

New River College



SEND Information Report

Last reviewed on:	September 2025
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Next review due by:	September 2026
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New River College, 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 SEND will receive an education that enables them to make progress so that they:

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

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

About this Information Report:

This report answers some of the most frequently asked questions about the school and special educational needs. The format and information in this report has been developed through:

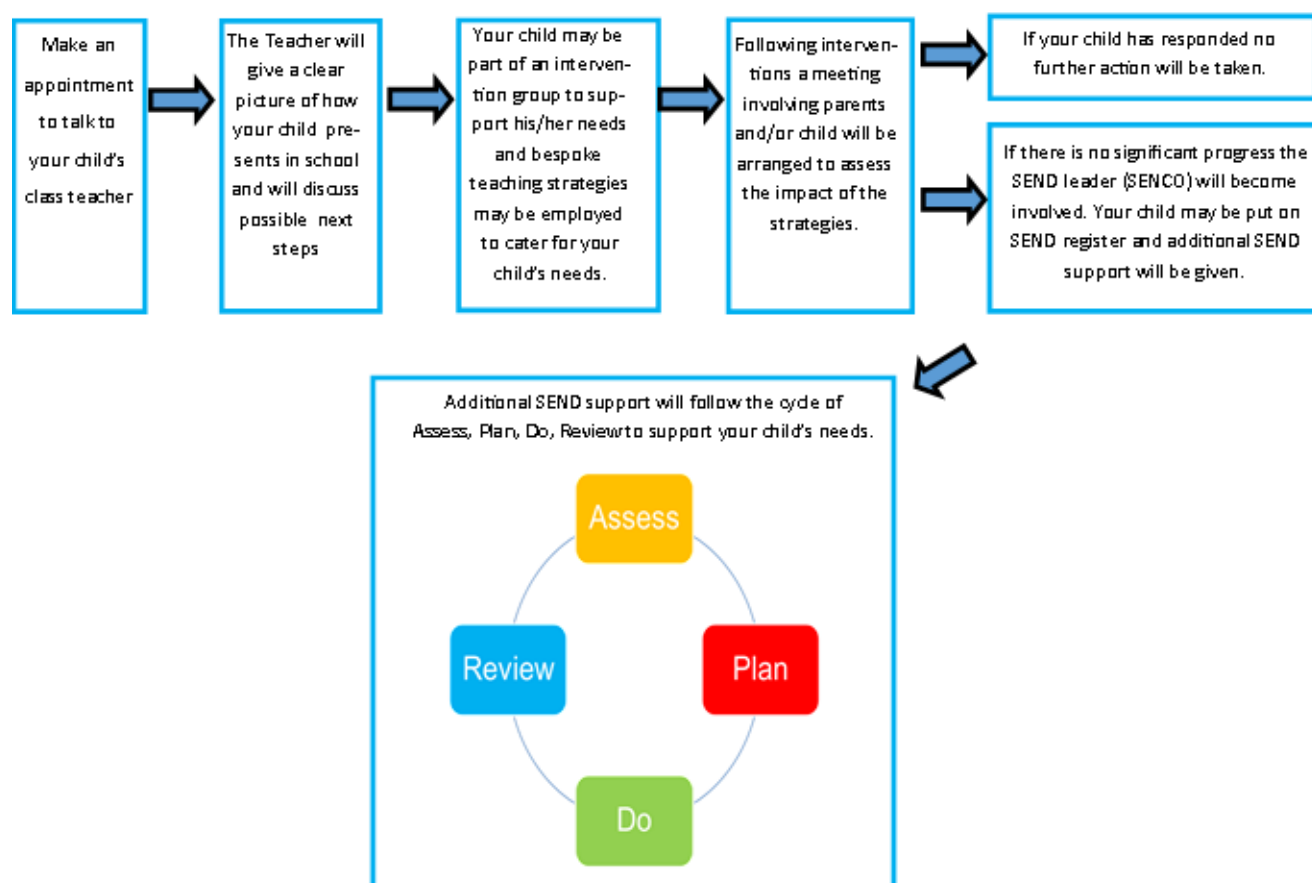
- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents, carers and school staff at New River College

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

If you need any more information, please see our SEN policy or contact Karen Galvin (Co-Head of Centre at the Primary Site and SEN Lead across New River College) on 0207 504 0534 (Option 1)

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



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

New River College is a consortium of three alternative provisions, from KS1 to KS4. New River College consists of:

- **New River College Primary:** Provides education for children from ages 5-11 who, for a variety of different reasons, cannot access mainstream education at that particular time. It aims to reintegrate children to mainstream school, or if appropriate, support them to transition to a long-term specialist provision. Children are supported in small classes to have access to a highly ambitious and engaging curriculum.
- **New River College Secondary:** Provides education to KS3 and KS4 students who, for a variety of reasons, cannot access mainstream education. The aim is to identify the most appropriate next step in education for that young person, including post 16 education, mainstream, reintegration or transition to a specialist provision. Students are supported in small groups to access a varied and ambitious curriculum.
- **New River College Medical:** Provides education across three different areas;
 - An on-site provision, for pupils aged 11-16 who have a variety of medical needs generally related to Emotional Based School Avoidance (EBSA), anxiety, adverse childhood experiences and trauma.
 - A hospital classroom on the Ifor Ward at Whittington Hospital, for pupils between the ages of 5-18, who are able to access and engage in education during their hospital stay
 - Home education and Outreach service, which provides tuition for pupils who are unable to attend an educational setting due to medical and/or mental health needs.

The students at New River College have a variety of learning and behavioural needs, some requiring 'educational facilities of a kind generally provided for others of the same age in mainstream schools', and others who require a more specialist provision. New River College 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)
- **Cognition and learning**
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, dyslexia, dyscalculia and dyspraxia
- **Social, emotional and mental health (SEMH)**
e.g. Attention deficit hyperactive disorder (ADHD), behaviours that challenge, anxiety, depression, eating disorders, attachment disorders.
- **Sensory and/or physical needs**
e.g. physical disability (PD), vision impairment (VI), hearing impairment (HI), epilepsy
- **Medical needs**

Where students have medical needs and SEN, 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 students at school with medical conditions: Please see our policy on Medical Needs.

2. What are the admissions procedures for New River College?

Students can be referred to New River College in three ways. The majority of pupils are referred by Islington's Securing Education Board (SEB) as a preventative measure to avoid permanent exclusion; some pupils join New River College following a permanent exclusion from another education setting. In some cases, pupils are given a place at New River College through consultation by a local authority to be named on the young person's Education, Health and Care Plan (EHCP).

3. What are the school's policies for the identification and assessment of pupils with Special Educational Needs (SEN)?

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

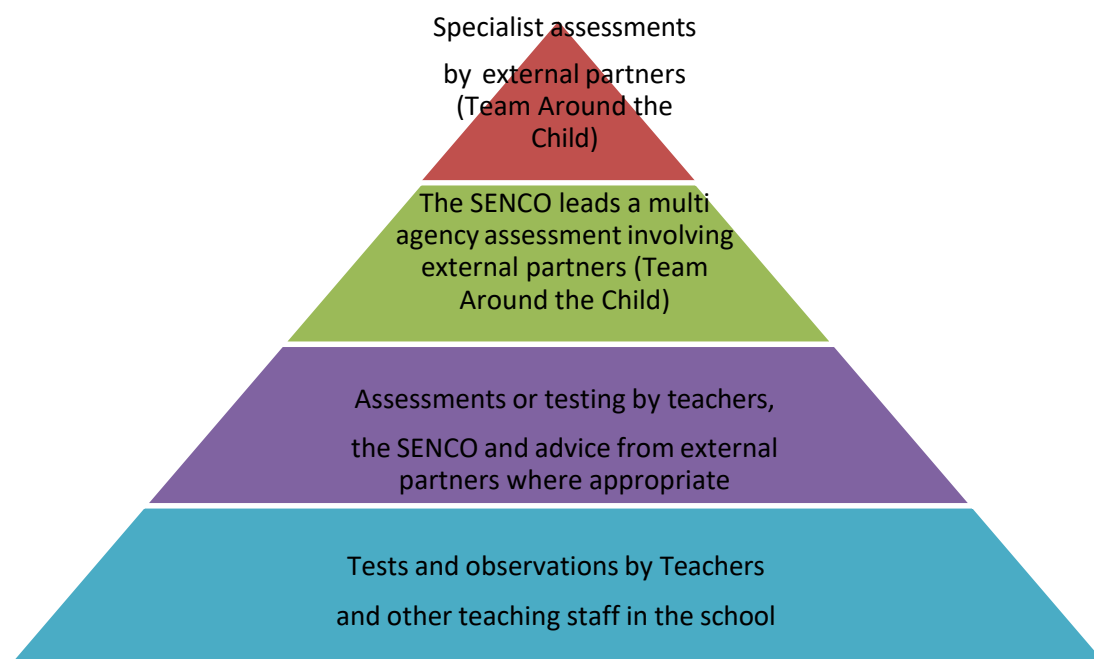
New River College identified students with SEN in a number of different ways. These are detailed below:

- Students are given a baseline assessment in Reading and Maths either on induction or shortly after induction. At the primary site, this is primarily done using information from the referring school and teacher assessment, due to the needs of the pupils. These scores allow us to create appropriate attainment targets for each student that informs teachers planning and lesson design. It also enables teachers to detect any areas of difficulty and ensure the right package of support is in place to ensure maximum progress.
- We communicate closely with referring schools and external agencies with the aim of ascertaining previous support or interventions and specific SEN needs. This ensures that any future support offered is relevant and appropriate to the students and parents. It also allows us to know as much as possible about the pupil before they start at New River College.
- Teachers in regular consultation with Senior Leadership Team regularly assess and track pupil's progress. Frequent assessment allows us to see their progress in comparison to their on-entry scores, as well as progress towards their expected levels for their age and targets set. This is regularly communicated to parents in phone conversations, face-to-face conversations and termly structured conversations. Parents and pupils' own views are also hugely important in identifying SEN. All of this information forms the basis of the pupil passport, which each student has.
- Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:
 - is significantly lower 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 pupil is not making adequate progress, our first response is to make sure there is high quality teaching in place. If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a pupil does not make expected progress and these are always taken into account.

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:



When considering if a pupil requires additional 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 and carers
- the pupil's own views
- advice from external support services, where appropriate

Further information is set out in our SEN Policy on the school's website.

4. What are the school's policies for making provision for pupils with SEN, whether or not pupils have EHCPs?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet

different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

In collaboration, teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes a structured conversation, where interventions and adaptations to the timetable are agreed.

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: All pupils who attend New River College have a pupil passport. This is a one page profile with information about how the pupil learns, with advice for supporting them.

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

EHCPs 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 need they have
- The goals or outcomes agreed by the family and professionals for the next phase of their education
- Any education, health and care provision in place to meet their needs

This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEN in the school in September 2025 and types of tools we use to plan SEN provision.

Primary:

SEN Planning Tool	Number of pupils
SEN Support	4
Education Health and Care Plans (EHCP)	6

Medical:

SEN Planning Tool	Number of pupils
SEN Support	18
Education Health and Care Plans (EHCP)	15

Secondary:

SEN Planning Tool	Number of pupils
SEN Support	38
Education Health and Care Plans (EHCP)	4

5. How does the school evaluate the effectiveness of its provision for SEN?

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

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

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

The SENCO and the Headteacher regularly report 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. 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.

6. 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 termly reports to parents on their child's progress in the form of a written report and a meeting to go through it. We also provide more regular feedback ranging from daily phone calls, regular face to face meetings, emails and regular attendance at multi-agency meetings if it is required. 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 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.

In Annual reviews linked to EHCPs, 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. This is recorded on the Islington Annual Review form.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN. The school's most recent OFSTED inspection can be found here:

Primary: <https://newrivercollege.co.uk/nrc-primary/ofsted-reports-2>

Medical: <https://newrivercollege.co.uk/nrc-medical/ofsted-reports-3>

Secondary: <https://newrivercollege.co.uk/nrc-secondary/ofsted-reports-secondary>

7. What is the school's approach to teaching pupils with SEN?

All pupils 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. School staff such as Teaching Assistants, Engagement 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. The SENCo and the rest of the Senior Leadership Team ensure that staff have sufficient skills and knowledge to deliver the interventions the pupils needs.

8. How does the school adapt the curriculum and learning environment for pupils with SEN and those with disabilities?

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

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to getting additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This

may also involve working with outside partners. For example, we might need to:

- Provide visual resources to support learning
- install a wheelchair ramp
- rearrange the layout of the classroom
- install sound loops in 2 of our classrooms
- create a quiet area in the school
- buy specialist ICT software
- identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and support the families application for funding to purchase the equipment.

In considering what adaptations we need to make the SENCO will work with the 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: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

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

The school is organised to ensure that all children are placed in small groups, with the support of a teacher and learning assistant(s). We endeavour to provide highly differentiated Quality First Teaching in the classroom with the use of smaller groups or 1:1 support for those students whose needs require it.

