SEN School Information Report

Grafton 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). Being a fully inclusive school Grafton is proud to welcome diversity in educational needs. We believe that including children with special educational needs makes our school a rich and special place to be. We celebrate individual differences and recognise that actively and positively working with children with special educational needs gives them and their peer group the best possible start in life.

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

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

About this Information Report

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

Consultation with local parents and carers by Islington Council in April 2014

On-going feedback from parents and carers and school staff at Grafton Primary School

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2021.

If you need any more information please see our SEN Policy or contact Sarah Marklew, SENCo and Inclusion Manager on 020 7272 3284 or email at: sarah.marklew@grafton.islington.sch.uk

This document describes the ways in which SEND provision and responsibilities are managed. Covid-19 may impact the working and time frames of aspects of this for the foreseeable future.

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

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

Communication and interaction

E.g. Speech, language and communication needs (SLCN), Autism Spectrum Condition (ASC)

Cognition and learning

E.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, 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), multi-sensory impairment (MSI), Cerebral Palsy (CP)

Medical needs

E.g. Epilepsy, Anaphylaxis
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan. We will 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 special educational needs (SEN)?

At Grafton all teachers are teachers of children with special educational needs. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the 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 SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the school.

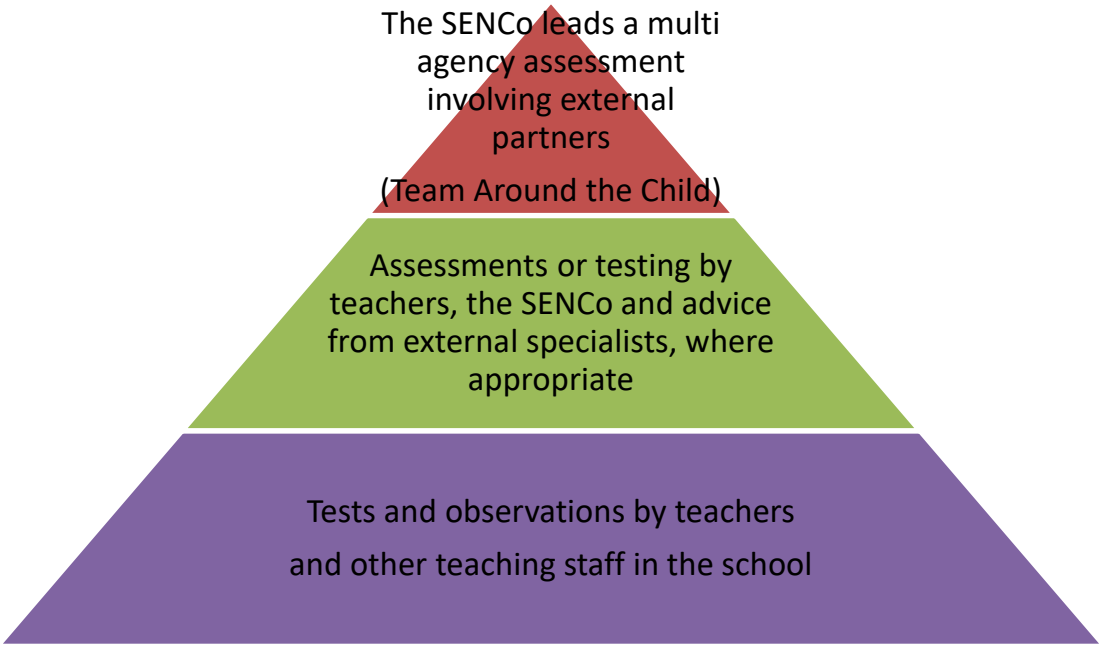
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

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

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

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

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



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

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

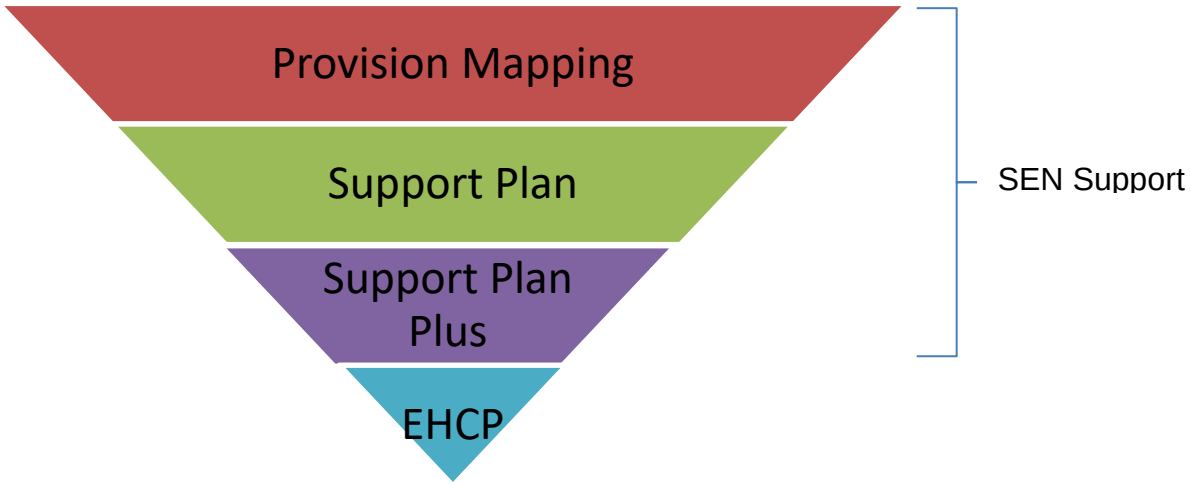
Further information is set out in our SEN Policy.

