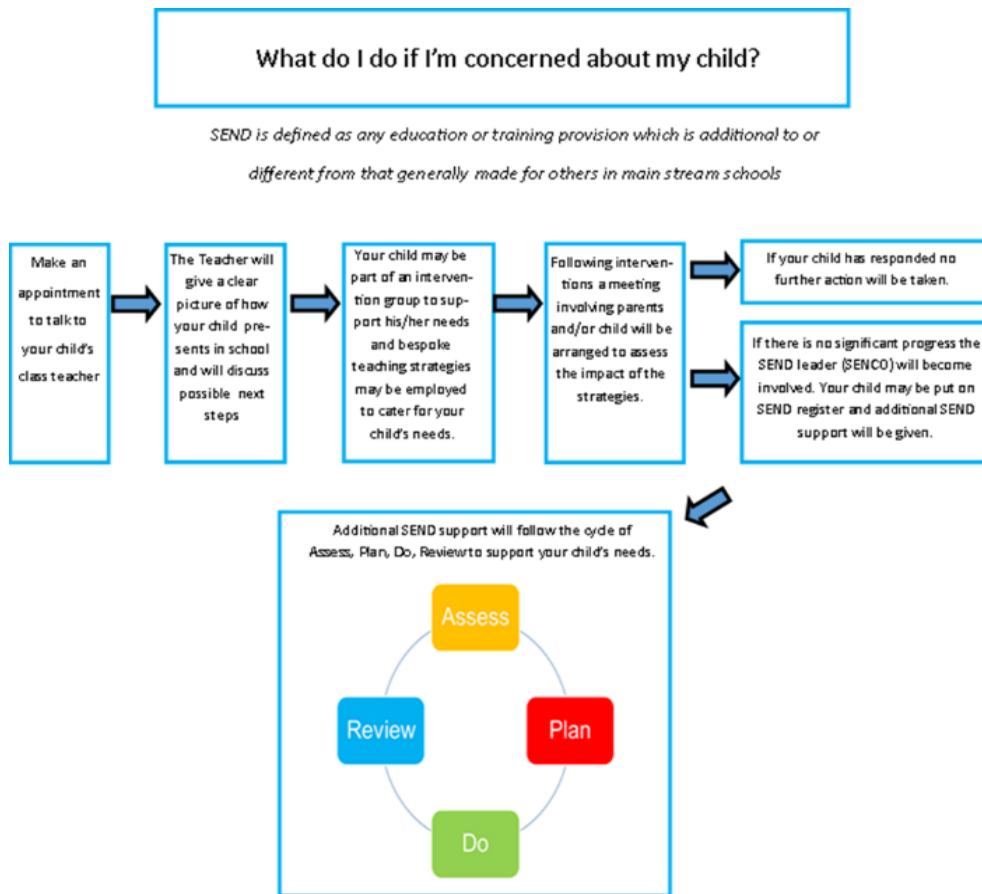
### **Rotherfield:**

Kimberley Smart Special Educational Needs Coordinator (SENDCo) – whole school

You can request a meeting with the SENDCo via the main office

## Frequently Asked Questions

### What do I do if I am concerned about my child?



### What kinds of Special Educational Needs (SEN) do the schools cater for?

The Growth Learning Collective is made up of Rotherfield Primary School and Newington Green Primary School. Both are mainstream primary schools and currently support children and young people with SEND in one or more of the following areas:

- **Communication and interaction:** Speech, language and communication needs (SLCN) Autism
- **Cognition and learning:** 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):** attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs:** vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – both buildings are 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 in line with their healthcare plan, if they have one. We also follow the statutory guidance on supporting pupils at school with medical conditions.

## What are the school's policies for the identification and assessment of pupils with SEN?

All our teachers teach children with SEND. All our staff recognise the importance of early identification of SEND and ensuring that provision is adapted to need. The early identification and assessment of SEND 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 setting or school 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 additional need diagnosed or identified, we will work closely with the family and our outreach services, where appropriate, to make sure we know as much as possible about the child before they start at the school.