In planning both in class and out of class work teachers work alongside the SENCo, Educational Psychologists, CAMHS clinicians, speech and language therapists, occupational therapists and behavioural specialists to deliver an inclusive highly tailored provision to all our students.

Our multi-agency partners provide regular staff training on the latest strategies and interventions and we are constantly reviewing our practice to ensure it is at its most effective.

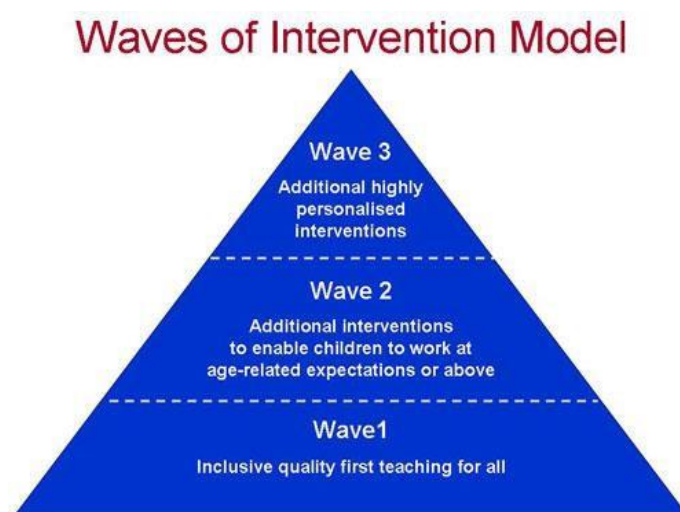
The school organises the additional support for learning into 3 different levels (also called waves).

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.



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.

10. What extra-curricular activities are available for pupils with SEN?

The school also provides opportunities for pupils to go on school trips. We will involve parents of pupils with SEN in the planning of school trips and identify how the needs of individual pupils can be best met. T

We try to make sure that all pupils with SEN can engage in these activities. 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.

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

New River College is a Trauma Informed School and all staff have had training in these approaches. The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

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

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

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- mentoring - mentors run activities and conduct one to one meetings
- individual plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- 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 on the website.

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

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. 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 or form tutor before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Primary SENCO and SEN Lead across New River College:

Karen Galvin – email: karen.galvin@nrc.islington.sch.uk – phone: 0207 504 0534 (Option 1)

Medical SENCO:

Felicity King (currently on maternity leave) – email: Felicity.King@nrc.islington.sch.uk – phone: 0207 504 0534 (option 3)

Secondary SENCO:

Matt Rogers – email: Matthew.rogers@nrc.islington.sch.uk – phone: 0207 054 0534 (option 2)

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

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

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

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

General SEN training for all staff:

Details of training / expertise	% of school staff trained
iTIPS (Trauma informed practice)	All permanent staff – new starters to be trained under induction schedule
Team Teach	52% Team-teach training planned for January 2025, which will increase % to 90%
Pediatric first aid	
How to support pupils with SEN needs	100%
How to support pupils with emotional needs	100%
Asthma Training	100%
Facilitating Access Arrangements	100% (Secondary and Medical)
Anaphylaxis and Epi pen training	100%

Specific SEN training and expertise:

Details of training / expertise	School staff
Accredited SENCO (National Award)	SENCO on each site Deputy Head Teaching and Learning Head of Outreach
Senior Mental Health Lead Training	SEN Lead
Accredited Higher level teaching Assistant	6 staff
Phonics	All Primary staff

Lego Therapy	All Primary and
Supporting students with Speech and Language difficulties	All Primary Staff
Talk for Writing	All Primary Staff
Demand avoidance	All staff across sites
ELSA	All engagement mentors 1 LSA at Primary

Our staff also access training and materials provided through our NRC outreach team. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

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

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

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

All of our sites are accessible to wheelchair users with the school office located on the ground floor and ramps at the entrances. All sites have a disabled toilet on each floor. The secondary site, based at Lough Road, has a lift to access the higher floors. We aim to make access to all our sites easier for those with disabilities, with small children, buggies etc.

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

- Sensory equipment including Move and Sit cushions and weighted blanket. Primary also has a dedicated sensory room.
- Devices for additional recording eg: Cameras and iPads with

video and voice recording facilities.

- SEN Software- for example, Communication in Print, specific maths and literacy computer programmes including, TTRS, Numbots

The school will consider purchasing other equipment if there is an agreed identified need.

