

# Schools Information Report

The City of London Academy Islington, like all schools in Islington, 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 SEN will receive an Education that enables them to make progress so that they:

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

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

## About this Information Report

This report answers some of the most frequently asked questions about the Academy 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 The City of London Academy Islington

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 2023.

If you need any more information, please see our SEN Policy or contact:

Mr B. Dooley

SEN Co-ordinator

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## Frequently Asked Questions

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

The City of London Academy Islington is a mainstream, co-educational, non-denominational and non-selective secondary school that 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 Condition (ASC), 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 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 Academy's policies for the identification and assessment of pupils with special educational needs (SEN)?

All of our teachers teach children with SEN. All of our staff recognise the importance of identifying SEN early and making effective provision quickly. The identification and assessment of SEN is built into the Academy's approach to monitoring the progress of all pupils.

We assess each pupil's skills and levels of attainment when they first join the Academy. This complements the information received from the child's previous school and provides us with information we need to monitor their progress. It also ensures that we discover any specific areas of need or difficulty early on. Where children already have their SEN diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the Academy.

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

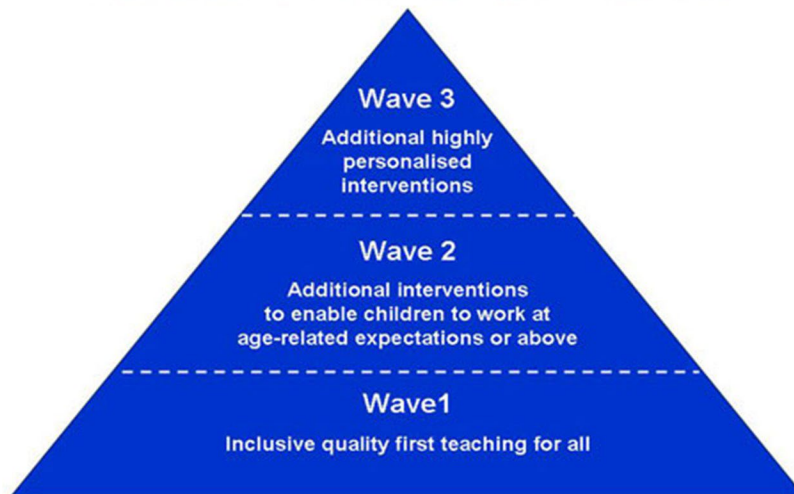
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

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. Providing high quality teaching 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 Inclusion team to carry out a clear analysis of the child's needs and identify if they require additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:

## Waves of Intervention Model



When considering if a child needs SEN support the Academy 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 or agencies, where appropriate

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

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

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and the 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 Academy's core offer or whether something different or additional is required.

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

- **Provision Map:** a document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.
- **SEND Support Plan:** a document containing a one-page profile and a detailed action plan listing the goals and provision to meet the SEN. This is the same action plan that can be used as part of the eCAF and the EHCP.
- **Education Health and Care Plan (EHCP):** Where the Academy 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 Academy 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 Islington Council's Local Offer website: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer).

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

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

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

The following table shows the number of pupils with SEN in the Academy in September 2022 and the type of tools we use to plan SEN provision:

<b>SEN Planning Tool</b>	<b>Number of pupils</b>
SEND Support Plan ( <i>for pupils at K</i> )	121 pupils
Education Health and Care Plans (EHCP)	37 pupils

\*NB: the SEN register at K is constantly under review and therefore this number is subject to change\*

#### **4. How does the Academy 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 Academy and ensure that teachers are able to identify how individual children learn best and what support they may need.

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

Teachers work with the SENCO, the parents/carers and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The SENCO and the Principal report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

#### **5. What are the Academy's arrangements for assessing and reviewing the progress of pupils with SEN?**

Every pupil in the Academy has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents/carers on their child's progress at the end of the academic year.

