



SEND Information Report

Autumn 2021

Written by: Bridget Hradsky – Assistant Head for Inclusion

Ambler Primary School and Children's Centre, like all schools in Islington, is committed to meeting the needs of all children including those with special educational needs and disabilities (SEND).

At Ambler we welcome children with Special Educational Needs and Disabilities and make every effort to support them. All our classes are fully inclusive and we have high expectations for all our children, including those with 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 every child with SEND gets the support they need – this means doing everything we can to meet the child's special educational needs.

About this Information Report

This report answers some of the most frequently asked questions about the school and its provisions for 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 Ambler Primary School.

We will review and update this information report regularly to reflect changes in what we do and feedback we have had. The date for the next review of this report is September 2022.

If you need any more information please see our SEND Policy or contact Bridget Hradsky (Assistant Head for Inclusion) on 0207 226 4708.

FREQUENTLY ASKED QUESTIONS

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

We welcome children with one or more of the following needs (please note, this is not an exhaustive list):

- **Communication and interaction**
For example Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC) and other social communication difficulties
- **Cognition and learning**
For example Specific Learning Difficulties (SpLD), Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Global Developmental Delay (GDD), dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health needs (SEMH)**
For example attention deficit hyperactivity disorder (ADHD), depression, eating disorders, and attachment disorder
- **Sensory and/or physical needs**
For example visual impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI), sensory processing difficulties or disorder (SPD), Cerebral Palsy (CP) epilepsy (Note – the building 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 coordinated way with their healthcare plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Although we may not always be able to support pupils with the most severe and complex needs, we will always endeavour to do so to the best of our abilities.

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

All of our teachers teach children with SEND. All staff recognise the importance of identifying SEND early and putting effective provision in place quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils. We follow the SEN Code of Practice guidance to 'Assess, Plan, Do, Review'.

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 setting 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 all partners to make sure we know as much as possible about the child before they start at the school.

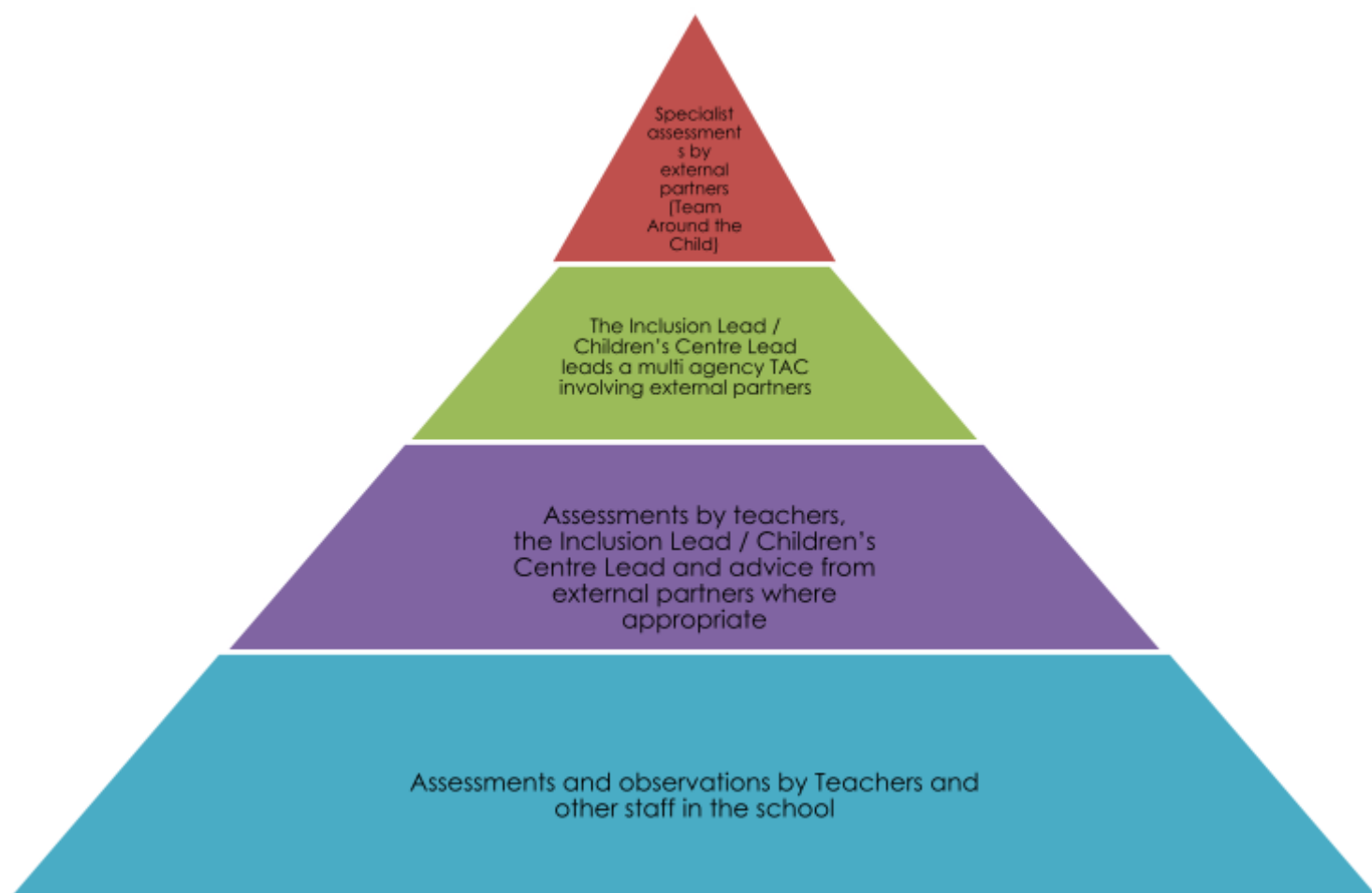
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- 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 first teaching in place. Making high quality first teaching consistently 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 Assistant Head for Inclusion / Children's Centre Lead 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 on more frequent reviews and more specialist expertise to understand SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



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

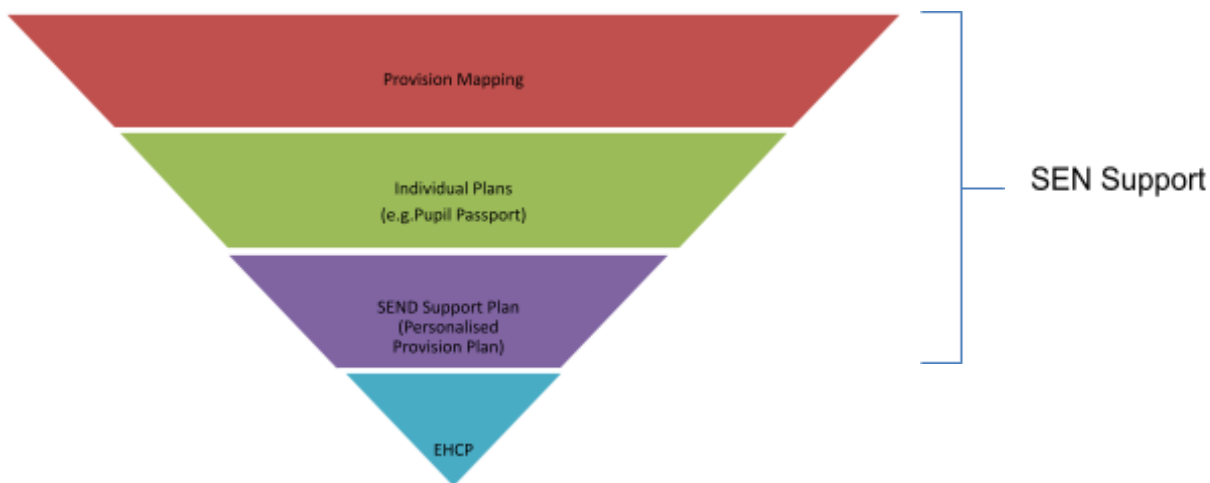
- the child's previous progress and attainment
- the teacher's assessment and experience of the child
- the child's development in comparison to their peers and national data
- the views and experience of parents
- the child's own views
- advice from external support services, where appropriate.