What are the school's policies for organising provision for pupils with special educational needs (SEN), whether or not pupils have Education, Health and Care Plans (EHCP)?

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

If a pupil is identified as having special educational needs their teacher and the SENCo and Inclusion Manager will consider everything they know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

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



Provision Mapping

A document that is used by the class teacher to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Support Plan

A one-page profile and action plan listing the goals and provision to meet the SEN – created and reviewed by the team around the child.

Support Plan Plus

A document containing a one-page profile and a detailed action plan listing the goals and provision to meet the SEN - created and reviewed by the team around the child. This is the same support plan that can be used as part of the EHCP.

Statements of Special Educational Needs

Historically statements were issued by the Local Authority and set out the special educational needs of a pupil, the provision the school must make for the pupil and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014 statements were phased out and replaced by Education, Health and Care Plans; some statements may have been converted to SEN Support: Support Plan Plus.

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: 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 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 September 2020 and the type of tools we use to plan SEN provision:

SEN Planning Tool	Number of pupils
Provision Mapping	125
Support Plan	14
Education Health and Care Plans (EHCP)	13

How is additional support for learning delivered to pupils with SEN?

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

Wave 1 (Universal)

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

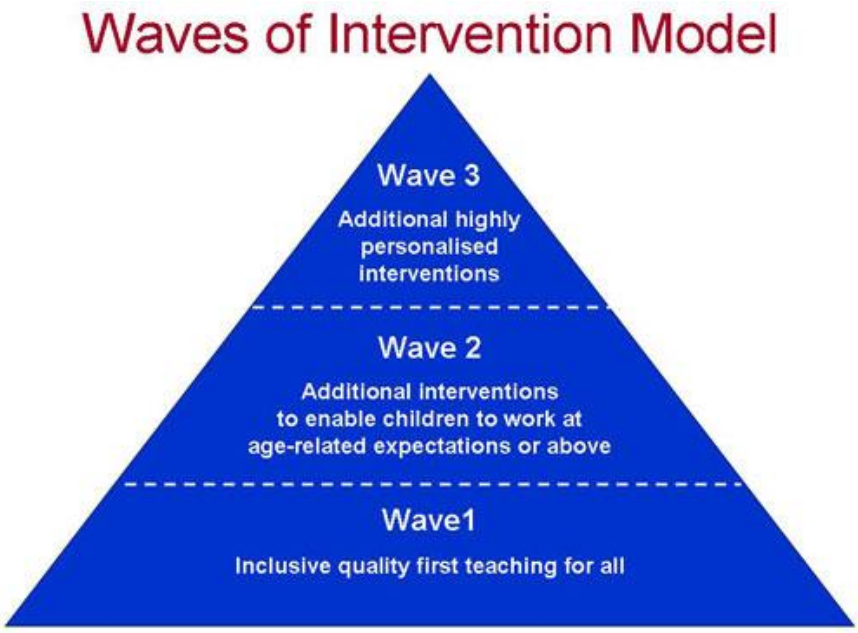
Wave 2 (Targeted)

Wave 2 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.

E.g. Language and Communication groups, Social Skills groups, Social Emotional groups, Struggling readers groups, Catch Up Numeracy, Catch Up Literacy, Reading Recovery

Wave 3 (Specialist)

Wave 3 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.
E.g. Psychotherapy, Counselling, Specialist Literacy support, personalised individual curriculums



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, as long as it is recommended by health professionals.

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
- Speech and Language therapists
- Occupational therapists
- Physiotherapists
- Social workers

We always involve parents in any decision to involve specialists.

The SENCo and Inclusion Manager 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

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

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you think that your child may have a SEN in the first instance talk to your child's class teacher. If you would like further information, contact the SENCo and Inclusion Manager.

All parents of pupils with SEN are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- discussions with Sarah Marklew (SENCo and Inclusion Manager) or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has an EHCP 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 and English workshops, PATCH meetings, RML phonics

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.

