

Headteacher: Cassie Moss

Schools Information Report

At Yerbury, inclusion is not a separate part of school life. It is central to how we teach, support and care for children. We want all pupils, including pupils with special educational needs and disabilities, to feel that they belong, are known well by adults, participate fully in the life of the school and are supported to achieve as much independence and success as possible.

We recognise that children's needs can change over time and that difficulties may become more apparent at different points in their school journey. We therefore place a strong emphasis on early identification, careful transition, regular communication with families and a graduated approach to support. Our aim is to understand each child as an individual: their strengths, interests, barriers to learning, communication needs, emotional wellbeing and the support that helps them thrive.

Teachers are responsible for the progress, learning and day-to-day support of all pupils in their class, including pupils with SEND. The SENCO, senior leaders and external professionals support teachers to identify needs, adapt teaching, plan provision, review impact and remove barriers to learning. We aim for support to be purposeful, consistent and enabling, helping pupils to develop confidence and independence rather than creating unnecessary reliance on adult support.

Our work with pupils with SEND is based on the Assess, Plan, Do, Review cycle. This means we assess a pupil's needs, plan appropriate support, put that support in place, and then review whether it is making a difference. We look not only at what provision is offered, but at the impact it has on pupils' learning, participation, wellbeing, independence and sense of belonging.

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 Yerbury

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2027

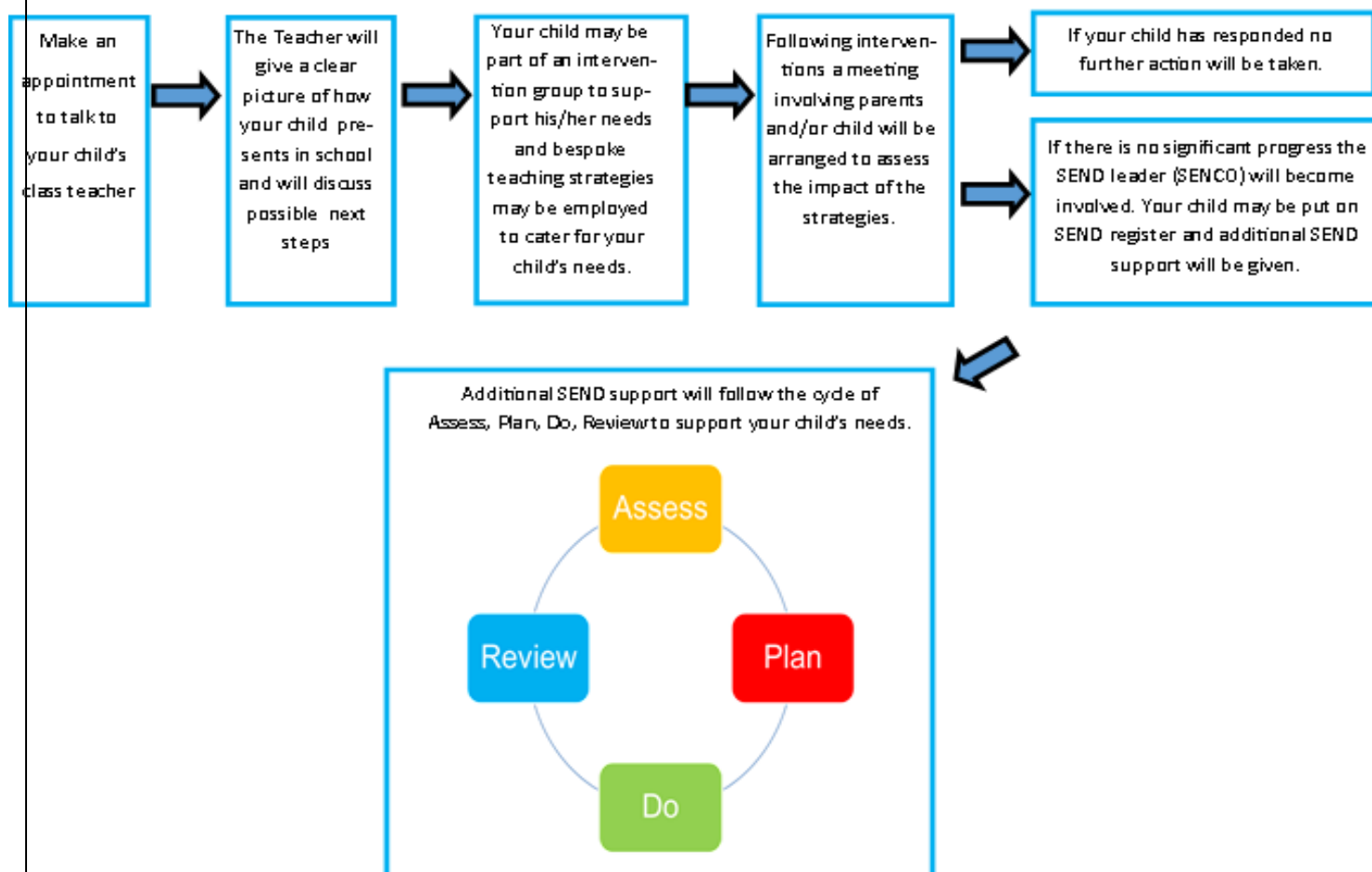
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If you need any more information please see our SEN Policy or contact the SENCO, Natalie Ketchell, nketchell@yerbury.islington.sch.uk

