

St Joan of Arc Catholic Primary School – “An inclusive school for all”
Meeting the needs of pupils with Special Educational Needs

September 2026

SEND Information Report

Report Revised: September 2026

Review Date: September 2027

St Joan of Arc Catholic Primary School, 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 receives the support they need – this means doing everything we can to meet their 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 and carers and school staff at St Joan of Arc Catholic Primary School

We will review and update this information report regularly to reflect changes and feedback. The next annual review of this report is scheduled for **September 2027**.

If you need any further information, please see our SEND Policy on the school website or contact Mr A. Vallejo, Assistant Headteacher for Inclusion and SENDCO, who holds the statutory SENCO qualification and an MA in Special and Inclusive Education, on 020 7226 3920.

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

St Joan of Arc Catholic Primary School is a mainstream primary school and welcomes children and young people with SEND 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, 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 partially accessible to pupils with mobility difficulties. See Section 6 for more details.

- **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 with medical conditions, and where appropriate, we will put in place an **Individual Healthcare Plan (IHP)** to ensure their needs are met consistently and safely.

We also recognise that some pupils may present with complex, overlapping or emerging neurodevelopmental needs, developmental trauma, or neurodivergence not yet formally diagnosed. We work in partnership with families and professionals to ensure a responsive and inclusive approach.

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

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

We assess each pupil's skills and levels of attainment when they first come to the school. This builds on the information from the child's previous early years setting or school where appropriate, and provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have identified SEND, a diagnosis or professional involvement, 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 school.

Teachers regularly assess pupils' progress, development and access to learning, supported by the Senior Leadership Team and SENDCO. This helps us identify pupils who may require additional support.

A pupil may require further assessment where they:

- make progress that is significantly slower than that of pupils with similar starting points
- fail to match or improve on their previous rate of progress
- show a widening gap in attainment
- experience persistent difficulties with communication or interaction
- have sensory, physical or medical needs that affect access to learning
- experience difficulties with emotional regulation, attention, independence or social participation
- require support or adjustments that are additional to or different from those normally available through high-quality teaching.

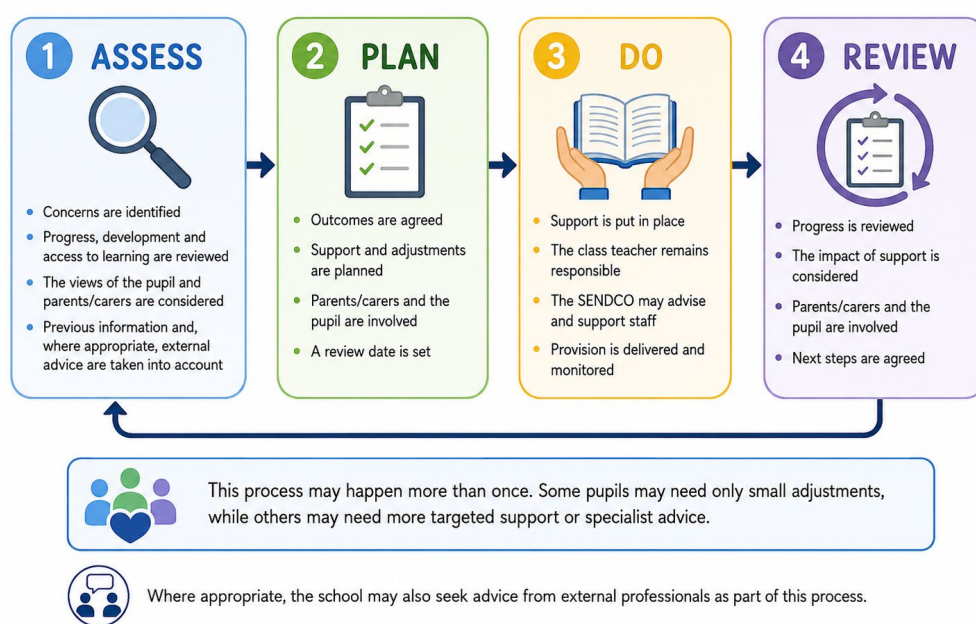
Where concerns arise, the class teacher will first review the quality and suitability of teaching, classroom support and reasonable adjustments already in place. The teacher will work with the pupil, parents or carers and the SENDCO to carry out a clear analysis of need.