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

What are the school's arrangements for consulting and involving pupils with SEN in their education?

Grafton recognises the importance of and values the child's voice. We understand that we can often learn much about how to better support a child and meet their needs just by communicating with and listening to the child's point of view. Therefore we ensure that at every opportunity the child's views are sought after and acted upon. All children are regularly consulted about their learning and how they feel about a range of topics.

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 methods appropriate to the needs and age of the child; for example, through informal conversations, with pictures / symbols, Makaton, questionnaires, different medium; e.g. puppets, sand-play
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

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

- The School Council
- Annual pupil survey

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, storyboards 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 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 at the level of a Support Plan or Education, Health and Care Plan, we provide feedback to parents more regularly. We use home school books to give daily feedback on how a child has been at school that day. We also talk to parents informally by phone, email or face-to-face where we have specific feedback or need to discuss specific achievements, concerns or observations. We have review meetings at least twice a year. Some pupils with SEN Support Plans may have more frequent reviews if they are required.

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 SENCo and Inclusion Manager. Reviews normally last between 30 minutes and 1 hour, although this can vary if the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

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

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

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

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN. The school's most recent OFSTED inspection can be found here: http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100406

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 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 SENCo and Inclusion Manager, 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 get additional resources and support.

Teachers will be supported by the SENCo and Inclusion Manager 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
- install a wheelchair ramp
- rearrange the layout of the classroom
- create a quiet area 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

In considering what adaptations we need to make, the SENCo and Inclusion Manager 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 in our Equalities Policy.

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

Grafton Primary School consists of a three-storey building with additional mezzanine floors and a separate one-storey 2+ Centre, Art Room, Science Room and Sports Hall. All floors in the main building are accessible via a lift and two separate flights of stairs. The School Office, Nursery, Reception and two Year 1 classrooms are located on the ground floor. There are three disabled toilets, one with a shower. There are also disabled parking facilities.

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

- audio books for group readers
- writing slopes
- Sit and Move cushions
- iPads
- personal laptops/keyboards
- devices for additional recording e.g. Cameras, video recorders, voice recorders
- SEN software - Communication in Print to produce printed matter with visual prompts

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 or prior to a pupil transferring to our school.

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 issues 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.

In-school interventions include:

- advice and support to the pupil's teacher – containing the adults enables them to contain their pupils within the classroom whilst also taking into account the needs of the whole class (through 1:1 supervision with SENCo and Inclusion Manager / therapist / counsellor or Teacher's Reflective Group facilitated by the school CAMHS practitioner)
- small group sessions (nurture, social-emotional groups) - to promote positive behaviour, social development and self-esteem, facilitated by the school CAMHS practitioner, counsellor or therapists
- 'talk-time' – a lunchtime drop-in facility facilitated by the school counsellor and therapist
- personalised plans including additional support at vulnerable times
- counselling and psychotherapy – therapeutic 1:1 work with the pupil delivered in school by our specialist counsellor and psychotherapists
- a designated sensory room

What extra curricular activities are available for pupils with SEN?

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

- A breakfast club each morning between 8:15 and 9:15am
- The Centre (the school's childcare support)
- Before and after school clubs including homework club, sports, arts and music activities (Please note, these are not available during Autumn term 2020 as a result of the Covid-19 pandemic)

The current list of activities can be found in the school office or by contacting Gloria Tofi (Co-ordinator of extra-curricular activities) at gloria.tofi@grafton.islington.sch.uk

We ensure that all pupils with SEN can engage in these activities alongside pupils who do not have SEN.

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for Years 4 and 6. We will involve parents of pupils with SEN in the planning of school trips and residentials to assess the benefits and risks and identify how the needs of individual pupils can be best met.

If there are barriers to children with SEN accessing these activities, the school will work with the family, the provider and other partners to identify any appropriate actions and resources to address these barriers.

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?

We recognise that our children with SEN can be particularly vulnerable during transition between key stages and year groups and transfer between primary and secondary school. Change can mean anxiety so we work with families and our partner organisations to make sure changes are planned and well managed.

Transition guide table:

	Additional arrangements for children with SEN (examples)
In to nursery / Reception	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	We will contact the School SEN and Inclusion Manager 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	Transition meetings are held within school with the new class teacher Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays
Primary to secondary transition	Swift transfer of records Year 5 Annual Review planning meeting During Year 6 the SENCo and Inclusion Manager 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. Small group transition work

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

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

We test the effectiveness of our SEN provision by checking pupil progress 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 and Inclusion Manager, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

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

Who is the SEN and Inclusion Manager and how do I contact them?

Our SENCo and Inclusion Manager 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 the teachers and support workers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCo and Inclusion Manager.

