

Special Educational Needs and Disabilities Information Report 2025

St Peter and St Paul Catholic Primary School

This document describes the ways in which SEND provision and responsibilities are managed.

St Peter and St Paul Catholic Primary School is committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities (SEND). 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 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 SEND get the support they need – this means doing everything we can to meet the pupils with 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:

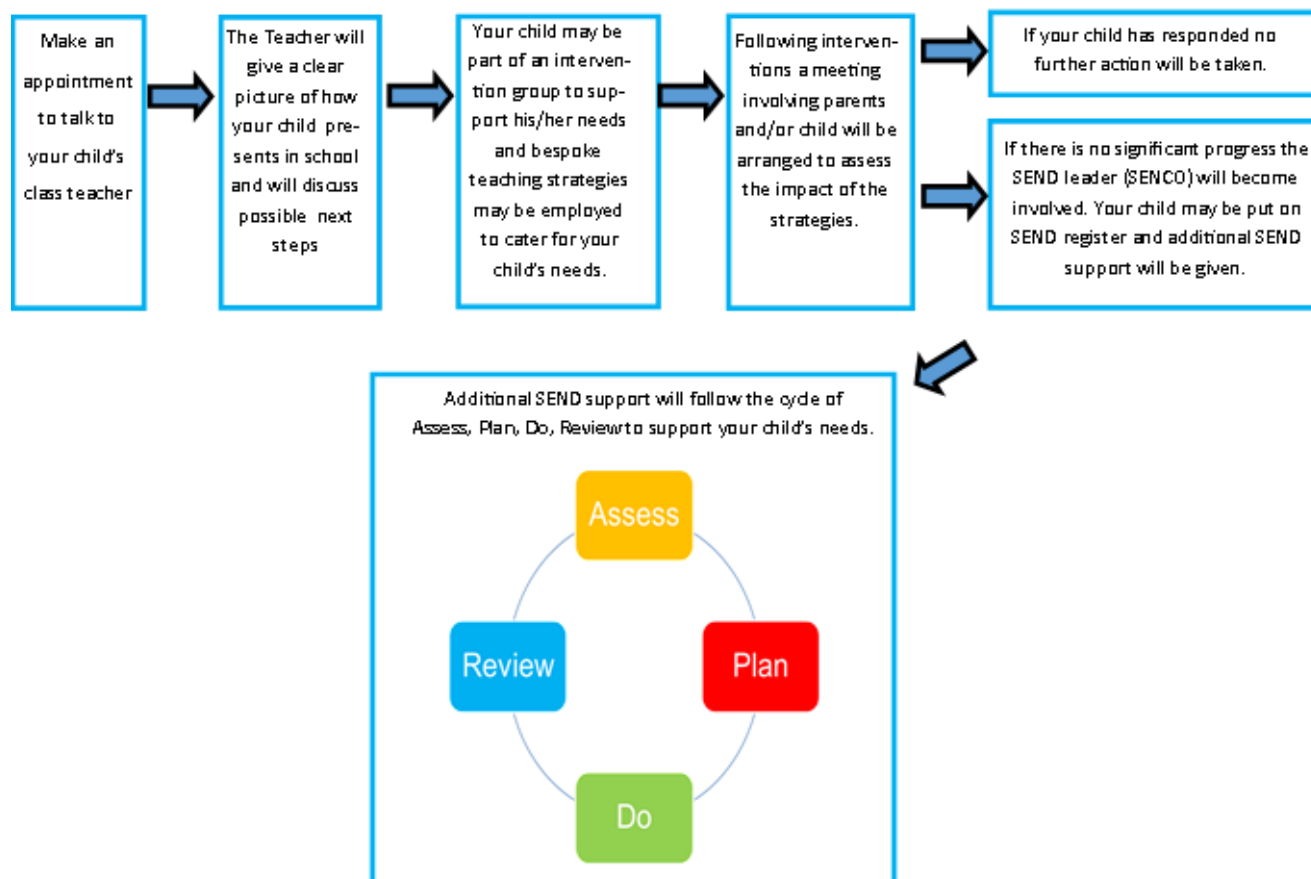
- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff at **St Peter and St Paul Catholic Primary School**

We will review and update this information report regularly to reflect changes and feedback. The date for the next review of this report is June 2026.

If you need any more information please see our SEN Policy or contact **Nadine Zlotnick on 0207 2530839.**

What do I do if I'm concerned about my child?