The school recognises that a pupil may have SEND even where they are attaining well academically. Support is based on the pupil's identified needs and does not depend on a formal diagnosis.

Assessment may draw on:

- teacher assessment and observation
- the pupil's progress and attainment over time
- the views of the pupil and their parents or carers
- information from previous settings
- school-based assessment tools
- advice or assessment from external professionals where appropriate.

Our approach to identifying, assessing and supporting pupils with SEND



Further information is set out in our SEND Policy.

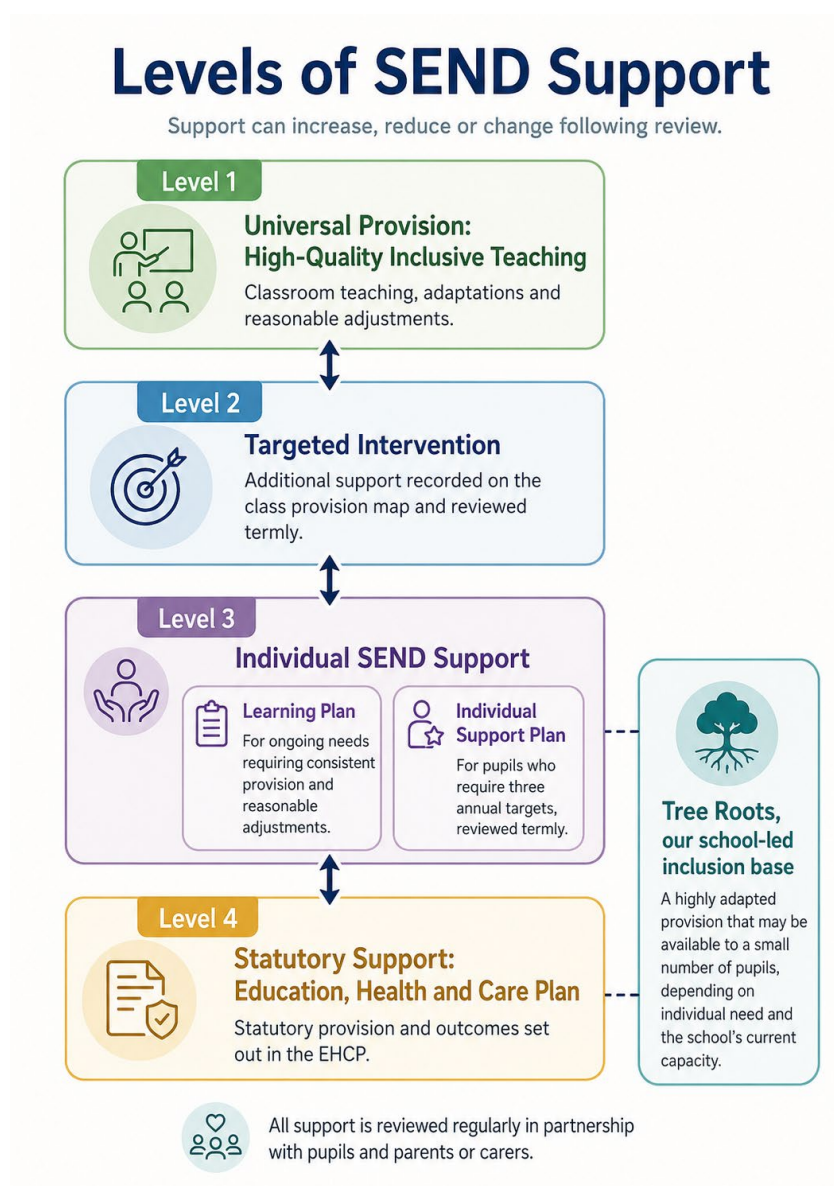
3. What arrangements does the school make for pupils with special educational needs and disabilities (SEND), including pupils with Education, Health and Care Plans?

Most pupils with SEND are supported within their mainstream classroom through high-quality inclusive teaching, reasonable adjustments and carefully planned support.

Where a pupil requires provision that is additional to or different from that normally available in the classroom, the class teacher and SENDCO will work with the pupil and their parents or carers to identify needs, agree outcomes and plan appropriate support.