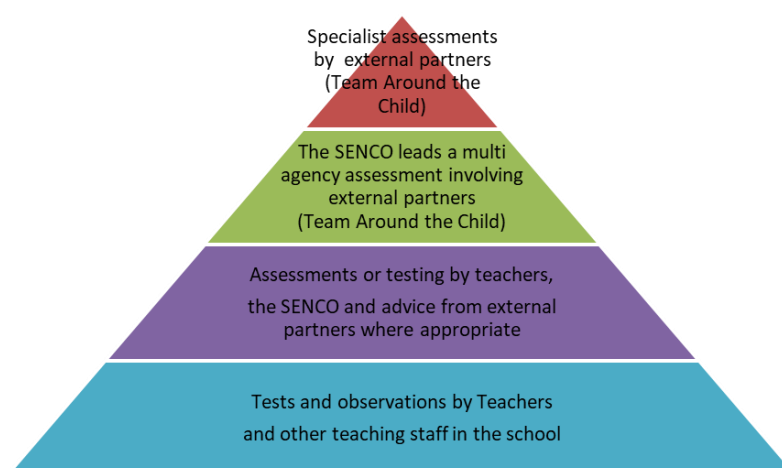
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly behind that of their peers
- fails to match or better their previous rate of progress.
- fails to close the attainment gap between them and their peers.

Where formal and informal 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 quality first teaching the priority for the whole class is likely to mean that fewer pupils will require additional support.

If progress continues to be slower than expected, the teacher will work with the family and the SENDCO to carry out a clear analysis of the child's needs and identify if they require additional support. There can be many reasons why a child doesn't make the progress expected of them, which does not always indicate a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN which draw on more specialist support if the pupil still does not progress. These are summarised in the diagram below:



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

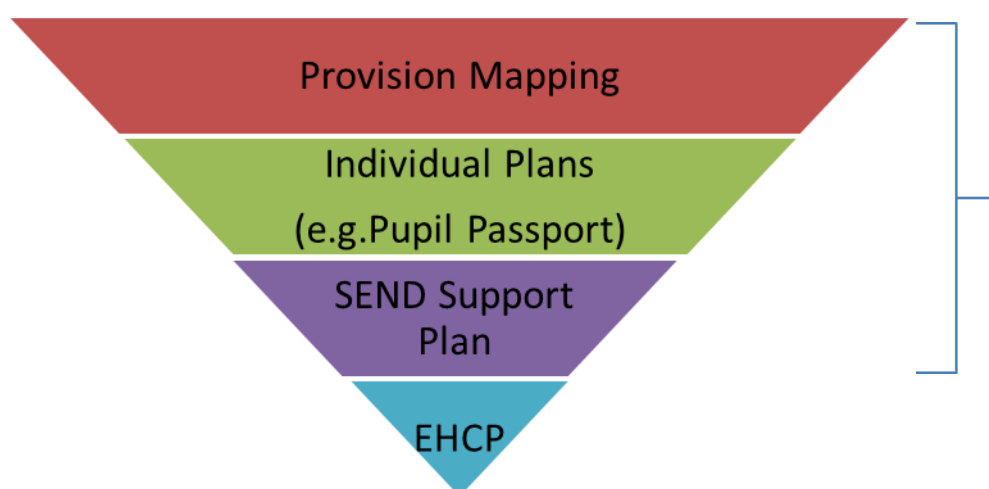
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
  - advice from external support services, where appropriate

## 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 quality first teaching. This includes teachers adapting and tailoring their approach in class and also accessing 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 known 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 additional provision for SEN is needed, we work closely with pupils and their families. 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.

**Individual plans** (e.g., Pupil Passports – Example in Appendix B): These are a 1-page profile sharing key information about the child, how they best learn, adaptations to provision any key support, that they access. These are reviewed by class teachers at regular intervals.

**SEND Support Plan/Individual Education Plan:** This is an individual document containing a 1-page profile and an action plan listing specific termly goals and provision in place to support the child's learning. This same action plan that can be used as part EHCP.

Example here for each school: Appendix C.1 (Rotherfield) and Appendix C.2 (Newington Green)

**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](http://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 EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs

- 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.

### **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 can 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. SEND specific termly pupils progress reviews ensure robust follow up for each child. 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 federation conduct a yearly SEND review with the Executive Headteacher to ensure the SEND action plan is being effectively implements. The SENDCo 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. The SEND link governor meets termly to review the progress of the SEND action plan. 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.

### **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 contact parents by phone or in person where we have specific feedback or need to discuss specific achievements, concerns or observations. For children on SEND, support plans and Education Health and Care plans 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 SENDCO.

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.

