

# City of London Primary Academy Islington

## SEND Schools Information Report



**CITY OF LONDON**  
PRIMARY ACADEMY  
**ISLINGTON**

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Responsibility:	Governing Body
Updated:	September 2025
Approved by Board:	September 2025
Next Review Date:	September 2026

**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 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.

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 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 which involves the support of external agencies.

Provision is provided and evaluated by us using a person centred approach adopted from the SEN 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 their 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).

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 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. We have a CAMHS clinician in school who works with us fortnightly and provides important advice and support, including direct support to children and their families.

If a child has significant medical needs, then parents/carers speak to Ms Clapham or Ms Holley 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 does the school prepare and support children when they join?**

We are aware that successful transitions are particularly important for children with SEN and their families. 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 COLPAI in advance of joining us.

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

Planning for transitions within the school will take place in the summer term and involves careful, clear and timely communication with secondary school SENCOs and admission teams. We highlight children who will benefit from additional transition support according to individual need. This may lead to additional visits to their new schools as well as their new teachers visiting them at COLPAI.

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.

## **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.

## **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). We also provide training to all staff on key areas of SEN. In the last year, this has involved bespoke training from a range of different external professionals including:

- Wellbeing, led by the CAMHS practitioner in school
- Interventions such as Word Aware, from the Speech and Language Therapist
- Specific Literacy Difficulties, led by the Educational Psychologist
- Sensory circuits, Social Stories, led by The Bridge School Outreach Service
- We have also received training from the NSPCC and bespoke training on trauma informed approaches

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.

## **How do I complain if I am not happy with what is happening for my child?**

We hope that every parent/carer is happy with what is in place for their child. If you have anything you are unsure or concerned about, the first thing to do is always discuss this with your child's class teacher. In most instances, issues are resolved at this stage. However, if you remain unhappy you can also speak to the SENCO or the Headteacher. The full complaints policy is available on the school's website.

## **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](#)