

## **Schools Information Report**

**Review Date: February 2018**

**Next Review Date: February 2019**

### **Ethos Statement**

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

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Lynne Gavin  
Headteacher

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Date

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Althea Baker  
Chair of Governors

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Date

Pakeman 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).

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 pupil's special educational needs.

### **About this Information Report**

This information 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
- ongoing feedback from parents and carers and school staff at Pakeman Primary School

We will review and update this report regularly to reflect changes and feedback.

If you need any more information please see our SEN Policy or contact Katerina Vasilaki, SENCO, on 020 7607 2575.

# Frequently Asked Questions

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

Pakeman is a mainstream primary school and welcomes children with SEN in one or more of the following areas:

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

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

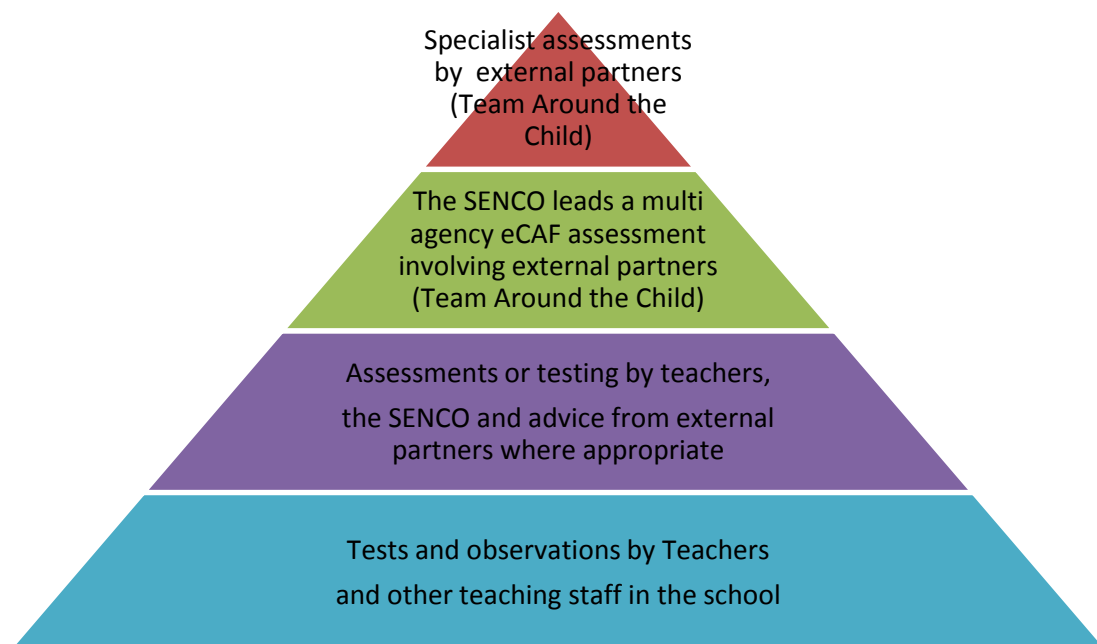
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- 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 normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher and team leaders 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, 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 understand 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:

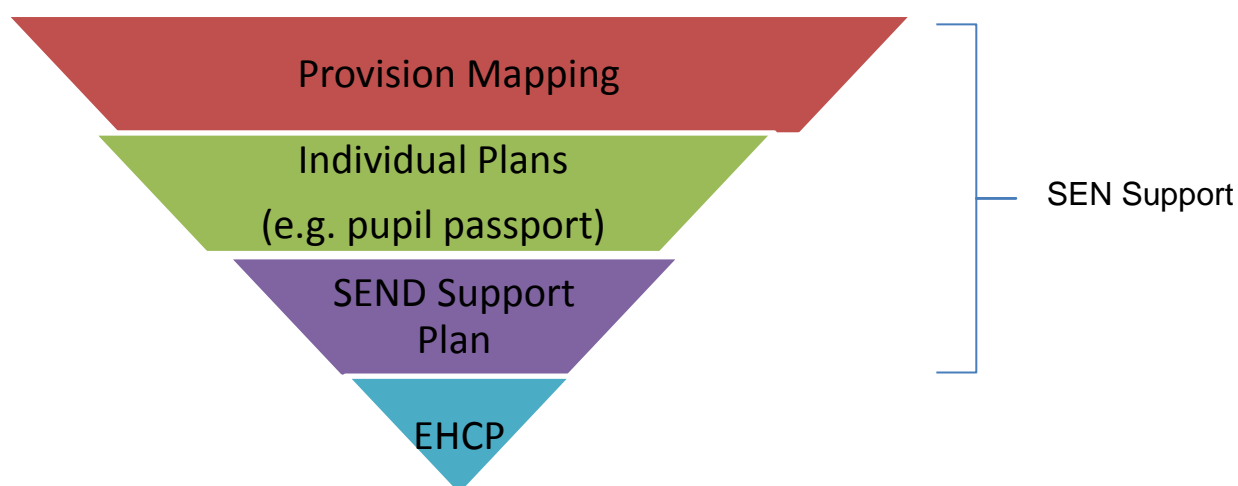
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to his/her peers and national data
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