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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



For more information on how Assess, Plan, Do, Review works watch this short video:

<https://www.youtube.com/watch?v=1lsJveEuMHc&feature=youtu.be>

Frequently Asked Questions

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

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

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum 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) or 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 (SEN)?

All teachers at Yerbury are teachers of pupils with SEND. Identification of need is therefore part of everyday classroom practice, not a separate process that only begins once a child is placed on the SEND register.

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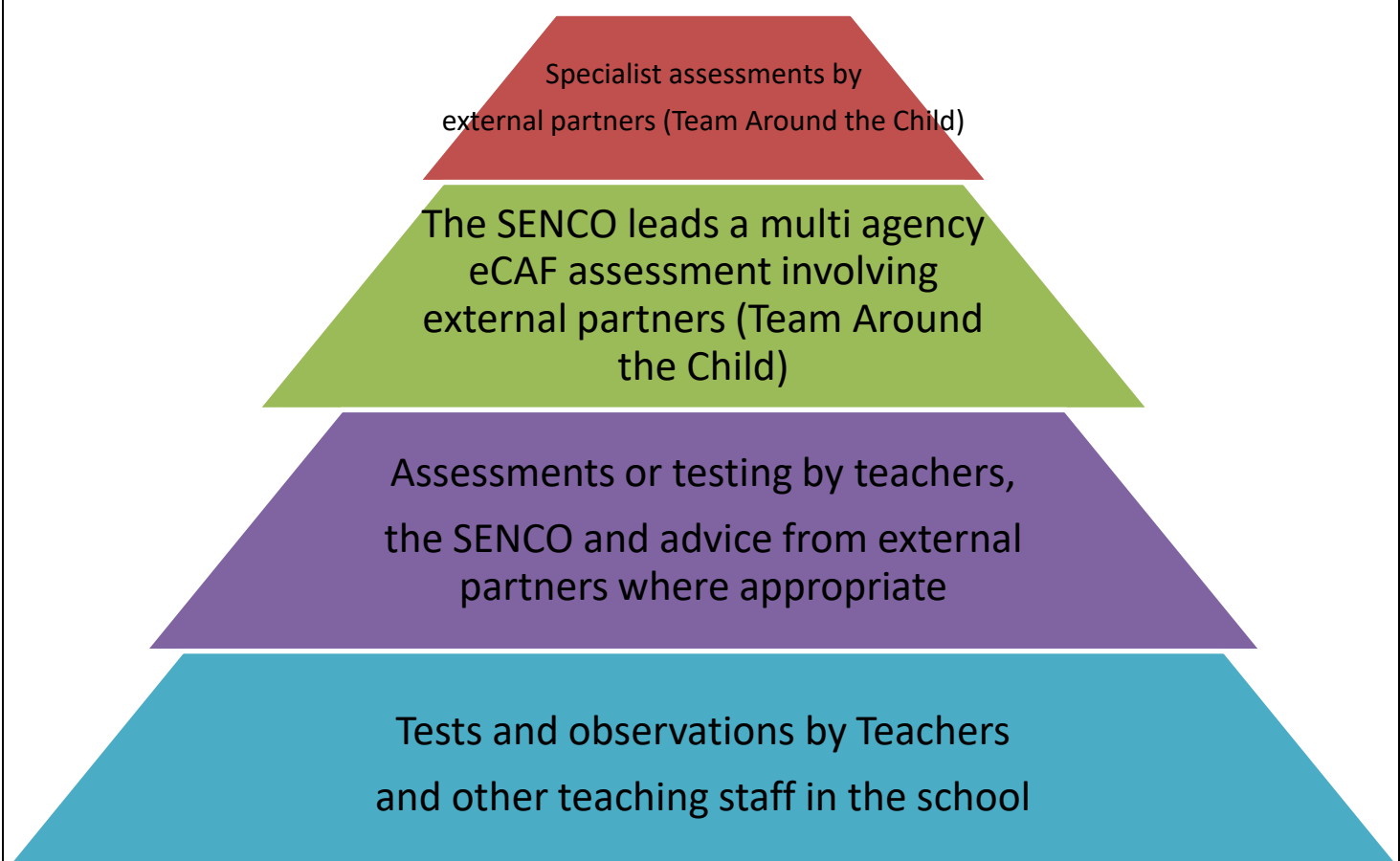
We use a range of information to help us understand whether a pupil may have special educational needs. This may include teachers' assessments and observations, progress over time, attainment information, pupil work, behaviour and regulation information, attendance, parent/carer views, pupil voice and advice from external professionals. We also consider whether a child's difficulties may be linked to other factors, such as a significant change in family circumstances, attendance, emotional wellbeing, English as an additional language, or gaps in prior learning.