Provision is reviewed through the Assess, Plan, Do, Review cycle. Support may include classroom adaptations, targeted interventions, individualised strategies, specialist advice or provision set out in an Education, Health and Care Plan.

The school's graduated approach to SEND support is summarised below.



How the levels of support work

The school uses the Assess, Plan, Do, Review cycle to identify need, plan support and review its impact. Support may increase, reduce or change depending on the pupil's progress and current needs.

Decisions about movement between levels are made by the class teacher and SENDCO, in consultation with the pupil and their parents or carers, using evidence from assessment and review.

Pupils receiving Universal Provision or Targeted Intervention are not automatically placed on the SEND register. Targeted interventions are recorded on the class provision map and reviewed termly.

A pupil is placed on the SEND register when the school and parents or carers agree that the pupil requires Individual SEND Support through either a Learning Plan or an Individual Support Plan.

Removal from the SEND register does not mean that support stops. Appropriate classroom adjustments or targeted interventions may continue where required.

Individual SEND planning

Learning Plan (LP)

A Learning Plan is used for pupils on the SEND register who have ongoing needs and require consistent provision, strategies and reasonable adjustments, but for whom separate individual SEND targets would not be appropriate or helpful.

This may include pupils with ADHD, dyslexia, autism, sensory needs or other ongoing conditions. A Learning Plan will usually be informed by a diagnosis or written professional advice. In exceptional circumstances, it may also be introduced where the SENDCO, class teacher and parents agree that there is clear evidence of an ongoing SEND need.

Parents or carers are consulted, informed and provided with a copy of the plan. Learning Plans are reviewed termly.

Individual Support Plan (ISP)

An Individual Support Plan is used for pupils who require three individual annual SEND targets. These targets are reviewed termly and may be changed during the year where they have been achieved or are no longer appropriate.

An Individual Support Plan may be used where:

- a pupil is awaiting an agreed SEND-related assessment
- professional assessment or advice identifies the need for individual targets
- a pupil is receiving targeted support from an external professional
- the school and parents agree that individual targets are required
- a pupil has an Education, Health and Care Plan.

Pupils awaiting an agreed SEND-related assessment will receive an Individual Support Plan based on needs already identified by the school. The targets and termly reviews will also contribute evidence to the assessment process. An Individual Support Plan is introduced following discussion and agreement with parents or carers.

Private assessments

Where a private assessment recommends individual targets, the school may use an Individual Support Plan to implement and evaluate the recommendations. Provision will be reviewed through the Assess, Plan, Do, Review cycle and may continue, change or reduce according to the pupil's needs, progress and the school's evidence.

At the end of this period, the school will review its own evidence and decide whether to:

- continue the Individual Support Plan
- move the pupil to a Learning Plan
- step the pupil down to Targeted Intervention or Universal Provision.

The school will consider recommendations from private assessments carefully but will determine what provision is reasonable and deliverable within its mainstream setting, staffing and available resources. Where recommendations are adapted, this will be explained to parents or carers.

Education Health and Care Plan (EHCP):

Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education, Health and Care Plans are issued and maintained by the local authority where it determines that it is necessary for special educational provision to be made through an EHC plan.