### 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 SEN his/her teacher and the SENCO will consider everything we know about the pupil to determine the support that needed 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. 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 Plan (e.g. Pupil Passport):** Our new format for Individual Plans contains a 1 page profile and an action plan listing the goals and provision to

meet the SEN. Teachers meet individually with their children from Y1 to Yr 6 to set goals and celebrate success.

**SEND Support Plan:** A document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEN. This is the same action plan that can be used as part of the eCAF and the EHCP.

**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 he/she is 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 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 October 2017 and the type of tools we use to plan SEN provision:

<b>SEN Planning Tool</b>	<b>Number of pupils</b>
SEN Support (Pupil Passport)	89 pupils
Education Health and Care Plans (EHCP)	5 pupils

**a) 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 and to see if the agreed goals and outcomes for pupils 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.

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.

The SLT considers the attainment data for pupils with SEN and compares 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.

**b) 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 termly and this information will be shared with both parents and pupils every term. 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 sometimes use home school books to give daily feedback on how a child has been at school that day. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also have regular review meetings where necessary.

Reviews are usually held with the SENCO and the child's class teacher who has a good knowledge and understanding of the pupil's needs and attainment. Reviews normally last between 30 minutes and 1 hour, although this can vary if there has been good progress, the child's needs have changed, or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

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

- discuss what is working well and not working well
- find out if the 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. We use the Annual Review form recommended by Islington SEN department for children with SEN Support and EHCP.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN.

### **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 an over-reliance on 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.



#### **d) 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 may need before they start with us, and what adjustments we may need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and to get additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners. For example, we may need to:

:

- Provide visual resources to support learning
- rearrange the layout of the classroom
- provide staff with resources to help children with a hearing impairment
- create a quiet area in the school
- buy specialist ICT software
- plan a specific lunch-time menu with the school cook

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>

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

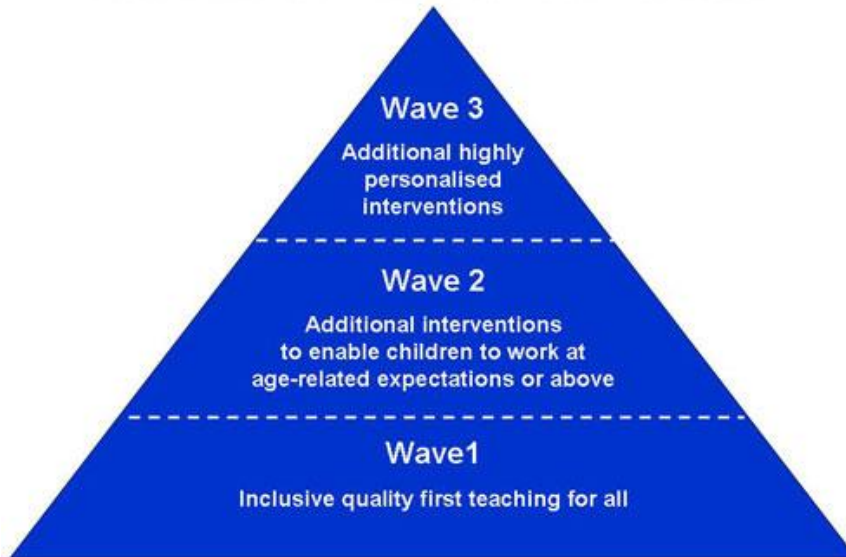
The school organises the additional support for learning into 3 different levels (also called waves).

**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



The provision available at each level is summarised in our provision map.

We provide additional support for pupils with SEN to be able to access exams when needed.

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

### **f) What extracurricular activities are available for pupils with SEN?**

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

- A breakfast club each morning between 8am – 9am
- Lunchtime clubs
- After school clubs including sports, arts and music activities
- SHINE - Saturday school for targeted pupils.

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 pupils. We will involve parents of

pupils with SEN in the planning of school and residential trips to assess the benefits and risks and identify how the needs of individual pupils can be best met.

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

The culture and structures within the school aim to encourage the emotional and social development of 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 problems, additional in-school interventions may include:

- advice and support for the pupil's teacher (Behaviour Support Team) - 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 and break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (CAMHS/art therapists), which may 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.

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

Our Special Education Needs Coordinator (SENCO) 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 local authority's support and educational psychology services, health and social services, and voluntary bodies

Katerina Vasilaki - Special Educational Needs Coordinator (SENCO)  
Phone: 020 7607 2575; email: kvasilaki@pakeman.islington.sch.uk

You can request a meeting with the SENCO, by phoning the school office.  
The SENCO is also available in the school playground every Tuesday.

