

Gillespie Primary SEN School Local Offer 2022/23

Gillespie Primary School, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN). We are committed to the Islington SEND parent's charter.

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

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

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

About this Information Report

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

- consultation with local parents and carers by Islington Council
- ongoing feedback from parents and carers and school staff at Gillespie 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 October 2022

If you need any more information please see our SEN Policy or contact Lyn Jones (SENCO and Inclusion Leader) on 0207 2266840 or ljones@gillespie.islington.sch.uk

Gillespie Primary School is a mainstream setting. We welcome pupils with Special Educational Needs and make every effort to support them. All our classes are inclusive and we have high expectations for all our children, including those with SEND. The delivery of the curriculum is adapted through careful consideration of resources and teaching/learning to enable SEND children to access a full and rich curriculum in line with their peers.

FREQUENTLY ASKED QUESTIONS

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

We welcome young people with needs in one or more of the following areas:

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

Although we may not always be able to support pupils with the most severe and complex needs, we will always endeavour to do so – seeking advice and support from outreach services and professionals to explore every avenue possible within our inclusive mainstream setting

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

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the 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. Making high quality teaching 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 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:

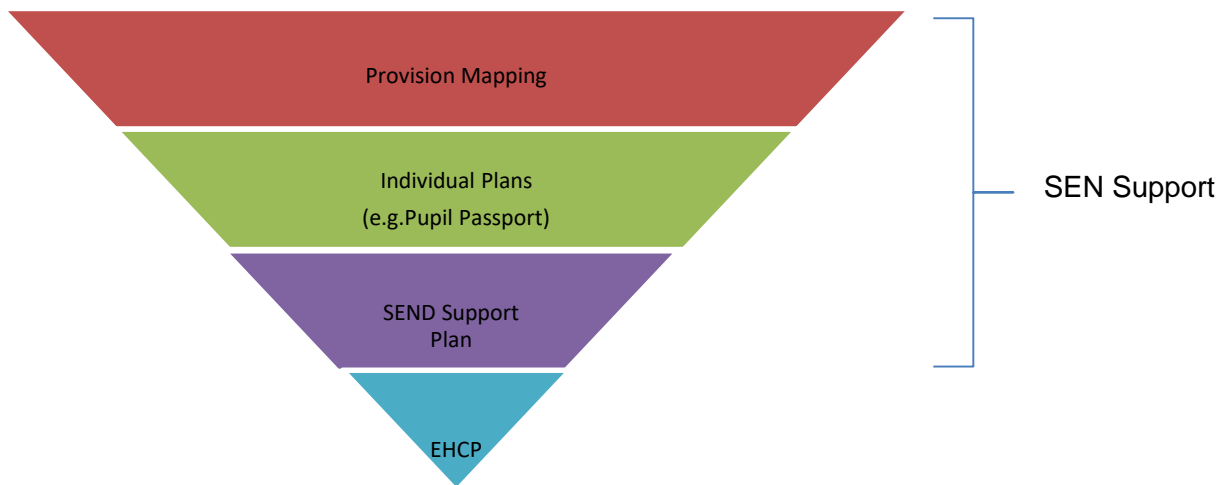
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data
- the views and experience of parents
- the pupil's own views
- Advice from external support services, where appropriate.

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

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

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

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



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual curriculum. The effectiveness of interventions are assessed by tracking progress of the individual child across the term. Please see Appendix 2 for example.

SEN Passport: The Pupil Passport will contain an outline profile of the pupil and an action plan listing the goals and provision to meet the SEN.

SEND Support Plan: If a pupil requires external interventions these will be drawn together in a SEND support plan. This is a document containing a detailed action plan listing the goals and provision required to meet the SEN.

Appendix A SEND Support Plan: This is a support plan which details termly targets directly based on the goals and outcomes as set out in the individual child’s EHCP (see below)

Educational Health and Care Plan (EHCP):

Education Health and Care plans and SEND support plans 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.

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

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

- a detailed profile of the child, their strengths and aspirations for the future

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

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

4. 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. For example the SENCO will observe the quality of teaching and learning for SEN pupils with other members of the senior leadership team and regularly monitor outcomes through work surveys and through analysis of formative and summative assessment processes.

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

The teachers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective. We formally meet with parents/carers twice a year to review the outcomes and goals on the Pupil Passport and put in place any relevant changes to ensure continued progress. For those with a support plan in place or an EHCP – this would be termly

The SENCO 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.

5. 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 also contact parents by phone or email where we have specific feedback

or need to discuss specific achievements, concerns or observations. We also have a review meeting at least two times each year.

Reviews are usually led by the SENCO supported by the teacher's expert knowledge and understanding of the pupil's needs and attainment.

Sufficient time is devoted to each meeting in order to meet the individual needs of the pupils.

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
- Plan and prepare for transition (across year groups, key stages & school settings)

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.

6. 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 set work appropriately to challenge and support each individual child, ensuring they make the best possible progress at all times.

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 from becoming independent learners.

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

7. 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 resources afforded to, and the learning environment provided, to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers and can maximise access to the full curriculum as is planned within each year group.

We are committed to working 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 would need to make. We discuss with families what we can do to maximise access to the curriculum and/or the building as necessary including purchasing additional resources and support.

Teachers will be supported by the SENCO to assess, plan and make adaptations to ensure that the needs of pupils with SEN are met along with their full entitlement to the curriculum. 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
- install sound loops in our classrooms
- 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 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 the Gillespie website.

8. 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 adapted work to enable access to the curriculum 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. This will be detailed on the provision map for each class and monitored closely by the SENCO.

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

Waves of Intervention Model



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

We provide additional support for pupils with SEND to be able to access tests.

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

9. 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 8am – 8.55am
- Lunchtime clubs – including ICT and Science clubs
- After school clubs including sports, arts and music activities.

A full range of current activities may be accessed via our website or school office.

We try to make sure that all pupils with SEN can engage in activities alongside pupils who do not have SEN. Where it is agreed that taking part in 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. Club leaders would be informed of children's individual needs where necessary and the SENCo can and will provide settling in cover/support in the early days of a new club.

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 excursions to assess the benefits, risks and identify how the needs of individual pupils can be best met. Where a child with extreme complex needs is unable to stay overnight following an agreed risk assessment – we would encourage and facilitate day visits to the residential centre so that the pupil can experience intended outcomes in line with their peers

10. 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 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
- Termly/half termly check-in's with the SENDCo 1:1 shared with parents & staff following sessions
- peer buddies who help resolve issues in the playground
- additional support for pupils – to help them cope better within the classroom or playground - becoming a focus child (pastoral care playground lead – Lyn Jones – allocate staff accordingly dependent on year group and play arrangements)
- Advice and support from 'outreach' teams – The Bridge/Richard Cloudsely/Samuel Rhodes school
- 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 (eg. CAMHS)

For further information please see our behaviour management policy.

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

Our Special Education Needs Coordinator (SENCO) is called Lynwen Jones. She is a qualified teacher working at the school who has responsibility for SEN. She works closely with the head teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENCO.

The SENCO 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

Lynwen Jones - Special Educational Needs Coordinator (SENCO for short)

Email: ljones@gillespie.islington.sch.uk.

Phone: 0207 226 6840

The SENCO works full time: the equivalent of 3 days per week teaching children with additional and SEND needs and leading and managing SENCO/Inclusion work, & the equivalent of 2 days class teaching (in Reception)

You can request a meeting with the SENCO by email or phone. Mondays/Tuesdays or Wednesdays work best. The SENDCo will also conduct before/after school meetings across the week & remote meetings (Zoom/Teams) or telephone consultations

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

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

General SEN and Health training for all staff

Details of training / expertise	School Staff
Introduction to SEND reforms	Teachers
First Aid/Epi pen/asthma training	All
Diabetes Training (General)	All
Leukaemia	All
Asthma training	All
Safeguarding (Including FGM)	All
Down Syndrome	SENCo/TA/Teacher
How to support pupils on the autistic spectrum – level one	All teaching staff & TAs
How to support pupils with emotional needs	All staff
How to support pupils with speech and language needs	All staff
How to support children with attachment difficulties	All staff

Specific SEN training and expertise

Details of training / expertise	School staff
ELKAN (Speech and Language) training	TA
NELI (Speech & Language) training	TA/Teacher
Social Story training	SENCO/ TA
Catch up reading	1 TA
Word Aware	SENCO/disseminated to teaching staff
Supporting Down syndrome pupils	Teacher/TA
Managing type 1 diabetes (specific)	2 TAs SENDCo
DLD Training	SENCo/Teacher
Sensory needs and Autism	All staff (Oct 2021)
Understanding Autism	Yr 5 team/SENCo & children (summer 2022)

Planned training 2022/23

Details of training	School staff
Attention Autism	All LSA staff from EYFS year 1 & 2
Box clever	All LSA staff from EYFS year 1 & 2

Allergy Management induction plan	All EYFS staff & TAC including lunchtime staff (Sept 2022) Disseminated to all staff – Sept 2022 Planned transition for Year 1 team and middle floor staff – Summer 2023
Epi Pen refresher	All staff
Down Syndrome Network	Year 6 team around the child/SENCo
D Ex (Downright Excellent training)	SENDCo (November & December 2022)
Autism awareness workshop	Year 5 team & pupils (CT outreach lead & SENDCo)
Attachment update training	2023

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 and when there is a need to prepare for a child coming to the school. This can include:

- specific training
- Visits to other schools to see good practice
- Home visits
- Visiting prior settings
- TAC meetings with SCT (social communications team) and other professionals previously involved with the child
- TAF meetings with social care and other professionals involved with the family

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

12. What equipment or facilities are available to support SEN children?

Gillespie is a three storey Victorian building with no lift and this makes it difficult to access the upper areas. There is wheelchair access to the office and ground floor and a disabled toilet.

Children with SEN can access laptops. Classes have visual timetables and table-top resources to support the learning and independence of individual children.

SEN software – Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes

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

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

- move and sit cushion
- Specialist handwriting equipment
- support to enable disabled pupils to access stairs
- Dyslexic friendly materials
- Changing unit installed in the Reception setting
- Touch typing IT programmes – such as ‘Nessy fingers’

13. 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. Pupils are consulted about learning as an integral part of their education including subject or topic specific learning journeys and self-reflection both in academic and pastoral terms. Pupils are also surveyed & interviewed regularly on a range of issues including an overall annual survey about learning and school life, and more specifically pupil voice about their learning, knowledge, understanding & application of the curriculum

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
- pupils questionnaire about their learning and SEN targets
- Establishing 'Pupil-Centred Reviews' for all pupils with an EHCP
- using clear ordinary language and images rather than professional jargon
- Capturing their enjoyment/understand through photographic evidence or reviewing their work together
- 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. The SENCo works with other staff members that lead such groups to encourage participation and support pupils with their involvement. These groups and activities include:

- The School Council
- Lab_13 Management Committee
- Playground Buddies (lead by SENCo) & creation station leaders/facilitators
- Computer representatives
- Pupil Voice events
- Annual pupil survey

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

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 facilitate the child's involvement in decisions about their support.

14. 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 their 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.

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

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

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

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

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>

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

15. 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 outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers
- Outreach workers – from specialist provisions
- 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 co-ordinates 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, Epi pen
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies used by the school are shown in [Appendix 3](#).

We invite agencies in to meet parents and talk about the services they provide annually.

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

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

The Parent Carer Support Service, based at Centre 404 - 020 3316 1930

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.

Website: <http://www.centre404.org.uk/>

Early Help Services

CAMHS – school link & central service desk

17. 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:

	Additional arrangements for children with SEN (examples)
In to nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Home visit (currently held at school) • 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') • Application for SEN EY funding where appropriate
When moving to another school	<ul style="list-style-type: none"> • 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. • Swift transfer of records • Transition meeting with the new setting if possible • Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Class teacher lead circle times and lessons tailored to the transition process • 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. (including the use of photographs/visuals – social stories)
–Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records & secondary transfer profiles for each pupil with needs • Year 5 annual reviews planning meeting • During Year 6 the SENCO 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 • Year 6 transition group – set up & facilitated by the SENDCo – pupils would access this group via invitation only • 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

18. 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.
- 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

* If you live outside Islington please consult your local council regarding their local offer.

Appendix 1

Provision at Gillespie Primary School 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"> Quality First teaching for all Termly out of class SEN day for class teachers which includes working with pupils, reviewing and evaluating progress to date, planning ahead (thinking about pre-and over teaching) and opportunity to have quality interactions with learning support assistants Schemes of work and policies to meet the needs of all learners. Learning targets for core subjects for every pupil Consistent expectations, routines and systems across the school On- going assessment of individual pupil's progress and attainment Pupil progress meetings once a term, attended by Class teacher, learning assistant and Senior leaders Adapted and additional teaching appropriate to individual pupil needs and abilities. Parents evenings each term to discuss their child's progress 	<ul style="list-style-type: none"> Small group work with teachers and Learning assistants. Individual learning targets for small groups reviewed termly. Meetings with parents regarding specific issues. Additional visual displays, table top resources and Help boxes supplied in class to support learning and independence Individual behaviour systems and rewards Targeted parallel teaching groups lead by the SLT 	<ul style="list-style-type: none"> Individualised support from specialist teacher, learning support assistant and other professionals including the Bridge Outreach, Samuel Rhodes and Richard Cloudsley Schools Individualised learning programme to meet holistic needs Individual Education Plans (Pupil passports) reviewed and updated termly Classroom adaptations Regular contact with parents 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
Support	<ul style="list-style-type: none"> Home/school visits for all pupils starting Nursery and Reception Some teaching assistant support in each class (EYFS → yr 1 have full time LSA support – yrs 2 → 6 part time LSA support) Support provided to meet personal and social needs. Breakfast club, five days a week. After school clubs. 	<ul style="list-style-type: none"> Support/guidance from the school's Educational Psychologist Programmes and group sessions developed and monitored by the Speech and Language link therapist Support to access external organisations and services 	<ul style="list-style-type: none"> Individualised support according to needs Advisory teacher visits for advice on targets/resources Additional advice from medical services, autism assessment teams, health care teams etc. Specific therapy programmes delivered directly by either SLCN/Occupational/physio therapist, or integrated into classroom

Appendix 2: Wave 2 & 3 Interventions

Gillespie Primary School

Area	Wave 2 or 3	Intervention	Delivered by:	Supervised by:	Year Groups.
Speech and Language	2 2	<ul style="list-style-type: none"> ○ Individual Sessions ○ Lego therapy ▪ Group Language Sessions 	<ul style="list-style-type: none"> ○ SENCO/Teaching Assistants ○ SENCO/Teaching Assistants ▪ 	<ul style="list-style-type: none"> ○ Speech and Language Therapist ○ ▪ Sp and Lang Therapist; Inclusion Leader. 	All year groups
Social Communication skills.	3 2 2	<ul style="list-style-type: none"> ❖ Social Skills care groups 	<ul style="list-style-type: none"> ○ Teaching Assistants • SENCO 	<ul style="list-style-type: none"> ❖ Class Teachers ❖ SENCO ❖ Ed Psychologist ❖ CAMHS 	Any year group All Year Groups.
Sensory and Physical	3 2 or 3	<ul style="list-style-type: none"> ❖ Individual Programme, sensory circuits and sensory diets ○ Handwriting/touch typing support 	<ul style="list-style-type: none"> ○ Teaching Assistant/SENCO ○ Teaching Assistant 	<ul style="list-style-type: none"> ○ OT, Class Teachers, SENCO 	All Year Groups.
Phonics	2 2 2 or 3 3	<ul style="list-style-type: none"> ○ Letters and Sounds – Little Wandle ○ Reading intervention – keep up ❖ DLD Tuition 	<ul style="list-style-type: none"> ○ Teaching Assistants ❖ class teachers ❖ Inclusion teachers 	CT/Inc Leader	Year: Rec, 1 and 2 Keep up is extended for assessed individuals in KS2 (Yrs 3/4/5/6)
Reading and Comprehension	3 2	<ul style="list-style-type: none"> ○ adult led guided reading • Intervention groups ❖ DLD Assessment/Tuition 	<ul style="list-style-type: none"> ○ Teaching assistants/CT ❖ SENCO 	<ul style="list-style-type: none"> ○ CTs and Literacy Lead 	<ul style="list-style-type: none"> • Across year groups need dependent
English	2 3	Parallel teaching One to one tuition	SENCO Deputy Head teacher	SLT SENCO	Year 2,3, 4, 5 and 6
Numeracy	3 3 2	Parallel teaching One to one tuition	<ul style="list-style-type: none"> ○ SENCO ○ Deputy head teacher 	CTs /Maths Leader/SENCO	<ul style="list-style-type: none"> ▪ All year groups
Social and Emotional/ Communication	2 2/3	<ul style="list-style-type: none"> • Nurturing/ pastoral care groups • Check ins • Lego Therapy 	<ul style="list-style-type: none"> • SENCO • SENCO • LSAs 	SENCO/ Deputy Head/ Head teacher	Pupils referred by class teachers from any class

Appendix 3

The following people support the school in working with children with SEN and their families.

Team Around the School members	Name
Educational Psychologist	Norma Julius
CAMHS link worker	William Morgan
SWS (school wellbeing service)	Made via SENDCo & Will Morgan
School Nurse Health Advisor	Whittington Team
Speech and Language Therapist	Geraldine Quaine
Behaviour Support Advisor (New River Outreach)	Individual referrals made centrally
The Bridge School Outreach	Daniele Borghi
Samuel Rhodes Outreach	Jane Palmer
Richard Cloudesley Outreach	Nicky Tricks
Occupational therapy	Individual referrals made centrally
Family Support workers	Individual referrals made centrally
Social Communication Team	Individual referrals made centrally
Virtual school support (LAC)	Eve (Haringey) Matthew Blood (Islington) (Norfolk)
Private practitioners (flexibility in facilitating this within the school setting) <i>On an individual needs basis and in agreement with the Head teacher</i>	Examples of current facilitation: SALTherapist Dyslexia specialist Educational consultants (EP) Occupational therapist (OT)