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



Frequently Asked Questions

1. What kinds of Special Educational Needs (SEND) does the school cater to?

The **St Peter and St Paul Catholic Primary School** is a mainstream primary school and welcomes children and young people with SEND 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. Moderate learning difficulties (MLD), global developmental delay, Specific learning difficulties (SpLD) Dyslexia, Dyscalculia, and Dyspraxia
- **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) a multi-sensory impairment (MSI), or Cerebral Palsy (CP) epilepsy {Note – the building is/is not fully accessible to pupils with mobility difficulties. See section 6}
- **Medical needs**
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way 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 (SEND)?

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the schools 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 SEND 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.

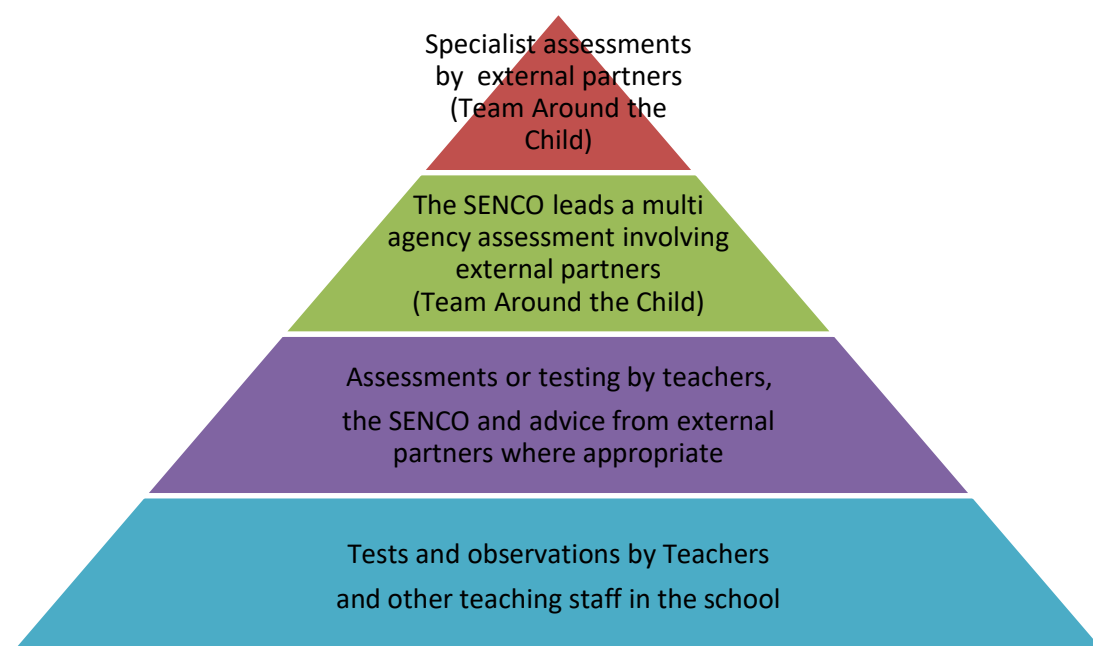
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- 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 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 SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND 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

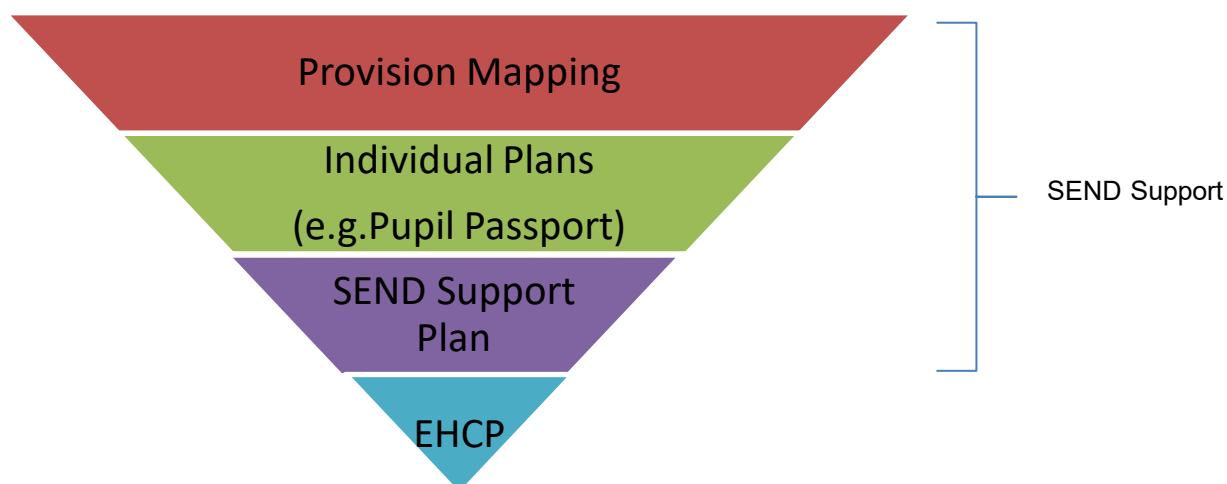
Further information is set out in our SEN Policy.