Teachers refer their concerns for pupils using the Academy's referral process, which allows the Inclusion Team and external agencies to consider actions to support pupil progress. Inclusion meetings are held weekly to allow a rapid response to any concerns raised.

Where a pupil is receiving SEN support, we provide feedback to parents regularly. We contact parents by phone or email where we have specific feedback or we need to discuss specific achievements, concerns or observations. We hold informal meetings, and hold review meetings during the year, in . Pupils with an EHCP will have at least one Annual Review per year, with two in Year 7 (a Transition Review in Autumn 1 and then an Annual Review towards the end of the year.) Some pupils with SEN may have more frequent reviews if they are required.

Reviews are led by the SENCo, informed by thorough feedback from class teachers, who have a good knowledge and understanding of the pupil's needs and attainment. These meetings will be supported where necessary by the Head of Year or Head of Inclusion. 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 appropriate. They are used to:

- discuss what is working well and what could be improved;
- find out if the SEN provision has been delivered as planned and is having an impact;
- 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 strategies that parents/carers can adopt 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 Academy, the local authority and other partners.

A record of the outcomes, actions and support agreed through the discussion is then shared with all the appropriate Academy staff and the pupil's parents. The copy of the review form that we use for SEN support and EHCP can be provided on request.

When the Academy has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN. The Academy's most recent OFSTED inspection can be found here: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135587>

## **6. What is the Academy's approach to teaching pupils with SEN?**

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. Academy staff such as Teaching Assistants, Learning Mentors and other more specialist staff, may be directed to work with pupils in pairs, or small groups and sometimes individually.

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

The SENCO and Deputy SENCO, supported by the Senior and Middle Leadership Teams, ensures that staff members have the training, skills and knowledge to deliver the interventions that pupils need.

## **7. How does the Academy adapt the curriculum and learning environment for pupils with SEN?**

We are committed to meeting the needs of all pupils including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partner agencies to assess what children with disabilities might need before they start with us, and what adjustments and arrangements we might need

to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary to meet the needs of their child.

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

:

- Provide differentiated resources to support learning
- rearrange the layout of the classroom
- create a quiet area in the Academy
- 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 Principal and Academy governors to ensure that the Academy 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>

## 8. What additional support for learning is available to pupils with SEN?

The Academy 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.

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

- Extra time
- Rest breaks
- Use of scribes or a laptop
- Use of a reader or reading software (Claro Assistive Technology)
- A live speaker for students with hearing impairments

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



## **9. What extra-curricular activities are available for pupils with SEN?**

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

- breakfast club every morning from 8.15am to 8.30am
- lunchtime clubs
- after-school clubs including homework club, sports, arts and music activities
- cultural trips

We seek to ensure that all pupils with SEN can engage in these activities of the Academy 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 Academy will normally be able to pay for any training, resources or equipment that may be needed to facilitate this.

The Academy also provides opportunities for pupils to go on Academy trips. We will involve parents/carers of pupils with SEN in the planning of Academy trips and subject-based day or residential visits to assess the benefits and risks and identify how the needs of individual pupils can be best met.

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

The culture and structures within the Academy aim to encourage the emotional and social development for all pupils, including those with SEN.

We work hard to create a culture within the Academy 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 Academy. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

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

- advice and support to the pupil's teachers to provide them with effective strategies they can use to meet the needs of the pupils with SEN in their classes;
- small group sessions - to promote positive behaviour, social development and self-esteem;
- additional support for the pupil to help them learn better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or outside the Academy), 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.

## **11. 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 Academy who has responsibility for SEN. They work closely with the Principal and governing body as well as all teachers.

The SENCO is responsible for:

- overseeing the day-to-day operation of the Academy'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/carers of children with SEN;
- planning successful movement (transition) to or from 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 special educational needs;
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies.