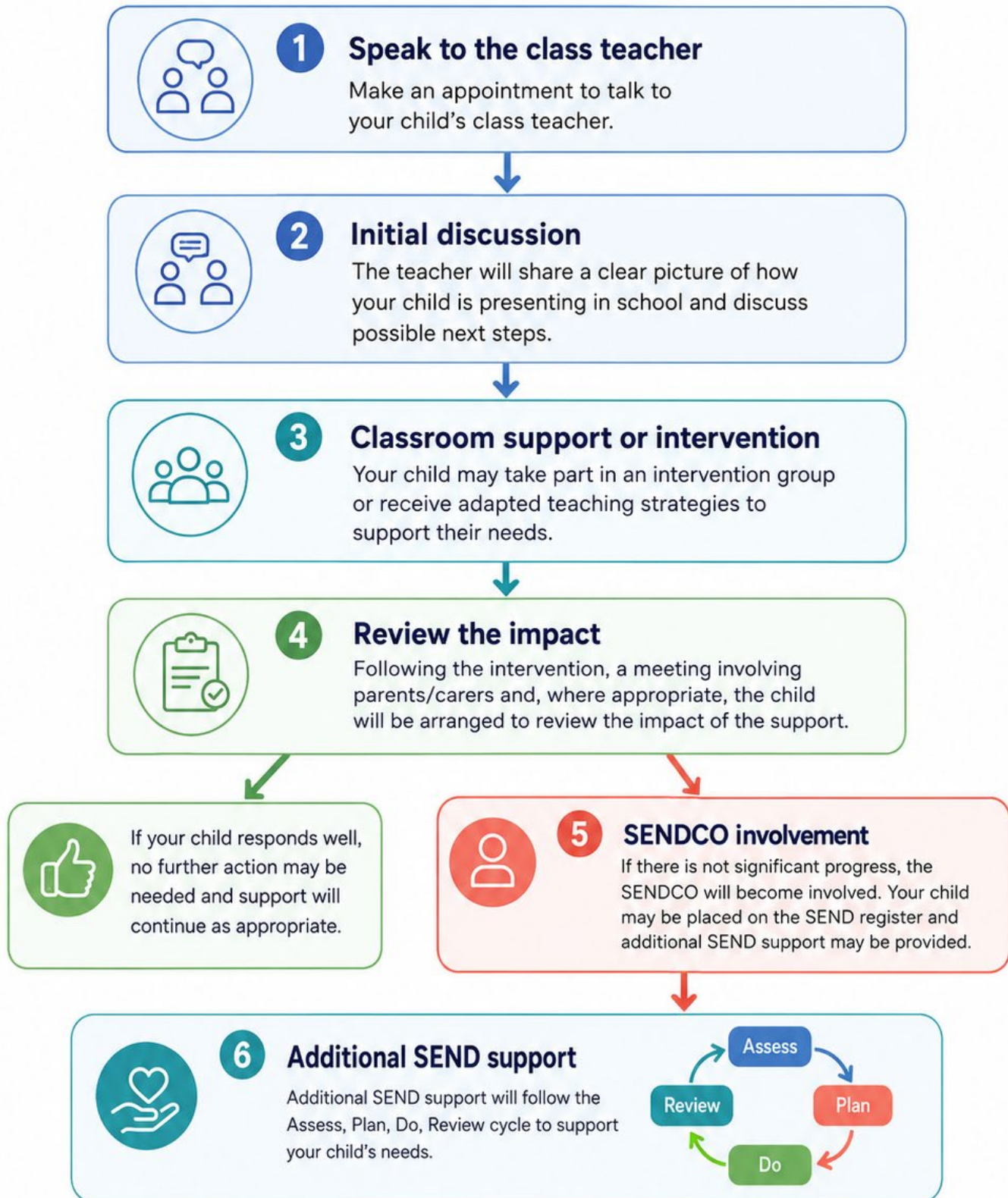
These EHCP include:

- 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 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. An example can be obtained from the SENDCO on request

4. What do I do if I'm concerned about my child?

SEND is support that is additional to or different from that provided for most children in a mainstream school.



For more information on how Assess, Plan, Do, Review works visit the Islington Local offer website using the link below;

<https://directory.islington.gov.uk/kb5/islington/directory/advice.page?id=tDox2v09xgQ>

5. How are looked-after and previously looked-after pupils with SEND supported?

The SENDCO works closely with the Designated Teacher for Looked-After and Previously Looked-After Children to ensure that pupils' special educational needs are identified and supported. Where appropriate, SEND provision is coordinated with the pupil's Personal Education Plan, Education, Health and Care Plan and other care planning. The school works with carers, social workers, the Virtual School and relevant professionals to review progress and ensure that educational and pastoral support is joined up.

6. What arrangements are in place for disabled pupils?

Disabled pupils are considered for admission on the same basis as other applicants and in accordance with the school's published Admissions Policy. The school will not treat a disabled pupil less favourably because of their disability and will consider reasonable adjustments to remove substantial disadvantage.

The school site is step-free at ground-floor level and includes a disabled toilet. Nursery, Reception and Year 1 are located on the ground floor. The upper floor is accessed by stairs and there is currently no lift. Where a pupil has mobility or access needs, the school works with the family, local authority and relevant professionals to assess whether needs can be met safely and what reasonable adjustments are required.