3. What are the school's policies for making provision for pupils with Special Educational Needs (SEND), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEND 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 SEND 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 SEND planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. An example of a Provision Map is available from the SENCO.

Pupil Passport : This is a 1 page profile with information about how your child learns with advice for supporting him/her and targets and provision to meet the SEND. An example can be obtained from the SENCO.

SEND Support Plan: A document with information about how your child learns with long and short term targets and advice for supporting him/her to achieve their targets and meet their SEND. An example can be obtained from the SENCO.

Education Health and Care Plan (EHCP) : Where the school has done everything it can to identify, assess and meet the SEND 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 SEND 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 following table shows the number of pupils with SEN in the school **in June 2024** and the type of tools we use to plan SEN provision:

Number of pupils with SEND	
SEND Support	45 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 SEND provision by checking pupil progress and seeing 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/carers and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENCO and the Headteacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND 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 SEND 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 child on the SEN register either has a Pupil Passport or a SEN Support Plan. The school reviews the children's progress by reviewing the plans targets on a termly basis. These are shared with both parents/carers and pupils. Parents/carers can request to have a meeting to discuss their child's Pupil Passport.

The SENCO has termly meetings with parents of children with an EHCP which include the class teacher and the TA supporting the child. It may also include outside agencies. We may have additional meetings or provide feedback to parents for some pupils more regularly, as required. We use home school books if we feel this is appropriate. We also speak to the parents/carers after school to give daily feedback on how a child has been at school that day. We contact parents by phone or speak to them in person when we would like to discuss specific achievements, concerns or observations. The parents/carers can request a meeting with the SENCO to discuss any concerns they have at any time.

Children with EHCP have an annual review where school staff together with parents/carers and outside agencies review the child's progress and provision. A record of the outcomes, action and support agreed is sent to the LA. The annual review forms that we use can be obtained from the SENCO.

The Annual Reviews include a discussion of the following :

- 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/carers 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/carer, the pupil, the school, the local authority and other partners.

c) What is the school's approach to teaching pupils with SEND?

All pupils, including those with SEND, 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 ambitious to encourage pupils to aim high. Teachers plan their lessons with SEND pupils in mind, which means that most pupils with SEN and disabilities will be able to access the 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 the intervention teacher, Teaching Assistants, and Learning Mentors may be directed to work with pupils, in pairs or small groups and sometimes individually.

SEND support provided is based on reliable evidence of what works. We are careful to avoid 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. The SENCO and Outside Agencies train TAs to support the pupils. Please contact the SENCO for the interventions we currently use at **St Peter and St Paul Catholic Primary School**.

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 SEND. 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 ensure pupils with SEND are not at a substantial disadvantage compared with their peers.

We have a transition meeting before the child starts so that we can make any adjustments needed to ensure the student has access to the curriculum and can be included in school life.

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

- Provide visual resources to support learning
- rearrange the layout of the classroom
- install sound loops in 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 Headteacher 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?

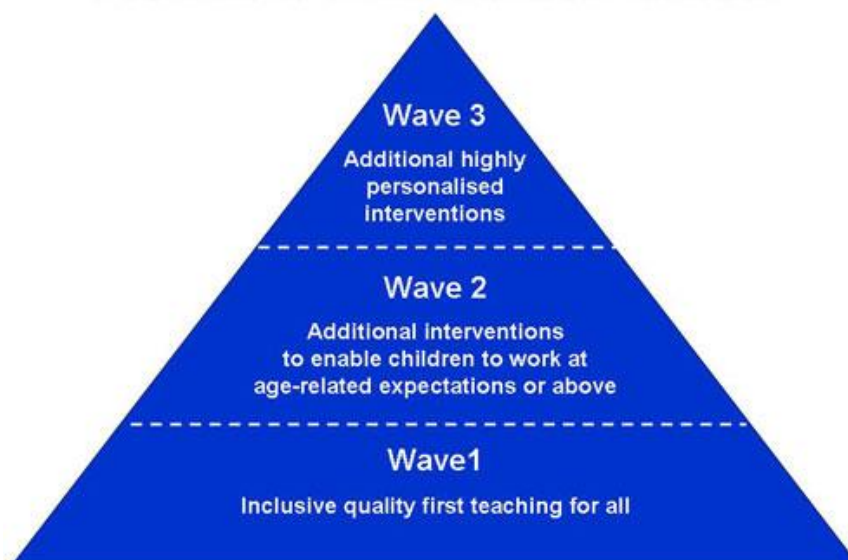
The school organises the additional support for learning into 3 different levels (also called waves).