The SENCo and Inclusion Manager 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

Sarah Marklew - SENCo and Inclusion Manager

Email: sarah.marklew@grafton.islington.sch.uk

Phone: 020 7272 3284

You can request a meeting with Sarah by email or phone. The Inclusion Department is located on the first mezzanine floor – Sarah's door is always open.

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

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

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

The following table shows the training and expertise of the school staff.

Details of training / expertise	**Training delivered by**	**School Staff**
SEN reforms	SEN and Inclusion Manager	All school staff
First Aid	First Responders	98% of school staff
ASC training	The Bridge Special School	90% of all school staff
Solihull training (to support SEMH)	CAMHS	90% of Class Teachers 80% of Teaching Assistants
Introduction to Islington Trauma Informed Practice in School (ITIPS) training	Islington School Improvement Service	98% of all school staff
Dyslexia Awareness Training	British Dyslexia Association	98% of all school staff
Accredited Catch Up Numeracy	Catch Up	2 Teaching Assistants
Accredited Catch Up Literacy	Catch Up	5 Teaching Assistants
Epipen Training	First Responders	98% of school staff
Epilepsy Training	School Nurse Service	SENCo & Inclusion Manager, 5 Class Teachers, 7 Teaching Assistants
Makaton	Makaton	SENCo & Inclusion Manager, 5 Class Teachers and 3 Teaching Assistants
Down Syndrome Training	Downright Excellent	Headteacher, 2 Class Teachers and 1 Teaching Assistant
Accredited Elklan Training	Speech and Language Therapy Team	1 Teacher and 1 Teaching Assistant

Our staff also access regular training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice

- Home visits
- Training by the Complex Care Nursing Team

Our links to external organisations with specialist training and expertise are listed in Appendix 1.

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 SENCo and Inclusion Manager.

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

1. The class teacher
2. The SENCo and Inclusion Manager
3. The Headteacher – using the main school number
4. The SEN governor (a letter can be submitted through the school office)

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

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

We realise that parents may need someone to help them approach us if things aren't going well; if you need support to raise a concern or make a complaint this you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7697 1336, 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: https://www.gov.uk/complain-about-school

Further information on local support for families of pupils with SEN can be found here: https://www.islington.gov.uk/children-and-families/send-local-offer

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

Information about local support is located here:

http://www.islington.gov.uk/localoffer

The Family Information Service

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

020 7527 5959

fis@islington.gov.uk

http://www.islington.gov.uk/fis

The Parent Carer Support Service, based at Centre 404

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

020 7697 1336

http://www.centre404.org.uk/

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: http://www.islington.gov.uk/localoffer

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

Hackney's Local Offer: http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page

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

Appendix 1: External organisations

Name	Areas of expertise
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. EYIT 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 Bridge has a very successful Outreach Team consisting of teachers and senior teaching assistants. 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 Service	As part of Samuel Rhodes School's commitment to supporting children with moderate learning difficulties and promoting effective inclusion, they offer an Outreach Service to primary and secondary schools throughout Islington. Schools are able to approach the Outreach Team to seek help with students who are failing to achieve or are having difficulty adjusting to the demands of mainstream school. Teachers who are highly experienced in the field of Special Educational Needs visit schools to discuss the need of the school and then work with you to set up a programme of support. They advise and work with staff to implement strategies that help students succeed.
New River College Outreach Service	The NRC Outreach Service provides services to schools to improve pupil/student behaviour and reduce exclusions. Their service enables schools to develop their capacity to support pupils with social, emotional and behavioural needs.
Educational Psychology Service	The service aims at promoting learning, attainment and the healthy emotional development of children and young people aged 0 – 19. In addition to working directly

	with children and young people, the team works with teachers, parents, carers, and other professionals to help bring about positive changes.
CAMHS (Child & Adolescent Mental Health Service)	The service works with teachers and other health professionals to bring in support as soon as possible if there are concerns about a child or young person's development of emotions, behaviour or learning. When CAMHS work with a child or young person, they plan an assessment phase and if appropriate a treatment phase. Sometimes the assessment will be done by a team that specialises in one area of mental health and sometimes by a team with a number of different specialists.
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)	The Education Welfare Service (EWS) delivers a wide range of services although at the core are services relating to pupil attendance and safeguarding in education.
Children's Therapy Team (Speech & Language / Occupational Therapy / Physiotherapy)	The service provides assessment, treatment and management of children and young people aged 5 – 19 attending mainstream or independent schools / specialist resources and the Youth Offending Service requiring either a joint agency approach or a single therapy service. The team provide a service to children, families and schools. The service provides advice and intervention based on evidenced based approaches. Locally agreed pathways are followed and support provided for transition into adult services. Support and training for parents and mainstream school staff is provided at a targeted and specialist level by OT and SLT. SLT additionally provide training and advice at a universal level for both parents and the workforce.
Children's Social Care	The Children's Social Care service is responsible for safeguarding and promoting the welfare of children in need and children in care.