Where a concern is identified, the first step is to ensure that the pupil has access to high-quality teaching and appropriate classroom adaptations. If a pupil continues to experience difficulty, the class teacher will usually discuss this with parents/carers and the SENCO. Together, we will consider whether the pupil requires support that is additional to or different from what is ordinarily available in class.

Where appropriate, we may use school-based assessments, observations, screening tools, pupil voice activities or advice from external professionals to build a fuller picture of need. For some pupils, this may lead to a pupil passport, SEND Support Plan, referral to an external agency, or a request for an Education, Health and Care needs assessment.

We aim to identify needs early, but we also recognise that SEND is not always fixed or immediately obvious. Some pupils' needs become clearer as academic, social, emotional or sensory demands increase. We therefore review pupils' progress and wellbeing regularly throughout their time at Yerbury.

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Specialist assessments by
external partners (Team Around the Child)

The SENCO leads a multi agency
eCAF assessment involving
external partners (Team Around
the Child)

Assessments or testing by teachers,
the SENCO and advice from external
partners where appropriate

Tests and observations by Teachers
and other teaching staff in the school

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

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

Further information is set out in our SEN Policy.

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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 pupils with SEND have their needs met through high-quality teaching, inclusive classroom practice and reasonable adjustments. This is sometimes referred to as ordinarily available provision: the support, adaptations and inclusive approaches that are routinely available in a mainstream school.

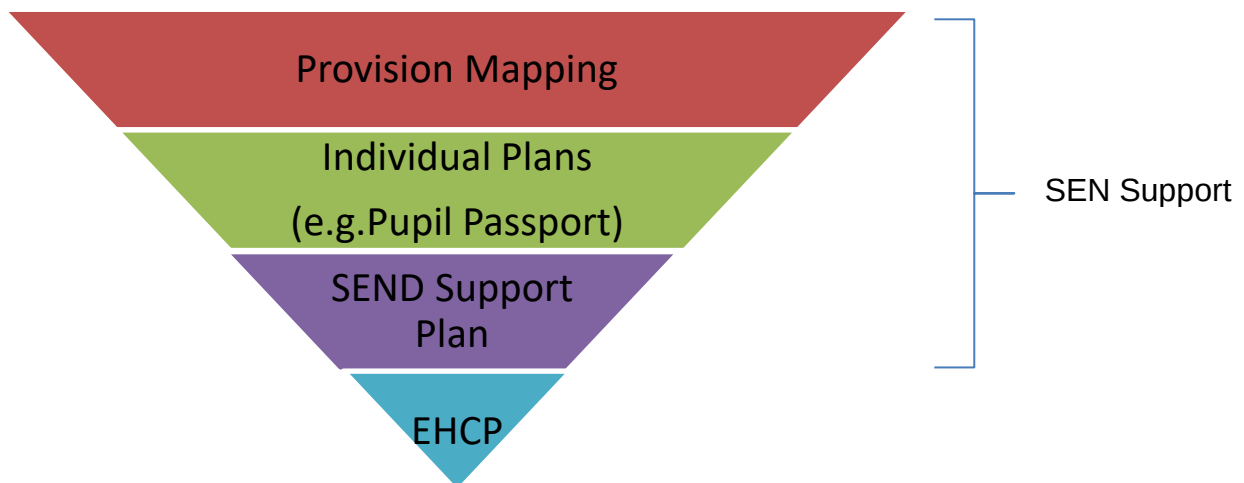
At Yerbury, ordinarily available provision may include clear routines, visual supports, explicit modelling, carefully structured tasks, scaffolds for recording, pre-teaching or revisiting key vocabulary, additional thinking time, supported talk, use of concrete resources, movement or sensory breaks, emotional regulation strategies, assistive technology, and carefully planned adult support.