If a child has an EHCP, they will have an annual review with appropriate professionals, the school SENDCO and parent. This is then shared with all the appropriate school staff and the pupil's parents and is recorded on the Annual Review form for the borough, who have issued the plan.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN and how inclusion is managed throughout the school. The school's most recent OFSTED inspection can be found on the school's 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 SENDCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

### **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 SENDCo 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.
- Ensure the classroom supports learners e.g. through working walls or visual cues
- Create additional quiet areas in the school.
- Buy specialist ICT software.
- Identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and support the families' application for funding to purchase the equipment.
- Provide access to a regulation space/area within the classroom.
- Arrange differentiated timetables to support learning and regulation.

In considering what adaptations we need to make, the SENDCO 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>

Newington Green and Rotherfield Primary Schools have an Access Plan, which forms part of our Equality Information and Objectives. This plan sets out how we will:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
  - Adaptive teaching strategies and differentiated resources
  - Use of assistive technology (e.g., laptops, reading pens and specialist software)
  - Visual supports like timetables and social stories
2. Improve the physical environment of the schools
  - Maintain step-free access to playgrounds
  - Provide accessible toilets
  - Make reasonable adjustments such as classroom layout changes
  - Create sensory-friendly spaces to support regulation
3. Improve the delivery of information to pupils with disabilities
  - Offer information in accessible formats, including large print and simplified language
  - Use visual prompts and communication tools such as Communication in Print
  - Provide visual timetables and other aids to support understanding

### **What additional support for learning is available to pupils with SEN?**

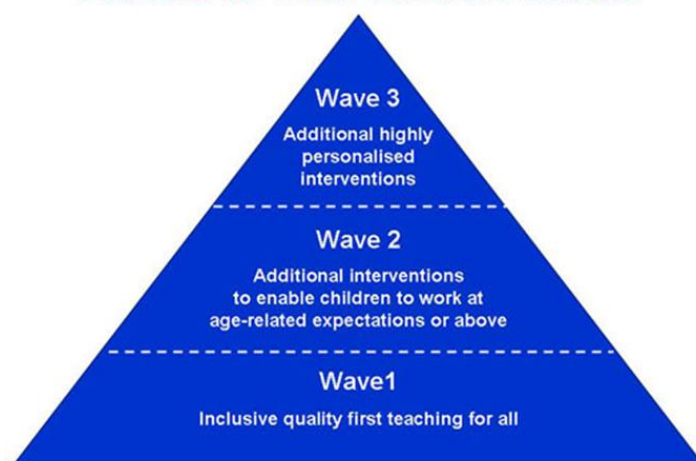
The school organises the additional support for learning into 3 different levels (also called waves).

**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



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.

### **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 7.30am – 8.50am
- Lunchtime clubs
- After school clubs including, sports, arts and music activities.

The current list of activities for this term can be found in the main 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 year 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 their own after-school provision and a partnership with a local provider that delivers 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 try to address these barriers.

### **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 needs, 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 action 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.
- personalised timetables to support predictability and learning.
  - Support from the pastoral worker or Emotional Literacy Support intervention

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

### **Who is the SEN Co-Ordinator and how do I contact them?**

Our Special Education Needs Coordinator (SENDCo) is a qualified teacher working at the school who has responsibility for SEN. They work 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 SENDCo. The SENDCo 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

#### **Newington Green:**

Helen Bennett Special Educational Needs Coordinator (SENDCo) – Y3-Y6

Nicola Andrews Special Educational Needs Coordinator (SENDCo) – EYFS – Y2

#### **Rotherfield:**

Kimberley Smart Special Educational Needs Coordinator (SENDCo) – whole school

You can request a meeting with the SENDCo via the main office

### **What expertise and training do the school staff have in relation to SEN?**

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, SENDCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

### **General SEN training for all staff**

Across the federation we have staff who have been specially trained to keep children safe, have specialist knowledge regarding a range of special educational needs and support their progress through intervention. This training/expertise include:

- Paediatric First Aid
- Autism Awareness
- Precision Teaching
- Colourful Semantics
- Speech and Language support
- Phonics
- Positive Play Training
- See and Learn
- An Introduction to Down Syndrome
- ACE dictionaries to support dyslexic learners
- Attention Autism
- Number sense maths interventions
- Times tables interventions
- Whole Class Guided Reading
- Adaptive Teaching
- Scaffold and Differentiation
- ELSA (Emotional Literacy)
- iTips (Newington Green only)
- Accredited SENDCO or training underway (NASENCO or NPQ)
- Dyslexia friendly programmes (e.g. IDL or Nessy)