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

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

If a child is identified (through the assessment process above) as having special educational needs their teacher and the Inclusion Lead will consider everything we know about the child 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 children 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.

Individual Plan (e.g. Pupil Passport): Our format for IPs contains a 1 page profile and an action plan listing the goals and provision to meet the SEND.

SEND Support Plan / Personalised Provision 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 EHCP.

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 SEN provision for children with severe and complex needs. The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the child 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.

a. How does the school evaluate the effectiveness of its provision for SEND?

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

The teachers work with the Assistant Head for Inclusion / Children's Centre Lead, 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 Assistant Head for Inclusion and the Head Teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by children with SEND. Governors also consider the attainment data for children with SEND and compare it with the progress of other children and the progress of children 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 SEND?

Every child in the school has their progress reviewed regularly and this information will be shared with both parents and children. We provide an annual report to parents on their child's progress, normally at the end of the school year.

Where a child is receiving SEN support, we provide feedback to parents more regularly. We also contact parents by phone or email where we have specific feedback or need to discuss particular achievements, concerns or observations. We also have a review meeting at least three times each year.

Reviews are usually led by a teacher with good knowledge and understanding of the child's needs and attainment, usually the class teacher, supported where necessary by the Assistant Head for Inclusion. The length of a meeting can vary depending on progress, the child's needs and if they

have changed or if the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

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

- discuss what is working well and not working well (what would be 'even better if')
- discuss if the SEN provision has been delivered as planned
- review the child'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 child, 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 child's parents.

The proforma we use for all plans and reviews closely follows the SEN Code of Practice guidance on 'Assess, Plan, Do, Review'.

c. What is the school's approach to teaching children with SEND?

All children, 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, using the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage children to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most children with SEND will be able to take part in the full national curriculum along with their peers

Teaching staff always aim to match the work given to children 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 children, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them from becoming independent learners.

The Assistant Head for Inclusion, supported by the rest of 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 children with SEND?

We are committed to meeting the needs of all children 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 make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what children might need before they start with us, and what adjustments we might need to 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 if appropriate.

Teachers are supported by the Assistant Head for Inclusion/ Children's Centre Lead to assess, plan and differentiate the curriculum or to make adaptations to meet the needs of children with SEND. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- install a wheelchair ramp
- rearrange the layout of the classroom
- install sound loops
- 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 Assistant Head for Inclusion will work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet this duty can be found on the Ambler website.

e) What additional support for learning is available to children with SEND?

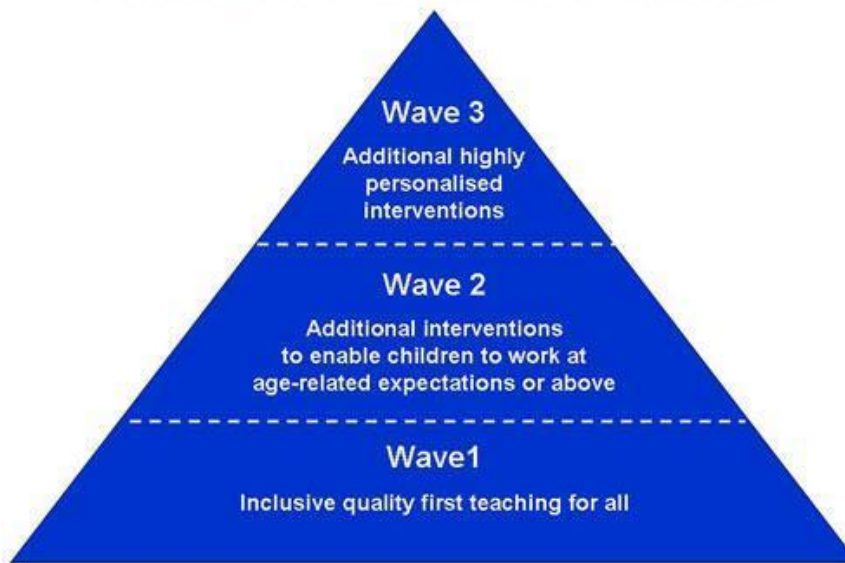
The school organises the additional support for learning into 3 different levels (also called waves).