Where a pupil needs support that is additional to or different from this, we use the Assess, Plan, Do, Review cycle. This may include targeted interventions, small-group work, individual support, specialist programmes, advice from external professionals, or a more personalised plan. Provision is planned according to the pupil's needs and reviewed to check whether it is helping the pupil make progress.

We are careful to ensure that additional adult support is used effectively. Teaching assistants may support pupils individually, in groups or as part of whole-class provision, but the aim is always to promote access, participation and independence. Support is reviewed so that pupils are not unnecessarily separated from their peers or made dependent on adults when they could be developing greater confidence and self-reliance.

For pupils with Education, Health and Care Plans, provision is planned in line with the outcomes and provision set out in the plan. Progress towards outcomes is reviewed through termly review processes and through the statutory annual review.

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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.

Pupil Passport: This is a 1-page profile with information about how your child learns with advice for supporting him/her: most often used for children with SEMH difficulties.

SEND Support Plan: A document containing an action plan listing the goals and provision to meet the child's SEND.

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

Education, Health and Care Plans (EHCPs) are issued by the Local Authority for children and young people whose needs require provision that goes beyond what is ordinarily available in a mainstream setting. The EHCP is used by the school to plan, deliver and review the special educational provision needed to support the pupil effectively.

Each EHCP includes:

- a detailed profile of the child, highlighting their strengths, interests and aspirations for the future
- a description of their education, health and care needs
- the agreed outcomes for the next phase of their education, developed in

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partnership with the child, their family and professionals

- the specific education, health and social care provision required to meet their needs

Each EHCP is accompanied by an annual support or action plan, which sets out the pupil's short-term goals for the coming year.

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

We evaluate SEND provision by looking at impact, not just whether support has taken place. We ask whether the provision is helping the pupil to learn more, remember more, participate more fully, communicate more effectively, regulate more successfully, attend school, build confidence, develop independence and feel that they belong.

Evidence used to review impact may include pupil progress information, work in books, observations in class, pupil voice, parent/carer feedback, attendance, behaviour and regulation information, intervention records, professional advice and review meetings. For some pupils, small steps of progress may be significant, particularly where they relate to communication, emotional regulation, social interaction, independence or readiness to learn.

Class teachers review the impact of support as part of their ongoing assessment. The SENCO works with teachers, families and external professionals to review provision for pupils with more complex needs. Senior leaders monitor the quality of adaptive teaching, the use of additional support and the progress of pupils with SEND. Governors receive information about SEND provision, priorities and outcomes so that they can maintain strategic oversight.

Where support is not having the intended impact, we review and adapt it. This may involve changing the approach, seeking further advice, adjusting targets, increasing or reducing support, or considering whether a pupil's needs require more specialist assessment or provision.

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 and this information will be shared with both parents and pupils. We provide an annual

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report to parents on their child's progress, normally at the end of the school year.

Where a pupil is receiving SEN support, we will usually 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 and we will review progress and provision during the school year. Some pupils with SEN may have more frequent reviews if they are required.

This is called the **Assess, Plan, Do, Review** process.



Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENCO. 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.

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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.

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

All pupils, including pupils with SEND, are entitled to a broad, balanced and ambitious curriculum. We aim for pupils with SEND to learn alongside their peers wherever possible, with adaptations that help them access the same curriculum rather than a narrowed or separate offer.

Adaptive teaching is our first response to pupils' needs. Teachers use their knowledge of pupils, assessment information and advice from parents/carers and professionals to remove barriers to learning within lessons. This may include explicit instruction, modelling, scaffolding, flexible grouping, careful questioning, additional processing time, visual supports, vocabulary teaching, use of concrete resources, assistive technology, or alternative ways for pupils to show what they know.

We do not assume that all pupils with the same diagnosis or area of need require the same support. Teachers consider the individual child, the specific lesson content and the barriers that may prevent access. Adaptations are reviewed over time so that pupils are supported to become increasingly independent.

Teaching assistants and other adults may provide additional support where needed. This support is planned carefully so that pupils remain connected to the teacher, the curriculum and their peers. Adults may help pupils understand instructions, manage attention, regulate emotions, use communication strategies, record learning, practise key skills or work towards individual targets.

d) How does the school adapt the curriculum and learning environment for pupils with SEND?

We make reasonable adjustments to the curriculum and learning environment so that pupils with SEND are not placed at a substantial disadvantage. Adaptations are based on individual need and are reviewed as pupils develop.

Examples of adaptations may include visual timetables, now-and-next boards, task planners, writing frames, vocabulary mats, practical resources, sensory equipment, communication supports, seating arrangements, reduced sensory

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load, quiet spaces, movement breaks, adapted transitions, assistive technology, enlarged text, alternative recording methods or access arrangements for assessments.

Our classrooms aim to be inclusive learning environments with clear routines, accessible resources and consistent expectations. Where pupils need more personalised support, this may be recorded in a pupil passport, SEND Support Plan, behaviour or regulation plan, risk assessment, medical plan or EHCP provision plan.

As a Victorian building, our site has some significant physical limitations. Nursery and Reception are on the ground floor, while other year groups are on upper floors and there is no lift. We consider accessibility needs carefully when pupils join the school and when needs change. Where reasonable adjustments are required, we work with families, the local authority and specialist services to consider what adaptations, equipment, staffing arrangements or risk assessments may be needed. Where the physical environment creates a barrier, we are open and transparent with families and professionals about what can reasonably be put in place.

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).

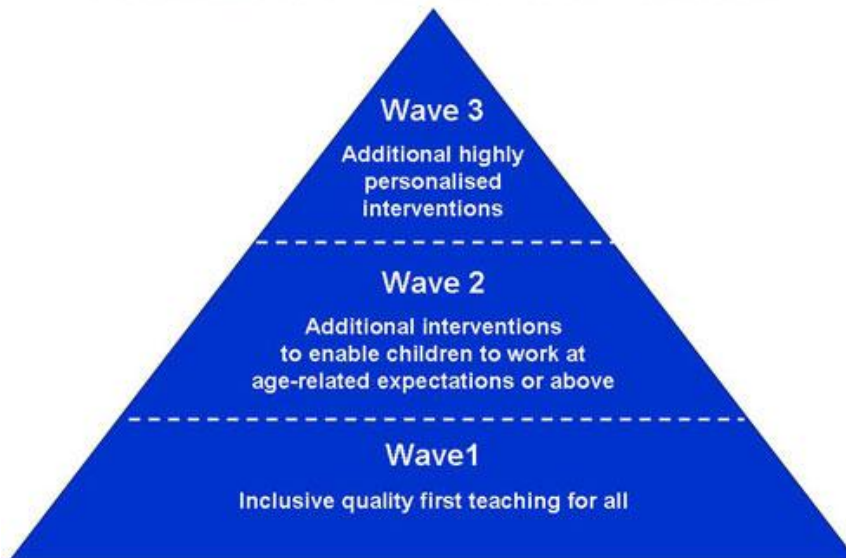
Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

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.

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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 extra curricular activities are available for pupils with SEN?

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

- A breakfast club each morning between 8am – 9am
- After school clubs including sports, arts and music activities
- Inclusive sports events

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..