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



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

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

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

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

- Early drop off each morning from 8.00am to the start of school day
- Lunchtime supervised by Learning Mentors every day they oversee a different game which is open to all pupils during KS1 and KS2
- After school provision 3.00-6.00
- Additional after-school clubs on Monday (gymnastics), Wednesday (tennis) and Friday (football) 3.00-4.00
- Homework club on Mondays 3.00-4.00 for pupils in KS2

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/carers of pupils with SEND in the planning of school trips and the residential 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 SEND?

The culture and structures within the school aim to encourage the emotional and social development of all pupils, including those with SEND.

We work hard to create a culture within the school that values all pupils, allows them to feel a sense of belonging, and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- whole class interventions from class teachers or specialists beyond the school
- 1:1 sessions with a key person from the school
- 1:1 sessions with ELSA trained TAs
- 1:1 sessions with the art therapist
- small group sessions - to promote positive behaviour, social development, and self-esteem with a member of staff or specialist (within or beyond the school)
- buddy scheme where older children support and help younger children by showing them how to play
- children are given responsibility as ecco warrior's
- individual plans (Pupil Passports, SEN Support Plans and Behaviour Support Plans, if needed) support pupils during transition periods and break times
- therapeutic work delivered by specialists within or beyond the school which includes the art therapist, the CAMHS link worker, the Well Being team
- Referrals have also included outside agencies e.g. CAMHS, Well Being Service, Barnardos, and School Nurse
- additional support for the pupil – to help them cope better within the classroom

- game room for use at playtimes
- The SENCO, the CAMHS link worker, art therapist and a member of the well-being team meet fortnightly to discuss children on the current caseload or to talk about the next steps for other children we are concerned about.

For further information please see our Behaviour Policy on the school website.

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 SEND. 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 SEND
- 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

Nadine Zlotnick - Special Educational Needs Coordinator (SENCO)

Email: nadinezlotnick@stpetersandstpauls.islington.sch.uk

Phone: 0207 2530839

You can request a meeting with the SENCO by email or phone.

12. 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 needs, 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 SEND training is shared between the Headteacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through

annual appraisals.

All staff have had training in the following areas:

- Safeguarding Training
- Autistic Spectrum Condition
- Autism and ADHD
- Girls and Autism
- ADHD Training
- The Inclusive Classroom
- Trauma informed practice in primary schools
- First Aid
- Asthma Training
- Epi pen Training
- Diabetes Training
- CPOMS
- Maths with Subject Leader
- English with Subject Leader
- The Black Curriculum
- Fire Marshall Training
- Now Press Play Training
- Anaphylaxis First Aid

Certain members of staff have had training in the following areas:

- Autism in the Early Years
- Maths Early Years (Samuel Rhodes Outreach)
- Maths KS2 (Samuel Rhodes Outreach)
- Reading (Samuel Rhodes Outreach)
- Writing (Samuel Rhodes Outreach)
- Introduction to Autism in the Early Years- The Bridge
- Introduction to Autism (new staff)
- Paediatric First Aid
- ELSA training for 1 TA
- WELLCOMM project for nursery staff
- ELSEC training for year Receptions and year 1 teams
- Early SEN training for N2+ lead.

Specific SEN training and expertise

Details of training / expertise	School staff
Bed (Rem Ed) Remedial Therapist and Psychometerist MSc Psychology and Education of Children with Special Needs Dyslexia assessment and teaching	SENCO

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEND 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 and ongoing support for pupils with SEND in the school. This can include reading about the condition and visits to other schools to see good practice.

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

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

St Peter and St Paul Catholic Primary School is a four storey building with a lift for goods only. Wheelchair users have to enter the building through the side entrance as the doors to the front are not wide enough to accommodate a wheelchair. There is a disabled toilet and shower on the ground floor which is accessible to wheelchair users. The front and back playgrounds are on the ground floor as is the school office. Nursery, reception, year one and two classrooms are on the ground floor.

There are a lot of stairs going up to the KS1 library, the hall/dining room, and the music room. The year three, four, five, and six classrooms are on the fourth floor. Children who have mobility issues, or who need adult support when walking around the school, are required to have a risk assessment to see if they can move around the school safely.

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

- Communication Books (for home and school)
- Devices for additional recording eg cameras, video recorders, voice recorders
- Personal chrome books
- Adapted key pads
- Chromebooks
- Mov 'n sit cushions
- Pencil grips
- Specialist handwriting equipment
- Coloured overlays
- Timers
- Sensory resources
- Books, Games, and Resources or other equipment as advised by outside agencies to support specific children

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

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

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

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

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home
- Early help from agencies

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 meetings.