### **Specialist SEN training for all staff**

- Positive Handling/Team Teaching
- Insulin/Diabetes pump training
- Managing diabetes in school
- Anaphylaxis, Epi pen and epilepsy training
- Asthma training

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

### **What equipment and facilities are available to support pupils with SEN?**

Newington Green Primary School has a flat site at pavement level with 2 playgrounds that are all at the same level and step free. The school buildings consist of a main two-storey block with a separate 1 storey block and three storey tower block. Whilst nursery and reception, year 1 and year 2 classrooms are on the ground floor all other year groups are on the second floor. There are 3 separate flights of stairs to the second floor but no lifts. There is one disabled toilet on the ground floor and one on the first floor. There is one disabled parking space.

Rotherfield Primary School has a ground floor at pavement level with the playground at the same level and step free. The school buildings consist of a main three-storey block. Whilst nursery and reception are on the ground floor, all other year groups are on the second, or third, floor. There are 2

separate flights of stairs to the higher floors but no lifts. There is one accessible toilet on the ground floor.

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

- Additional laptops for children with fine motor skills difficulties
- Sensory equipment including pencil grips, sensory toys, slope boards, sensory cushions.
- Devices for additional recording e.g., Cameras, video recorders, voice recorders
- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes including, NESSY.
- Aids to help children with dyslexia e.g., coloured overlays, yellow books, reading pens

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

### **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 Helen Bennett – SENDCO or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has 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
- Parenting programmes

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

### **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 on a regular basis.

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
- Class discussion charter

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.

### **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 Deputy Headteacher (SENDCo)

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

- the class teacher
- the SENDCos
- The Headteacher – 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.

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 SENDIAS, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930

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

## 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 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 E.

We run a range of coffee mornings each term, in which we invite parents/carers to come and meet some of the different outside agencies with whom we work.

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

Information about local support is located here:

- [Find Your Islington | SEND Local Offer](#) Islington Local offer
- [0-25 SEND Local Offer | Family Information Service](#) Hackney Local offer

The Family Information Service - 020 7527 5959

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

- For Islington email [fis@islington.gov.uk](mailto:fis@islington.gov.uk) Website: [www.islington.gov.uk/fis](http://www.islington.gov.uk/fis)  
For Hackney email [fis@hackney.gov.uk](mailto:fis@hackney.gov.uk) Website: [www.education.hackney.gov.uk/content/hackney-family-information-service](http://www.education.hackney.gov.uk/content/hackney-family-information-service)

Islington SEND Community Support Service (Islington SENDIASS) 020 3031 6651

[Islington SENDIASS Services - LDN London](#)

The Service provides free, legally based, impartial, confidential and accessible information, advice and support on all matters relating to special educational needs and disabilities (SEND).

## 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 / further education, training or employment/ adulthood and independent living?

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:

	<b>Additional arrangements for children with SEN (examples)</b>
<b>In to nursery / Reception</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Home visit</li> <li>• Work with Islington's Early Years Inclusion Team</li> <li>• Transition meeting with the previous setting</li> <li>• 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')</li> </ul>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the School's SENDCo and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records</li> <li>• Transition meeting with the new setting/</li> <li>• Transition plan (as above)</li> </ul>
<b>When moving groups/ forms/ classes in school</b>	<ul style="list-style-type: none"> <li>• Transition meetings are held within school with the new class teacher.</li> <li>• 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.</li> </ul>
<b>Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• Swift transfer of records</li> <li>• Year 5 annual reviews planning meeting</li> <li>• During Year 6 the SENDCo 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</li> <li>• 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</li> </ul>