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The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for years 5 and 6. We will involve parents of pupils with SEN in the planning of school trips and residential to assess the benefits and risks and identify how the needs of individual pupils can be best met.

The school also provides access to childcare through a partnership with a local after school play centre that delivers term time after school and holiday time childcare in school.

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

We recognise that emotional wellbeing, regulation, relationships and a sense of belonging are closely linked to learning. Some pupils with SEND may need support not only with academic learning, but also with communication, confidence, social interaction, emotional regulation, sensory needs, anxiety, attention, behaviour or transitions.

Universal support includes clear routines, predictable expectations, positive relationships, class-based regulation strategies and a school culture where children are supported to talk about feelings and seek help. We aim to understand behaviour as communication and to consider the needs that may sit beneath it.

Some pupils may need additional support such as check-ins with a trusted adult, ELSA-style support, social skills work, regulation plans, sensory resources, adapted transitions, lunchtime support, individual behaviour plans or risk assessments. Where needs are more complex, we work with parents/carers and external professionals such as Educational Psychology, CAMHS, social care, outreach services, therapists or health professionals.

Our aim is to help pupils feel safe, understood and included, while also supporting them to develop the skills they need to participate positively in school life.

Our adapted Thrive Framework, below, helps parents and staff understand the different levels of social and emotional health support available.

THRIVE FRAMEWORK

- SEMH coffee mornings
- Drop in sessions with Bright Futures and Bright Start link practitioners
- Consultation with CAMHS or SWS practitioners
- Meetings with SENCo or SMHL
- SWS parent workshops (1 per year)
- Drop in sessions with school nurse

- Multi-agency approach



- SEMH interventions run by school staff
- ELSA (Emotional Literacy Support Assistants)
- Play therapy
- Pupil groups run by SWS (1 per year)
- SWS individual referrals
- New River College outreach practitioner support
- Bright Futures/Start support

- CAMHS referrals - support from mental health specialists

Zones of Regulation curriculum E-Safety curriculum Digital resilience curriculum Staff and parent wellbeing Circle time
PSHE curriculum Restorative behaviour policy Effective safeguarding policies and procedures

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

The SENCO is responsible for coordinating SEND provision across the school and supporting staff to meet pupils' needs. However, inclusion is a whole-school responsibility.

Class teachers are responsible for the progress, learning and day-to-day support of pupils with SEND in their class. They are usually the first point of contact for parents/carers and are responsible for adapting teaching, reviewing progress and implementing agreed strategies.

The SENCO supports teachers with identifying needs, planning provision, reviewing progress, liaising with parents/carers, making referrals, working with external professionals, coordinating annual reviews and advising on statutory processes. The SENCO also supports staff training and helps leaders develop inclusive practice across the school.

Senior leaders monitor the quality of teaching, behaviour, attendance, safeguarding, wellbeing and curriculum access for pupils with SEND. The

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Work hard, play well, learn lots, have fun!

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headteacher and governors maintain strategic oversight of SEND, including resourcing, accessibility, staff development, statutory compliance, pupil outcomes and parent/carer voice.

Parents/carers can contact the class teacher in the first instance. Where needs are more complex, where a pupil has an EHCP, or where concerns continue despite support, the SENCO may become more directly involved.

Natalie Ketchell - Special Educational Needs Coordinator (SENCO for short)
Email: nketchell@yerbury.islington.sch.uk

You can request a meeting with the SENCO by email or phone. The SENCO is also often available to speak to in the playground before and after school.

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

We are committed to developing staff confidence and expertise in meeting a wide range of needs. Staff training is planned in response to whole-school priorities, the needs of current pupils and advice from external professionals.

Recent and ongoing areas of staff development include adaptive teaching, speech and language support, autism-inclusive practice, emotional regulation, trauma-informed approaches, effective deployment of teaching assistants, safeguarding, medical needs, curriculum access and support for pupils with social, emotional and mental health needs.

Where an individual pupil has a specific need, we seek additional advice or training as appropriate. This may include support from Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS, the school nursing team, the Early Years Inclusion Team, the Bridge Outreach Service, Richard Cloudesley Outreach, the Learning Support Service, the Behaviour Support Service or other specialist professionals.

We also recognise the importance of communication and language for learning and belonging. Our wider work on oracy supports pupils to develop confidence, vocabulary, listening skills, participation and the ability to express their views.

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?

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Yerbury 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. Whilst nursery and reception classrooms are on the ground floor, all 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 no disabled toilet. The school office is on the first floor.

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

- Microphone system available to enhance hearing
- Sensory equipment
- Devices for additional recording e.g. Cameras, video recorders, voice recorders
- SEN software - Communication in Print to produce printed matter with visual prompts, specific maths and literacy computer programmes including.

The school will consider purchasing other equipment if there is an agreed identified need, especially for children with an EHCP and / or significant needs.

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

We know that parents and carers have valuable knowledge about their child. We aim to work in partnership with families so that support is consistent, realistic and based on a shared understanding of the child's strengths and needs.

For most concerns, the class teacher is the first point of contact. Teachers can discuss how a pupil is getting on in class, what adaptations are being used and what may help at home. Where concerns are more complex, or where a pupil may need support that is additional to or different from ordinary classroom provision, the SENCO may become involved.

Parents/carers of pupils receiving SEND support are involved in the Assess, Plan, Do, Review cycle. This may include review meetings, parent consultations, informal discussions, phone calls, emails, support plans, annual reviews or meetings with external professionals. We aim to make meetings clear and purposeful, with agreed actions and responsibilities.

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Where a pupil has an EHCP, parents/carers are involved in termly review processes and the statutory annual review. We also seek parent/carer views when making referrals, planning transitions, reviewing support or considering whether further assessment is needed.

Where needed, we will arrange interpreters or make other reasonable adjustments to support parents/carers to participate fully in meetings.

8. What are the arrangements for consulting and involving pupils with SEN in their education?

We want pupils with SEND to be active participants in school life, not simply recipients of support. We seek pupils' views about what helps them learn, what feels difficult, how they experience lessons, playtimes and transitions, and what helps them feel safe, confident and included.

Pupil voice may be gathered through conversation, drawings, visuals, communication aids, pupil questionnaires, observations, trusted adults or preparation before review meetings. We adapt our approach according to the child's age, communication style and level of understanding.

Pupil views help shape pupil passports, SEND Support Plans, annual reviews, transition plans, regulation plans and reasonable adjustments. Where pupils are able to attend part of a review meeting, we support them to do so. Where this is not appropriate, we make sure their views are represented in another way.

We also aim for pupils with SEND to be represented in wider school life, including school council, pupil surveys, performances, trips, clubs, responsibilities and enrichment opportunities.

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, 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;

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- the class teacher
- the SENCo (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 intimidating 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 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 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. What will pupils with SEND experience at Yerbury?

Pupils with SEND should experience adults who know them well and understand both their strengths and their barriers to learning. They should have access to teaching that is adapted to help them learn, support that promotes confidence and independence, and opportunities to participate in the wider life of the school.

We want pupils with SEND to achieve academically and personally, feel that they belong, and thrive as members of the Yerbury community. This means looking beyond attainment alone and considering pupils' communication, confidence, friendships, emotional regulation, attendance, independence, participation and wellbeing.

When we review provision, we ask whether pupils are learning, whether they are included, whether they are becoming more independent, and whether they feel safe and valued in school.

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

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 Special Educational Needs Community Support Service (SENDIAS)

is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

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 islingtSEND@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 / 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)
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In to nursery / Reception	• Swift transfer of records • Home visit • Work with Islington's Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	• We will contact the School 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 groups/ forms/ classes in school	• Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays.
–Primary to secondary transition	• Swift transfer of records • Year 5 annual reviews planning meeting for children with an EHCP • 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 • Where needed, an additional multi-agency meeting may 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)?

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

The Local Offer has two key purposes:

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review

The school cooperates with the Local Authorities in the local area to:

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining , interpreting and
- consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision

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

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

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

Name
Early Years Inclusion Team

Headteacher: Cassie Moss

Richard Cloudesley Outreach Service
The Bridge School Outreach Service (ASC)
Samuel Rhodes School Outreach
Educational Psychology Service
CAST (Child & Adolescent Support Team)
CAMHS (Child & Adolescent Mental Health Service)
AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
Children's Therapy Team (Speech & Language/Occupational Therapy)
Behaviour /SEMH Support Service
Child Protection Advisors
PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment
Social Services