We have parents/carers and Parent Governors who are happy to talk with prospective parents/carers 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 SEND in their education?

Engaging all pupils as active participants in their education and in making a positive contribution to their school and local community is a priority for the school.

Where pupils have SEND, 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 for example the school will enlarge the size of the print of printed material if that is required

- 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/carers, 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 SEND 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. This includes the School Council.

The views of the individual child and young person sit at the heart of the SEND 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 SEND 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 SEND will have specific goals and outcomes which are shared with them. 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/carers 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/carers and we believe the best way to do this is to listen to your views. We encourage parents/carers 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 SEND provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCO
- The Headteacher – using the main school number

- The SEND governor (a letter can be submitted through school office)

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

We realise that parents/carers 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 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 02076971336, or by email to general@centre404.org.uk.

The Special Educational Needs Community Support Service (SENDIAS)

Tel no 0203 316 1930

Website www.family-action.org.uk

Email islingtonsend@family-action.org.uk

As a matter of last resort parents/carers 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 SEND 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 SEND 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)
- School Well Being Service
- specialist teachers
- Therapists (including Speech and Language Therapists, Occupational Therapists and Physiotherapists)
- The Bridge Outreach (for pupils with ASC)
- Samuel Rhodes Outreach (for pupils with moderate learning difficulties)
- New River College (for pupils with SEMH)
- Social workers
- School Nurse
- Arts Therapist

We always involve parents in any decision to involve specialists.

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

- help us train staff e.g. epilepsy and diabetes ,tube feeding, toileting
- get more specialised advice e.g. advice on hearing impairment

- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g at annual reviews

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

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

Information about local support in Islington is called **The Local Offer** and 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 7607 8762

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct 18 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/>

The Special Educational Needs Community Support Service (SENDIAS)

is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB: SENDIAS Offers a range of services to assist the parents/carers of children with SEND. These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services

Tel no 0203 316 1930

Website www.family-action.org.uk

Email islingtontsend@family-action.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?

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 SEND
In to nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Work with Islington's EYFS Area SENCO • Transition meeting with the previous setting • Transition plan drawn up with the parent/carer and the child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	<ul style="list-style-type: none"> • 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 • Transition plan (as above)
When moving to the next year group in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class, if needed: Transition books, transition programme, visual supports and visits to the next setting, an opportunity to work with the new teacher on a 1:1 basis. This will be shared with parents and transition books that can be taken home over the holidays.
Primary to Secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENCO will attend the Secondary Transfer Meetings to discuss the specific needs of the 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

13. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

All Local authorities must publish a **Local Offer**, setting out in one place information about provision they expect to be available across education, health, and social care for children and young people in their area who have SEN or are disabled.

The Local Offer has two key purposes:

- to provide clear, comprehensive, and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents/carers, 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 access the internet, printing off pages, explaining and interpreting information
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

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

Hackney's Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/children-and-families/children-and-young-people-special-educational-needs-and-disabilities-our-local-offer

Appendix 1

External Organisations Supporting the School

Outside Agencies	Areas of expertise/ training
Early Years Inclusion Team	Supporting children in the Early Years with SEND.
Richard Cloudesley Outreach Service	Supporting children with Physical disabilities.
The Bridge School Outreach Service Ashleigh Johnson	Supporting children on the Autistic Spectrum.
Speech and Language Therapy Amrita Battoo	Supporting children with speech and language difficulties
Educational Psychology Service Winifred Michaelov	Assessment and supporting children with learning difficulties.
CAMHS (Child & Adolescent Mental Health Service) Lauren Duncan	Support for parents and children with emotional and behavioural needs.
School Well-Being Service Maya Minter	Support for parents and children with emotional and behavioural needs.
Samuel Rhodes Outreach Team Jane Palmer	Support for children with learning difficulties.
New River College Outreach Service Gordon Smith	Support for children with behaviour issues.
Richard Cloudsley Outreach Nicky Tricks	Support for children with physical issues.
Occupational Therapy	Support for children with motor difficulties

Physiotherapy	Support for children with physical difficulties
Hearing impairment services	Support for children with Hearing impairment
Visual impairment services	Support for children with Visual impairment
School Nurse Jurga Bartlekeviene	Support for children with medical difficulties
AAP Attendance Advisory Practitioner (previously known as Educational Welfare Officers)	Support for children with attendance issues.
Children's services Families First link worker+	Support for families with social and emotional issues.