Wave 1 (Universal): describes high 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 (or wave) is summarised in our provision map.

We provide additional support for children 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.

e. What extra-curricular activities are available for pupils with SEND?

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

- A breakfast club each morning between 8am – 9am
- Soft start free breakfast with an activity between 8.35 and 8.55 am.
- Lunchtime clubs – including ICT and reading hubs.
- After school clubs including homework club, sports, arts and music activities
- After school childcare until 5.45 with tea provided.

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

We try to make sure that all children with SEND can engage in these activities at school alongside children who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND 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. We will involve parents of pupils with SEND 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.

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

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

We work hard to create a culture within the school that values all children, 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 child's teacher - to help them manage the child'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
- playground leaders who help resolve issues in the playground
- additional support for the child – to help them cope better within the classroom – perhaps working with the learning mentor or with either of our two child integrative psychotherapists or with our link CAMHS clinician
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour

For further information please see our behaviour management policy.

4. Who is the SEN Coordinator 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 and Inclusion. They work 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 or Children's Centre Lead. Our SENCO is also our Assistant Head for Inclusion.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing SEND Learning Support 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

Bridget Hradsky – Assistant Head for Inclusion
 Email: bridget.hradsky@ambler.islington.sch.uk
 Phone: 0207 226 4708

You can request a meeting with the Assistant Head for Inclusion by email or phone. They are also available in the school playground every morning.

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

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

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

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

General SEN training for all staff

Details of training / expertise	School Staff
Introduction to SEND and how to support additional needs	Teachers
Epi pen/asthma training	First Aid staff
How to support pupils on the autistic spectrum (AET Level 1)	All staff involved
How to support pupils with speech and language needs	All staff
Supporting children with trauma	Teachers/TAs

Specific SEN training and expertise

Details of training / expertise	School staff
Extra phonics	TAs
Extra literacy/maths	Phase Leaders/DHT/AHT
Precision Teaching/ PHAB2 & Sandwell Numeracy Assessment	AHT for Inclusion

Specialist SEN Training (for specific children)

Details of training/ expertise	School staff trained
Speech and Language Therapist Support	One to one LSAs and class TAs
The Bridge Outreach	One to one LSAs for children with ASC

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.

This can include:

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

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

6. How are school staff deployed to support SEND pupils teaching and learning?

Children identified as SEND pupils and those undergoing assessments of their needs are supported by class teachers, teaching assistants (TAs), Learning Support Assistants (LSAs), the Learning mentor, phase leaders, members of the senior leadership team and school-based wellbeing and mental health practitioners in accordance with their personal provision plan (PPP). Support from TAs and LSA may take the form of small-group teaching to complement whole-class learning led by the class teacher, small-group interventions as advised by external professionals such as the speech and language therapist and specialist teachers or sustained 1:1 adult support.

Additionally, all support staff are expected to:

- support the class teacher in enabling all children to have access to all areas of the curriculum;
- encourage and promote independence in the children;
- liaise with the class teacher to support pupil needs universally;
- prepare resources and adapt materials to meet individual needs;
- deliver interventions as required in line with their training and expertise;
- promote the inclusion of all children in all aspects of school life.

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

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

Children with SEND can access laptops and iPads. All classes have visual timetables and table top resources to support the learning and independence of individual children.

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

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

- move and sit cushion
- specialist handwriting equipment
- sensory toys

To support pupils' sensory needs, the school is enriching its provision for SEND pupils through the development of a Sensory Pod in which there will be a quiet working space, sensory circuit and sensory garden.

8. What are the arrangements for consulting and involving children with SEND in their education?

Engaging all children 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. All children are consulted about their learning and how they feel about a range of topics annually before the spring term parents' meeting. A summary of these findings are discussed with parents at the parents meetings.

Where children 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
- 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 child in all or part of the discussion itself
- 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 children 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. 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 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 children 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 children with SEND will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will facilitate the child's involvement in decisions about their support.

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9. What are the arrangements for parents raising concerns and making a complaint about the SEND 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 Assistant Head for Inclusion.