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

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

- discussions with the class teacher
- setting and reviewing targets in termly structured conversations and / or team around the child meetings
- during discussions with the SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

We will discuss your child's progress with you informally through daily phone conversations and face-to face chats and formally in termly structured conversations. If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged. Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

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

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

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a

priority for the school. All children are consulted about their learning and how they feel about a range of topics through structured conversations.

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

- providing them with relevant information in accessible formats
- using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

17. What support is in place for looked-after and previously looked after children with SEN?

On each site, there is a designated teacher for looked after children and previously looked after children.

The following designated teachers are:

Primary – Carl Keegan (Co-Head of Centre and Designated Safeguarding Lead)

Medical – Adam Sunderland

Secondary -William Dimmock

The designated teacher will work with the SENCO on each site to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

18. 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, SENCO or Head of Centre.

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

- the class teacher / subject teacher or form tutor
- 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.

Further information about our complaints procedure can be found here:

<https://newrivercollege.co.uk/uploads/KEY%20INFO/Policies/NRC-Complaints-Policy-30.12.21.pdf>

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 SENDIAS, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930

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

19. How does the school involve others in meeting the needs of pupils with SEN and in supporting the families of such pupils?

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

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers
- Music Therapist
- Art Therapist (Part of CAMHS offer)
- Family support workers through Bright Futures
- School Nurse Service

We always involve parents in any decision to involve specialists.

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

- help us train staff e.g. epilepsy and diabetes ,tube feeding,
- 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

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

Information about local support 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 islingtontsend@family-action.org.uk

21. 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.

	Examples of arrangements for children with SEN
Intake/induction	• Swift transfer of records • Work with Islington Admissions team • Transition meeting with previous setting and/or professional network • Transition plan drawn up with main carer • Initial induction visit • Liaise with professional network if appropriate

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 plan drawn up with main carer • Transition meeting with new setting • If reintegrating to a mainstream setting within Islington, NRC Outreach will be involved to support the transition also
Primary to secondary transition	• Swift transfer of records • Year 5 annual review planning meeting • 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 • 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 • Support from the SENCo in years 5 and 6 to visit schools, including out of borough specialist provisions. • Support from SENCo to complete the online secondary application form. • If pupil is transitioning to a mainstream setting, support from the NRC Outreach team will begin in February of the academic year they are leaving
Secondary to further education	• From Year 9 onwards, the annual reviews of pupils with EHCPs will have a focus on preparation for adulthood to begin planning for the next stage in their education • Timely annual reviews • Swift transfer of records • Support from SENCO to complete forms requesting new provisions • Support from careers advisor • Dedicated careers lessons in Y11 • Opportunities to PATH planning where needed • Annual reviews in Year 11 include preferences for consultation to post-16 providers • Where needed, pupils are accompanied to post-16

	placements • NRC access the local authority for special internships and work closely with the progress team to ensure pupils' needs are met in identifying and securing post-16 placements
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22. 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

Appendix 1: External agencies

Name	Areas of expertise/ training
Richard Cloudesley Outreach Service	Hearing and Visual Impairment, severe learning difficulties
The Bridge Outreach Service	Autistic Spectrum Disorder, Profound and Multiple learning difficulties
Samuel Rhodes Outreach Service	Moderate learning difficulties
Educational Psychology Service	Supporting school's in understanding the learning needs of children
CAMHS (Child and Adolescent Mental Health Service)	Working with children and families around understanding emotional and behavioural needs.
EWO (Educational Welfare Officer)	Promotes the regular attendance of children and young people in our school
Speech and Language therapy service	Language and communication needs, provides staff with a better understanding of how to meet these needs.
Occupational Therapy Service	Understanding sensory needs of learners
Targeted Youth Services and the Youth Offending Team	These services support young people who have a combination of risk factors and those who are already experiencing difficulties. Where young people enter the youth justice system, they provide statutory services in order to prevent reoffending.
Bright Futures	Part of the early help offer which works with children and young people and their families to support them in achieving a range of goals, including routines, engagement with education, parenting techniques.
Jigsaw mentoring	Mentoring scheme for secondary age-pupils

Safer schools officer	Working together with the Team Around the School around keeping pupils safe in school and in the community
Children's Social Care	Advice and support following referrals where needed Work alongside social workers to support the family to work towards set goals

Glossary of terms:

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages