

City of London Primary Academy Islington

SEND Schools Information Report



CITY OF LONDON
PRIMARY ACADEMY
ISLINGTON

Responsibility:	Governing Body
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At COLPAI every child matters and the importance of having the right provision at the right time in a child's school life cannot be overstated. We work together with families on a holistic path to overcoming challenges on an individual and profoundly human level, so all children have every opportunity to meet their potential.

There are four types of Special Educational Needs and Disabilities (SEND):

- communication and interaction (e.g. language and communication needs/autism)
- cognition and learning (e.g. cognitive delay/dyslexia)
- social, mental and emotional health – (e.g. significant behaviour issues/anxiety)
- sensory or physical needs (e.g. genetic syndromes/hearing impairment)

How do we identify children with SEND?

We recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- liaison with previous school
- the child is performing significantly below expected standards
- the child is not making expected progress
- concerns raised by parents/carers
- concerns raised by the teacher
- liaison with external agencies, e.g. a diagnosis from a paediatrician

We ensure the thorough and individualised assessment of children:

- in the Early Years children are assessed through on-going observations and on-line baselines
- children learning phonics are assessed every 6 weeks
- (from Year 1) children are assessed termly across a range of subject areas. Children's progress and attainment is then discussed in termly children progress meetings
- we gain additional information from parent/carers
- we use specialised assessments that give us more detailed information in reading/writing/mathematics using a detailed Pre Key Stage assessment system
- we assess the specific needs of children with ASC in social communication, emotional regulation and sensory needs using the Autism Education Trust Framework and through observations with our speech therapist and link outreach teacher from the Bridge School

How are decisions made about what type and how much support an individual child will receive?

A school's provision for SEND is defined as support which is additional to, or different from that which is available to all students.

We look at children's needs at least every term following assessments. We then plan input for children asking the following questions:

- can the child work independently or do they need support with their learning?
- does the child need any support outside of the classroom?
- does the child need any additional equipment to support their learning?
- does the child need any additional support from outside agencies (e.g. speech therapist, educational psychologist etc.)?

The SENCO and other relevant staff then plan support based on this. Our teaching is highly effective, so we believe that children are best taught in class. However, where appropriate, children may be taught in groups outside of the class. Additional and different support may be given at other times through targeted interventions. We always attempt to organise this to minimise the impact on the child's ability to be included in all aspects of school life.

How does the school prepare and support children when they join?

We work closely with pre-schools, parents/carers and nursery settings in the local area to ensure a smooth transition for children who are joining us. Where children are transferring from another school we attempt to make sure that the SENCO and/or the class teacher visit the school to meet the child. Parents/carers and children are also invited to visit.

How do we monitor a child's progress and communicate with the parents/carers of a child with SEND about their progress?

Our assessment and monitoring programme ensures that we know what children can do and need to do next. We monitor children's progress at the end of lessons through marking and we also assess children every term. In addition, if a child is having additional support outside of the classroom we make sure that the progress they are making is very closely monitored. For example, if a child is working with a speech therapist we set targets and will check that the child's speech is improving.

The school has a variety of ways to allow parents/carers to share their views and concerns. Teachers endeavour to be available at the end of the school day if parents/carers wish to discuss their child. In addition, the school holds parent/carer consultations three times a year.

Parents/carers attend annual review meetings and are encouraged to attend a parents' group that provides information on ways to help their children. The children

attend their annual review meetings (when appropriate) and are involved in agreeing their targets.

How are decisions made about what type and how much support an individual child will receive?

We look at children's needs at least every term following assessments. We then plan input for children asking the following questions:

- can the child work independently or do they need an adult to support their learning?
- does the child need any additional equipment to support their learning?
- does the child need any additional support from outside agencies (e.g. speech therapists etc.)?
- does the child need any support outside of the classroom?

The SENCO and other relevant staff then plan support based on this. Because our teaching is highly effective, we believe that children are best taught in class, however we have some intervention groups that are run at the same time as lessons in class. These interventions are carefully monitored and adapted to meet the specific needs of the children in them. Our aim is that children return to class teaching. Additional support is also given during assembly times and at other times that will not impact on the child's ability to take part fully in all lessons.

How does the school prepare and support children when they join?

We work closely with pre-schools and settings in the local area to ensure a smooth transition for children who are joining us. Where possible, teachers visit children in their setting. Where children are transferring from another school, we make sure that the SENCO and/or the class teacher visit the school to discuss the needs of the child. Currently, many of these meetings are remote. Parents/carers are also invited to visit.

How does the school support children when they transfer to a new school or the next stage of education?

Transition is a part of life for all learners, whether that involves moving to a new class, to a new school or onto the next phase of education, training or employment. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents/carers, children, staff and outside agencies to ensure these transitions run as smoothly as possible and that key information is shared promptly.

Planning for transitions within the school will take place in the summer term. Arrangements for transition for children/students with SEND to secondary school/onto the next stage of education, training or employment is planned according to individual need.

During Year 6, information previously agreed with parents/carers will be shared with the SENCO at their next school/destination. This information outlines the child's needs and the support that has proven effective.

Where possible, children will visit their new school/destination on several occasions. In some cases, staff from the new school/destination will visit him or her, or staff from your child's school will accompany your child on visits to his/her next school.

What do we do to help children with special educational needs or disabilities?

COLPAI implements support for children in three waves of intervention', with quality first teaching as the first wave, followed by the second wave of small group intensive intervention led by a qualified teacher or teaching assistant and a third wave of intervention drawing on specialist additional support, often involving the support of external agencies.

Provision is provided and evaluated by us using a person-centred approach adopted from the Code of Practice; Assess levels of ability- Plan appropriate input- Do, put into practice- Review, evaluate outcomes.

Disabled children will have a care plan to ensure his/her needs are met. The school uses this information to make sure that classroom teachers are aware of the needs of children, with specialist training and equipment being utilised when required. As a new build school we have made every effort to make the school accessible for those with disabilities, ensuring that difficulties navigating the school day are minimised.

Teachers are responsible for planning lessons that are inclusive, accessible, and differentiated for every child.

Some of the ways our teachers plan for this are:

- small group or 1-1 learning
- pre-teaching content or vocabulary where an adult teaches the child/s the words that they will need to know before a lesson so that they can take part fully
- over-learning topics, where parts of a topic are re-taught to make sure that children have learnt it
- to set alternative activities for home learning
- to provide specially targeted texts and resources appropriate for a child's reading ages
- to provide additional apparatus or materials (for example practical resources or additional ICT)
- to adapt and adjust resources and materials to make them accessible for children with specific learning difficulties e.g. visual or physical difficulties (for example we make enlarged texts for some children).

How do teachers match their teaching to meet an individual child's needs?

At COLPAI all of the teachers are supported so that they are:

- using focused questions
- directly supporting children in groups
- repeating instructions and information regularly
- breaking instructions and information into manageable chunks
- giving children additional materials (concrete apparatus) that they can use to help them when they are learning
- scaffolding (supporting) children's answers and responses (for example giving them sentence openings)
- planning how additional staff to support specific groups or individual children.

How do we include children in activities and educational visits?

For those children who have mobility needs, other forms of transport to and from the venue are arranged. All educational visits are planned to ensure that children with additional needs can take part, with a risk assessment completed when appropriate. The class teacher and/or SENCO speaks with the parents/carers about accessibility and/or support required for specific children. All children can attend any activity run outside school hours as reasonable adjustments are made for children to fully participate in extra-curricular activities. For those children who have mobility needs, other forms of transport to and from the venue will be arranged.

What support do we offer for children's overall health and wellbeing?

We acknowledge that the 'lock downs' during the COVID epidemic have influenced the mental health of some of our children. The school is a consistent, structured, caring, nurturing and happy community and this meets the needs of the vast majority of children.

The class teacher has the responsibility for the overall well-being of every child in their class. Children's needs are discussed as soon as there are concerns with the leadership team, the class teacher and inclusion team. Support, if necessary, is then planned. This includes nurture groups, social skills, friendship groups and also bespoke behaviour programmes (we have liaised with New River College behaviour support outreach team for these).

Where necessary, we provide a range of support services. We also ensure that specialist support services (e.g. CAMHS) are consulted as soon as necessary. Since April 2022, Islington schools have been allocated a CAMHS clinician; she works with us weekly and provides important advice and support, including direct, for children and their families.

If a child has significant medical needs, then parents/carers speak to Ms Clapham to discuss how the school can best support the child. This might include completing

a health care plan so that the relevant agencies can be contacted. The school holds a list of all children who have medical needs, which is shared with relevant staff members. Where necessary, staff are trained by designated hospital professionals e.g. if the child is diabetic.

What specialist services and expertise are available at, or accessed by, the school?

Islington provides the following services:

- occupational therapy
- specialist schools in the locality (The Bridge School outreach team supports our children with ASC)
- Education Psychology Service
- child psychology (usually through Islington CAMHS)
- children's social care
- specialist health services
- Speech and Language Therapy services (this has just been reduced to children with an EHCP and those who have a 'severe' need)
- child and adolescent mental health service (CAMHS)
- New River College behaviour support outreach

In addition, the school recently bought in a private SLT to assess a child's specific language needs. We are developing this work so that we can meet the needs of children who are not supported by the NHS.

How accessible is the school environment?

Schools have a legal duty to write a plan setting out how accessible they are to all children. These plans can be obtained from the SENCO. These plans detail how we make adaptations to the curriculum and the learning environment to meet the needs of all children.

Parents of children who join our school with a disability and who require specialist equipment will meet our SENCO to discuss the use of them and how we will ensure the building and resources are accessible.

What should a parent / carer do if they think their child may have special educational needs?

When your child starts school you will have a home visit where we ask you to talk about your child and any difficulties you think they may have.

Your main point of contact at school should always be your child's class teacher. You can start by contacting them and discussing your concerns. If you need to speak with other staff members, the teacher will be able to help you arrange this. You are also, of course, able to contact them directly through the administration office.

How do we support young people with special educational needs and/or disabilities (SEND)

Children who have a statement of special educational needs or education, health and care plan (EHCP) receive varying forms of additional resources, as do children who have additional needs but do not have a statement or EHCP.

In 2014 legislation relating to children and young people with SEND was introduced. The Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> introduced a systematic 'graduated approach' to supporting children with SEND and the 'Assess, Plan, Do, Review' process. At COLPAI, the first strategy for all children is quality first teaching, support that is different from or additional to is then planned to meet a child's specific needs. An anonymised example of the Assess Plan Do Review cycle is attached (SEN support plan).

We are committed to supporting the emotional and social development of children with SEND. The Trust, and each of its schools, has a robust and effective anti-bullying policy/approach, including arrangements for ensuring that the views of children are heard.

Each local authority publishes a 'local offer' which contains information about services that are available to children, young people and families in that area. The 'local offer' includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years.

COLPAI is a warm, welcoming and inclusive school, where we go the extra mile to meet each child's individual needs and adopt a fully person-centred approach. There is a designated teacher whose role it is to champion children who are looked after by the local authority. Where looked after children also have SEN, the designated teacher will work closely with the SENCO to ensure that effective support is provided.

To find out more please contact the SENCO (contact the school office to enable this) who will be happy to assist you. Visits to the school are welcomed.

How are our resources allocated and matched to a child's special educational needs? How is the school's SEND budget allocated?

There are two main budgets that we use to provide resources for children with SEND:

Core budget:

COLPAI uses some of their core budget to employ a SENCO/inclusion lead – they oversee the provision for all children with additional learning needs.

Core funding is also used to purchase specifically designed equipment and resources for children with SEND including iPads etc.

Additional funding for SEND:

Children with SEND benefit from all of the ways that we help children to learn. The additional funding for SEND is used to provide support to specifically identified children. This includes those who are on the SEND register and children with an education health and care plan (EHCP). The funding is used to provide high quality teaching and learning in a structured manner.

Additional funding is used to provide a highly skilled speech and language therapist who works at our school regularly. She identifies and assesses children, trains support and intervention staff and works with teachers.

What training do the staff supporting children with SEND have?

Every year we have training for staff (in the five training days when the schools are closed to children and also, for teachers, every week after school). In addition to this, staff are trained, as required, to support specific children, for example, when working with a child with autism or when sensory aids or ICT programmes are required.

Medical training to support children with medical care plans (such as severe allergies and diabetes) is provided to first aid staff. Staff are supported and trained by external agencies based on the needs of individual children.

What is the requirement for SEN information reporting?

The SEND Code of Practice (section 6.79 p106 and 107) states that the following information must be made available in an information report:

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for children with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Additional guidance is provided on the Department for Education website-what maintained schools must publish.

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

How do we involve parents/ carers and children in consultation?

COLPAI has a 'person centred' approach to ensuring parents/carers and children are consulted and collaborated with throughout their time at school.

Tracking and assessment data can be accessed through the school's reporting structure as well as annual parent/carer consultation evenings.

Our SENCO is the primary liaison for families and external professionals working with children's with SEN. Children with an EHC plan will have their provision monitored and reviewed, with a review of the education, health and care plan taking place annually.

We encourage parents/carers to talk to their child's class teacher about any issues or concerns that they may have. Our leadership team supports parents/carers in all aspects of school life.

We encourage parents/carers to work as partners with the school in reviewing the support for all children with SEND, including active involvement in annual reviews and provision planning. The SENCO meets and talks to parents/carers of children with SEND regularly and is available to discuss any concerns. The specialists we use, such as the educational psychologist, also work with and support parents/carers.

What support do Islington, Hackney and the City of London provide for children with SEND and their families?

Each local authority publishes a 'Local Offer' which contains information about services that are available to children, young people and families in that area. The 'local offer' includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years.

Please see links to the 'Local Offers' of the three Local Authorities that the school works with below

[SEND local offer | Islington Council](#)

[SEND Local Offer - City of London Family Information Service](#)

[Hackney Local Offer](#)