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

- the class teacher
- the Assistant Head for Inclusion (details below)
- The Head teacher – 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 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 020 7316 1930, or by email to Lydia Hodges at LydiaH@centre404.org.uk

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

Further information about 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 children with SEND and in supporting the families of such children?

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from outside agencies such as:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers from Islington outreach services
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social Workers

We always involve parents in any decision to involve specialists.

The Assistant Head for Inclusion is the person who usually co-ordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- help us train staff e.g. epilepsy and diabetes
- get more specialised advice e.g. advice on hearing impairment
- carry out assessments e.g. a social care assessment
- ask for a service to be delivered e.g. physiotherapy
- setting programmes for implementation at home and in school
- review progress and plan provision e.g. at annual reviews

The main agencies used by the school are shown in Appendix 3.

We run an annual 'Meet the Agencies' event, in which we invite parents/carers to come and meet some of the different outside agencies with whom we work, this usually takes place during parents' evenings.

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

Islington SEND Community Support

Service for advice and support on education, health and social care issues:

Family Action

The Northern Medical Centre

580 Holloway Road

N7 6LB

Telephone: 020 3031 6651 or 020 3031 6652

Email: islingtontsend@family-action.org.uk

Family Action provides Impartial Support Advice and Information on Special Educational Needs and Disability, for parents / carers and children and young people aged up to 25, who live in the London Borough of Islington.

They offer:

- Advice, information and support on education, health and social care issues.
- Support for parents /carers and children /young people to express their views and wishes.
- Support at meetings with schools and the Local Authority.
- Help to complete SEN and disability related paperwork.
- Support around the EHC assessment process.
- Signposting to other services.

A new SEND e-newsletter gives information and news about what is new and being developed in the area of special educational needs and disability and the Local Offer in Islington. If you would like to receive a copy, please e-mail Kati.Wood@islington.gov.uk.

12. What are the school's arrangements for supporting children with SEND when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

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 (examples)
In to Nursery / Reception	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals. ● Swift transfer of records ● Transition meeting with the new setting if possible ● Transition plan (as above)
When moving groups/ forms/ classes in school	<ul style="list-style-type: none"> ● Transition meetings are held within school with the new class teacher. ● 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. ● Meet the teacher mornings at the beginning of every new school year.
Primary to Secondary transition	<ul style="list-style-type: none"> ● Swift transfer of records ● Year 5 annual reviews - planning meeting ● During Year 6 the Inclusion Lead will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to ● Additional multi-agency meetings will be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex

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

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

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

Appendix 1

Provision at Ambler Primary School for pupils with additional and special needs.

	Whole School Approach for all our pupils	Targeted support for individuals or small groups (according to need) Short/medium term	Specialised individual support (according to need) Medium/long term
Learning and curriculum approaches	<ul style="list-style-type: none">● Quality First teaching for all● Schemes of work and policies to meet the needs of all learners.● Learning targets for core subjects for every pupil● Consistent expectations, routines and systems across the school● On- going assessment of individual pupil's progress and attainment● Pupil progress meetings once a half term, attended by Class teacher, learning assistant and Senior leaders● Differentiated teaching appropriate to individual pupil needs and abilities.● Parents evenings each term to discuss their child's progress	<ul style="list-style-type: none">● Small group work with teachers, and Learning assistants.● Individual learning targets for small groups reviewed termly.● 'Bespoke' meetings with parents regarding specific issues.● Additional visual displays, table top resources and help boxes supplied in class to support learning and independence● Individual behaviour systems and rewards	<ul style="list-style-type: none">● Individualised support from specialist teacher, learning support assistant and other professionals● Individualised learning programme and learning day to meet holistic needs● Pupil passports and/or SEN support plans reviewed and updated termly● Classroom adaptations● Regular contact with parents● Multi-agency meetings (Team around the Child, Team around the Family, or Team Around the School) to review areas of difficulty and levels of support
Support	<ul style="list-style-type: none">● Home visits for all pupils starting Reception● Teaching assistant support in each year group● Support provided to meet personal and social needs.● Breakfast club and Soft Start five days a week.● After school clubs.	<ul style="list-style-type: none">● Support/guidance from the school's Educational Psychologist● Programmes and group sessions developed and monitored by the Speech and Language link therapist● Support from our Learning Mentor.	<ul style="list-style-type: none">● Individualised support according to needs● Advisory teacher visits for advice on targets/resources● Additional advice from medical services, autism assessment teams, health care teams etc.● Specific therapy programmes delivered

		<ul style="list-style-type: none">• Support to access external organisations and services	directly by either SLCN/Occupational/physio therapist, or integrated into classroom
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Appendix 2: Wave 2 & 3 Interventions
Ambler Primary School

Area	Wave 2 or 3	Intervention	Delivered by:	Supervised by:	Year Groups
Speech and Language	2 2	<ul style="list-style-type: none"> Individual Sessions Group Language Sessions 	<ul style="list-style-type: none"> TA / LSA TA / LSA 	<ul style="list-style-type: none"> Speech and Language Therapist Inclusion Lead 	<ul style="list-style-type: none"> Any year group
Social Communication skills.	3 2 2	<ul style="list-style-type: none"> In class support for focus Social Skills groups Circle of Friends 	<ul style="list-style-type: none"> Learning Mentor SEN LSAs Learning Mentor 	<ul style="list-style-type: none"> Class Teachers/SLT AHT/SLT/Bridge outreach AHT 	<ul style="list-style-type: none"> Any year group Any year group Any year group
Sensory and Physical	3 2 or 3	<ul style="list-style-type: none"> Individual Programme Handwriting 	<ul style="list-style-type: none"> SEN LSAs TAs 	<ul style="list-style-type: none"> CTs,OTs, AHT OT, Class Teachers 	<ul style="list-style-type: none"> Any year group
Phonics	2 2 2 or 3 3	<ul style="list-style-type: none"> Letters and Sounds Wobbly wallets Hornet 	<ul style="list-style-type: none"> CTs TAs/SEN LSAs 	<ul style="list-style-type: none"> Phonics lead 	<ul style="list-style-type: none"> Year: Rec to Y2 Year 3/4
Reading and Comprehension	3 2	<ul style="list-style-type: none"> Catch Up Literacy Intervention groups SpLD Support 	<ul style="list-style-type: none"> Literacy Leader /Phase Leaders Inclusion Leader/AHT/CTs / TAs/ SEN LSAs 	<ul style="list-style-type: none"> CTs and Literacy Leader AHT 	<ul style="list-style-type: none"> Year: (2), 3, 4, 5 (6) All year groups
Writing Spelling	2 3	<ul style="list-style-type: none"> Group tuition One to one tuition Word Wasp 	<ul style="list-style-type: none"> Intervention Teacher SEN LSAs SEN LSAs/TAs 	<ul style="list-style-type: none"> Literacy Leader Literacy Leader AHT 	<ul style="list-style-type: none"> Any Any Year 3 to 6
Numeracy	2	<ul style="list-style-type: none"> Group tuition 	<ul style="list-style-type: none"> Intervention Teachers 	<ul style="list-style-type: none"> CTs /Maths Leader/AHT 	<ul style="list-style-type: none"> Any
Social and Emotional/Communication	2 2/3	<ul style="list-style-type: none"> Circle of Friends Individual or group intervention 	<ul style="list-style-type: none"> Learning Mentor Child integrative psychotherapists Pastoral Care Leads SEN LSAs 	<ul style="list-style-type: none"> AHT AHT AHTs AHT 	<ul style="list-style-type: none"> Pupils referred by teachers from any class.

Appendix 3

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

Team Around the School members	Name
Educational Psychologist	Hannah Parnes
CAMHS link Worker	Will Morgan
School Wellbeing Service Practitioner	Christina Morgan
Speech and Language Therapist	Kate Newton
Behaviour Support Advisor (New River outreach service)	Tim Webb
Child and Family Support Worker	Chloe Casey
School Psychotherapist	Alessandra Galusso/Anne-Claire /Katy Singer
The Bridge School Outreach	Sarah Tyce/Dani Borghi
Samuel Rhodes Outreach	Jane Palmer
Richard Cloudesly Outreach	Nicky Tricks / Bernadette Bell