Angela Davies - Special Educational Needs Coordinator (SENCO)

Email: [daviesangela@colai.org.uk](mailto:daviesangela@colai.org.uk)

Phone: 0207 226 8611 extn 4507

You can request a meeting with the SENCO by email or by telephone. The SEN Team has an administrative assistant who can be contacted to arrange an appointment.

## **12. What expertise and training does the Academy staff have in relation to SEN and how will specialist expertise be secured?**

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

The responsibility for ensuring staff members have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Principal, SENCO and the governing body. We closely monitor the training and development needs of our staff through annual appraisal.

### **SEN training for all staff**

The Academy provides an extensive training and development programme to its entire teaching staff. This is a mixture of in-house training by the SENCO, Deputy SENCO or external trainers, and off-site training.

Details of training accessed by Academy staff include:

- How to support pupils on the autistic spectrum AET level 1
- How to support pupils with dyslexia
- Teachers and TAs working in partnership
- Planning for transition

## Specific SEN training and expertise

The Academy also provides more bespoke, specialised training to staff members with specific responsibilities for supporting pupils with SEN and disabilities. These members of staff access a comprehensive weekly programme of specialist training delivered by a range of specialist professionals. Training topics include:

- TA Induction programme
- Supporting students with Speech and Language needs, supported by the local Speech and Language Therapist
- Supporting students with Social, Emotional and Mental Health Needs
- Training in Boxall Profile and Nurture Groups supported by Educational Psychologist
- Manual Handling inc Personal care
- Training in gastric feed and suction

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child joining the Academy. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

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

COLAI encourages a collaborative working culture, whereby teaching staff work together with the Inclusion team and outside agencies to share best practice, advice and guidance.

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

- The City of London Academy Islington has a flat site at pavement level with two playgrounds that are all at the same level and wheelchair accessible.
- The Academy buildings consist of a main three-storey block.
- There are two separate flights of stairs to all floors and two lifts at opposite ends of the site, allowing access to all floors.
- There are nine disabled toilets, three on each of the ground, first and second floors.
- There is a Guldmann hoist in the toilets on the ground and second floor along with a Plinth 2000 changing bed; we also have a Guldmann mobile hoist and portable Plinth 2000 changing bed.
- There is a disabled parking bay within 20 metres of the Academy gate.
- We have corridors wide enough for two wheelchairs to pass and adjustable tables in classrooms, laboratories, dining room and library.

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

- Audio books
- Sensory equipment including radio aids
- Devices for additional recording e.g. cameras, video recorders, voice recorders
- SEN software – assessment tools, including Lucid, Exact, LASS & LADS screening tools for learning difficulties and dyslexia. Specific maths and literacy computer programmes

including: Lexia, Dynamo Maths, Symphony Maths, Rapid Plus Reader.

The Academy will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's termly or annual review. In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Personal laptops, keyboards and joysticks
- Specialist handwriting equipment
- Dictation and electronic readers and software
- Equipment to support personal care

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

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

- discussions with their child's class teachers, tutors and Head of Year;
- setting and reviewing targets;
- attending parents' evenings;
- participating in consultations with Angela Davies (SENCO) and/or other professionals or agencies;
- commenting on and contributing to assessment, planning and review meetings.

If your child has an Education, Health and Care Plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include meetings with teachers and SEN staff to discuss progress and support including ideas for strategies to use at home.

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

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

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have. If you would like to talk with one of them please contact the Academy.

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

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the Academy. All children are consulted about their learning. A summary of these findings are discussed with parents at the parents meetings.

Where pupils have SEN, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to each child and take into account their preferred methods of communication. This may include:

- providing them with relevant information in accessible formats;
- using clear 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 for the discussion;
- 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 and parents or carers to help them make informed decisions and have access to training so they can do this effectively.

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The Academy Council
- Pupil surveys and focus groups

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

Where a personal budget is being used for those with an EHCP, the Academy will support the child's involvement in decisions about their support.

## **16. What are the arrangements for parents raising concerns and making a complaint about the SEN provision at the Academy?**

We are committed to providing an excellent service 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 SENCO or your child's Head of House.

If you have a complaint about SEN provision, please follow the parental complaints procedure. Further information about our complaints procedure can be found on the Academy's website.

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

## **17. How does the Academy involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?**

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

- educational psychologists;
- Child and Adolescent Mental Health Services (CAMHS);
- specialist teachers;
- therapists (including speech and language therapists, occupational therapists and physiotherapists);
- social workers.

We always involve parents in any decision to involve specialists.

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

- help us train staff e.g. epilepsy and diabetes, tube feeding;
- 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 Academy are shown in Appendix 1. They are known as our Team Around the School and we meet once every term.

We also employ a full time Education Welfare Officer (Ruth Johal) and a Family Liaison Officer (Mel Vella) to support with attendance.

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

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

### **The Family Information Service**

Gives free impartial information, advice and guidance about services for children, young people and families.

Telephone: 020 7527 5959  
Email: [fis@islington.gov.uk](mailto:fis@islington.gov.uk)  
Website: [www.islington.gov.uk/fis](http://www.islington.gov.uk/fis)

### **The Parent Carer Support Service, based at Centre 404**

Offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

Telephone: 020 3316 1930  
Website: <http://www.centre404.org.uk/>



**19. What are the Academy’s arrangements for supporting pupils with SEN when they join the Academy, 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:**

	<b>Additional arrangements for children with SEN (examples)</b>
<b>When moving to another school</b>	<ul style="list-style-type: none"> <li>• We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.</li> <li>• Swift transfer of records.</li> <li>• Transition planning meeting with staff from the new setting.</li> </ul>
<b>Primary to secondary transition</b>	<ul style="list-style-type: none"> <li>• During Year 6 the SENCO will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the primary school they will be transferring from.</li> <li>• Additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the Academy and/or additional visits from the Academy for the children where these changes are more complex.</li> <li>• Year 5 annual review planning meeting and visits to the Academy for students with an Education, Health and Care plan.</li> </ul>
<b>Secondary to Further Education</b>	<ul style="list-style-type: none"> <li>• From Year 9 onwards, we will work with all students with an Education, Health and Care Plan to begin planning for the life after school by developing a ‘Transition Plan’. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise.</li> </ul>

**20. 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 Academy 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 families to access the Local Offer information, especially where there are barriers to them accessing it e.g. helping them to access the internet, printing off pages, explaining or interpreting the 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](http://www.islington.gov.uk/localoffer)

Hackney Local Offer: <http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>

Camden Local Offer: <http://www.camden.gov.uk/ccm/content/education/schools/special-educational-needs/send-reforms-and-camdens-local-offer.en>

## Appendix 1: External Organisations

<b>Name</b>	<b>Areas of expertise/ training</b>
Richard Cloudesley Outreach Service	Support for children with complex physical needs, for those who are hearing and / or visually impaired and communication needs
The Bridge School Outreach Service	Support for children with a diagnosis of Autism / Asperger's Syndrome
Samuel Rhodes School Outreach	Support for children with Mild / Moderate and specific learning difficulties(dyslexia)
Educational Psychology Service	Support for children who need assessment for cognition and learning, support for special arrangements for exams.
Speech & Language Occupational Therapy, Physiotherapy	Support for children with language disorder and issues with gross and fine motor skills and mobility
CAMHS (Child & Adolescent Mental Health Service)	Support for children with emotional social and mental health difficulties as well as assessments for Autism & ADHD
PRU Outreach Team	Support for children with difficulties in transition and emotional social and mental health issues
Child Protection Advisors	Supporting school in matters of child protection, children looked after.
Inclusion Team	Supporting school children and parents around matters of inclusion
ThinkForward	Early intervention for families who may need support
Social Services	Supporting families
School Safety Officer	Supporting pupils to be safe from harm and criminal behaviour