### **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:

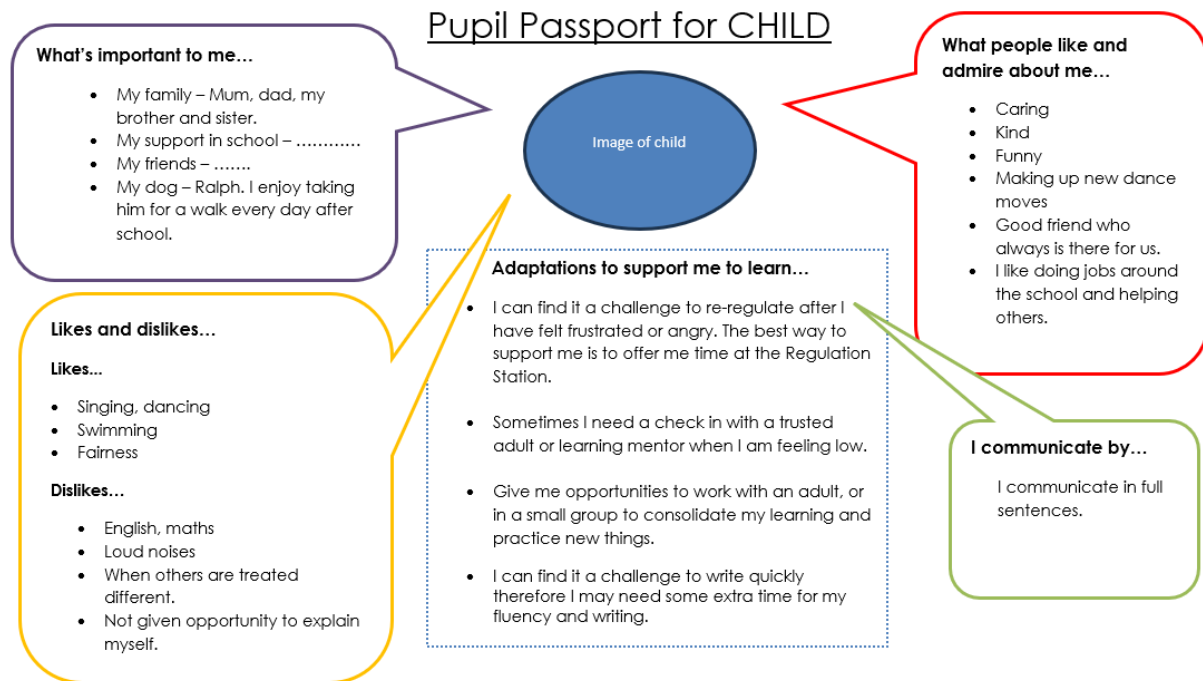
- Islington Local Offer: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

## Appendix A







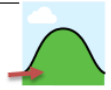
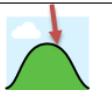
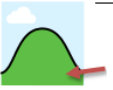
### Provision at GLC/for pupils with additional and special needs.

	Whole School Approach for all our pupils	Targeted support for individuals or small groups (according to need) Short/medium term	Specialised individual support (according to need) Medium/long term
Learning and curriculum approaches	<ul style="list-style-type: none"> <li>Quality First teaching for all</li> <li>Schemes of work and policies to meet the needs of all learners.</li> <li>Learning targets for core subjects for every pupil</li> <li>Consistent expectations, routines and systems across the school</li> <li>On- going assessment of individual pupil's progress and attainment</li> <li>Pupil progress meetings once a term, attended by Class teacher and Senior leaders</li> <li>Differentiated teaching appropriate to individual pupil needs and abilities.</li> <li>Parents evenings each term to discuss their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>Small group work with teachers, and Learning assistants.</li> <li>Individual learning targets for small groups reviewed termly.</li> <li>'Bespoke' meetings with parents regarding specific issues.</li> <li>Additional visual displays, table top resources and Help boxes supplied in class to support learning and independence</li> <li>Individual behaviour systems and rewards</li> </ul>	<ul style="list-style-type: none"> <li>Individualised support from specialist teacher, learning support assistant and other professionals</li> <li>Individualised learning programme and learning day to meet holistic needs</li> <li>Pupil passports and individual plans reviewed and updated termly</li> <li>Classroom adaptations</li> <li>Regular contact with parents</li> <li>Multi-agency meetings (Team around the Child, Team around the Family, or Team Around the School) to review areas of difficulty and levels of support</li> </ul>
Support	<ul style="list-style-type: none"> <li>Home visits for all pupils starting Nursery</li> <li>Teaching assistant support in each class</li> <li>Support provided to meet personal and social needs.</li> <li>Breakfast club, five days a week.</li> <li>After school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Support/guidance from the school's Educational Psychologist</li> <li>Programmes and group sessions developed and monitored by the Speech and Language link therapist □ Support from our Learning Mentor.</li> <li>Support to access external organisations and services</li> </ul>	<ul style="list-style-type: none"> <li>Individualised support according to needs</li> <li>Advisory teacher visits for advice on targets/resources</li> <li>Additional advice from medical services, autism assessment teams health care teams etc.</li> <li>Specific therapy programmes delivered directly by either SLCN/Occupational/physio therapist, or integrated into classroom</li> </ul>

## Appendix B



## Appendix C.1 – Rotherfield

My Targets to be reviewed in December 25		People present: Teacher / TA/ Parents/ SENDCO			
I am learning to...	? How will I do this?	Working towards:	Nearly there:	I've got it!	Comments: this can be from child/ Teacher/TA/Parent
					
					
					
Parent comment: -		<b>Next steps from meeting:</b> Please highlight Exit school support after discussion with SENDCO Revise support/ set new outcomes (New IEP) Consult SENDCO for further strategies/referral advice		Date set: September 2024 Date reviewed: December 2024	

## Appendix C.2 – Newington Green

### SEN Support Plan

<b>Medium - term goal:</b> To increase my reading age and improve decoding skills					
<b>Short-term goal (for the next 3-12 months):</b> To increase her reading age by at least the number of corresponding months as measured by the Salford reading test					
<b>HOW</b> will we measure this?			<b>WHEN</b> will we measure this?		<b>WHO</b> will measure this?
In reading groups Using the Salford reading test In Guided reading record sheets In Summer reading assessment			In Summer assessments Against Guided reading record sheets		Ana, Lisa, Naomi, Marie
<b>ACTIONS</b>			<b>RESOURCES</b>		
<b>WHAT</b>	<b>WHEN</b>	<b>WHO</b>	<b>WHAT</b> is needed?	<b>WHERE</b> is this coming from?	<b>How</b> did I do? <b>RAG</b>

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## Appendix D External organisations that work with the school

Name	Areas of expertise/ training
Early Years Inclusion Team	The Early Years Inclusion Team (EYIT) offers support and advice for children with special needs in under-fives settings. They work with parents, carers, staff, and other professionals in education and health. They aim to support progress and support settings so that all children can access the Foundation Stage curriculum to their full potential.
Richard Cloudesley Outreach Service	The service provides advice to schools and settings to ensure children and young people with sensory difficulties achieve outcomes in line with their peers and become independent learners.
The Bridge School Outreach Service	The team work with Islington primary and secondary mainstream schools to support staff to develop inclusive practice for pupils with autism and severe and profound learning difficulties.
Samuel Rhodes School Outreach	The Outreach Team support students with moderate learning difficulties to promote effective inclusion. They offer support to children who are failing to achieve or are having difficulty adjusting to the demands of mainstream school.
Educational Psychology Service	This service uses psychology to promote the well-being and educational success of children and young people through direct interventions and by empowering other professionals, parents and carers.
Educational Psychotherapist	An Educational Psychotherapist (EP) helps young people overcome emotional, social, and psychological barriers to learning, working within schools and communities to build resilience, improve self-esteem, and develop skills for success by using therapeutic techniques like play, drawing, and discussion
CAMHS (Child & Adolescent Mental Health Service)	Islington CAMHS aims to provide a service to help children, young people (aged 0-18) and families with behavioural, emotional and mental health difficulties.
Speech and Language Therapy	<p>The speech and language therapist provides assessment and activities or advice for children who have:</p> <ul style="list-style-type: none"> <li>• Speech and language delay</li> <li>• Speech and language impairments</li> <li>• Difficulties with eating and or drinking</li> <li>• A delay in communication due to a physical disability</li> <li>• A particular syndrome or condition where speech and language is delayed.</li> </ul>
Physiotherapy	<p>The physiotherapist provides assessment and activities or advice for children who:</p> <ul style="list-style-type: none"> <li>• Are developing physically very slowly</li> <li>• Whose physical development needs to be monitored because there is a risk of problems in the future</li> <li>• Who have problems with their joint range of movement or the tension in their muscles when moving</li> <li>• Who need specialist equipment for their mobility</li> </ul>
Occupational Therapy	The occupational therapist work with a range of children with physical, sensory and learning difficulties and disabilities that effect different areas of the child's and family's life and education.
New River College outreach	NRC Supports schools to develop their capacity to support pupils with social, emotional and behavioural needs.
Bright Futures	Bright Start supports families with school-aged children up to 19 years old in Islington. They offer support with housing, routines, family relationships, debt management, and behaviour.
Hackney Family Support Service	Hackney Family Support works with families living in Hackney. They offer support with housing, routines, family relationships, debt management, and behaviour.
Social Services	The Children's Social Care service is responsible for safeguarding and promoting the welfare of children in need and children in care.