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

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

The responsibility for ensuring that staff have the appropriate training and expertise to meet the needs of pupils with SEN is shared between the head teacher, the 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.

#### **SEN Training & Expertise**

<b>Details of training/ expertise</b>	<b>School staff trained</b>
Safe Manual Handling - Team Teach Training Provided by The Bridge	All SLT & specific SEN Support Workers
Diabetes training – UCLH	12 Teachers/TAs
Diabetes Training – Whittington Hospital	17 Teachers/TAs
Epi-Pen Training	15 Teachers/TAs
Brittle Asthma Training	10 Teachers/TAs
First Aid Training	All staff
Specialist First Aid Training	4 staff members
ASD Training (The Bridge)	2 SEN Support Workers
Epilepsy Training	6 staff members
Safe handling of pupils training	6 staff members

Makaton	2 staff members
Speech & Language Therapist	All teachers. TAs & SEN Support Workers
School Home Support	1 SHS Worker Full time
How to support children with emotional needs	All Teachers
SEND Training	All Teachers
Full-Time SEN Support Worker	1 SEN Support Worker
Specialist ASD SEN Support Workers	4 SEN 1:1 Workers
Art Therapists	2 days each week

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

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

Pakeman Primary School has a flat site at pavement level with 3 playgrounds that are all at the same level and step free. The school buildings consist of a main three-storey block with a separate 1 storey nursery block. The 2+ Centre, Nursery and reception classrooms are on the ground floor. The other year groups are on the middle and top floors. There are 2 separate flights of stairs to all floors but no lifts. There is one disabled toilet within the school building. The school office is on the ground floor.

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

- Communication books (for home and school)
- Sensory equipment including radio aids
- Devices for additional recording e.g. cameras, iPads
- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programs, including Numbershark & Wordshark.
- Specialist handwriting equipment – Magnifier – Numerous ASC resources

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

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

- Personal laptops/iPads
- Move and sit cushion
- Specialist handwriting equipment

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

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

- discussions with the class teacher
- setting and reviewing targets
- parents evenings
- during discussions with the SENCO and other professionals
- commenting on and contributing to assessment, planning and reviews.

If your child has an SEN statement or 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.

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

- Meetings with teachers, team leaders or SEN staff to discuss progress and support including ideas for home
- Family Learning Programme in Maths and Literacy/Coffee Mornings

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

We have parents and 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.

## **8. 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 their learning as part of our SEN reviews.

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

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.

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.

**9. 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, 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 SENCO – using the main school number
- 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 school's complaints procedure to try and address the issue.

If you need support to raise a concern or make a complaint you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930, or by email to Lydia Hodges at [LydiaH@centre404.org.uk](mailto:LydiaH@centre404.org.uk)

As a last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

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

**10. 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)
- Art therapists
- specialist teachers
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers

We always involve parents in any decision to involve specialists.



The SENCO is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff, eg diabetes, epi-pen, brittle asthma, epilepsy
- get more specialised advice, eg advice on hearing impairment
- carry out assessments, eg a social care assessment
- ask for a service to be delivered, eg speech therapy
- set programmes for implementation at home and in school
- review progress and plan provision, eg at annual reviews

The main agencies used by the school are shown in Appendix 1.

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

Information about local support is located here: [www.islington.gov.uk/localoffer](http://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](mailto:fis@islington.gov.uk)

Website: [www.islington.gov.uk/fis](http://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 SEN.

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/>

### 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 SEN 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 SENCO 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 the 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 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 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</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 SEN 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 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
- keep the Local Offer information up to date and identify 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 1 External organisations

<b>Name</b>	<b>Areas of expertise/ training</b>
Early Years Inclusion Team	All SEN in Early Years (Nursery & Reception classes)
Richard Cloudesley Outreach Service	Sensory difficulties and promote inclusive practice
The Bridge School Outreach Service	Autistic Spectrum Disorder and promote inclusion
Samuel Rhodes School Outreach	Moderate learning needs and promote inclusion
Educational Psychology Service	All SEN
CAMHS (Child & Adolescent Mental Health Service)	Mental Health and Well-Being
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)	Attendance and Punctuality (APP/EWO)
Children's Therapy Team (Speech & Language/Occupational Therapy)	Speech and Language Therapy Occupational Therapy
Art Therapists	Mental Health and Well-Being
Behaviour Support Service	Behaviour
Child Protection Advisors	Safeguarding Issues
PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment	Hearing/Visual Impairment
Families First	A range of family support including housing, benefits, behaviour, routines etc
Inclusion Team	Support and Advice
Social Services	Safeguarding Issues