Further information is available in the school's Accessibility Plan and Equality Policy

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

The school evaluates the effectiveness of SEND provision by considering:

- pupils' progress towards agreed outcomes
- attainment, engagement, attendance and participation
- the impact of interventions, reasonable adjustments and individual provision
- the views of pupils and their parents or carers
- information from teachers, the SENDCO and relevant professionals
- whether provision has been delivered as planned.

Class teachers remain responsible for monitoring the progress of pupils with SEND. The SENDCO supports staff to review provision and consider whether it should continue, change, increase or reduce.

The SENDCO and Headteacher report regularly to governors on the quality and impact of SEND provision. Governors use this information to support and challenge the school's work.

8. What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

The progress of all pupils is reviewed regularly through normal school assessment arrangements.

Targeted interventions, Learning Plans and Individual Support Plans are reviewed termly. Reviews consider:

- what is working well
- progress towards agreed outcomes or targets
- whether provision has been delivered consistently
- the pupil's and parents' views
- any changes required to provision or next steps.

Pupils with an Education, Health and Care Plan also have a statutory annual review.

Parents or carers receive updated information following reviews and are involved in decisions about any changes to support.

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

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100449>

9. What is the school's approach to teaching pupils with SEND?

Pupils with SEND are taught through high-quality inclusive teaching and have access to a broad and balanced curriculum.

Teachers use assessment information and their knowledge of pupils to adapt:

- teaching and explanations
- tasks and resources
- communication and classroom routines
- the learning environment
- the level and type of adult support.

Support may be provided through whole-class teaching, small-group work, targeted intervention or individualised provision. The class teacher remains responsible for the pupil's learning, including where support is delivered by a teaching assistant or another member of staff.

The SENDCO supports staff to develop the knowledge and skills required to meet pupils' needs and to select approaches that are informed by evidence and reviewed for impact.

10. How does the school adapt the curriculum and learning environment for pupils with SEND?

The school is committed to ensuring that pupils with SEND can access learning, participate in school life and make progress alongside their peers.

Teachers adapt teaching and the learning environment according to pupils' identified needs. This may include:

- visual resources and practical equipment
- adapted instructions, tasks and resources
- changes to classroom routines or seating
- additional processing time
- assistive technology or specialist equipment
- quieter working spaces
- communication support
- reasonable adjustments to the physical environment.

The class teacher remains responsible for planning and delivering appropriate adaptations. The SENDCO supports staff and may seek advice from external professionals where required.

Decisions about reasonable adjustments are based on the pupil's individual needs, professional advice where available and what is reasonable within the school's mainstream setting.

In considering what adaptations we need to make the SENDCO will work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

11. What additional support for learning is available to pupils with SEND?

Additional support is organised through the school's graduated approach, as shown in the Levels of SEND Support diagram. Support may include classroom adaptations, targeted intervention, a Learning Plan, an Individual Support Plan, specialist advice or provision set out in an EHCP.

12. Additional External Support and Services

The school may work with external professionals where further assessment, advice or specialist support is required. Access to these services depends on identified need, referral criteria, parental consent where required and service availability.

Services may include:

Cognition and Learning

- **Educational Psychologist (EP)** - A psychologist who specialises in understanding and helping children and young people with learning

and behavioural difficulties in educational settings. At SJA we have access to three consultation visits a year. The school further purchases visits to support with children whose needs require further support.

- **Samuel Rhodes Service (SRS)** Outreach service works with our school staff to support the learning and inclusion of any students with moderate learning difficulties. They support us by providing blocks of outreach and training. They also work with teaching staff to target set, advise on interventions and help embed strategies in the classroom.

Communication and Interaction

- **Speech and Language Therapy (SALT)** - A service provided by a specialist to help children with difficulties in speaking, listening, understanding, or using language. At SJA we have access to SALT once a week to support with children on the SALT caseload, complete assessments and provide training and support to staff.
- **Bridge Outreach Service (BOS) The Bridge London Trust** - Outreach Service supports Schools with the inclusion of pupils with Autism Spectrum Condition (ASC), Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD). At SJA they support school staff in developing their understanding of autism, SLD and PMLD and their skills in meeting the needs of pupils with SEN.

Social, Emotional and Mental Health Difficulties

- **Child and Adolescent Mental Health Services (CAMHS)** A specialised healthcare service for children and young people experiencing mental health issues. At SJA we currently supplement our offer to ensure our NHS link clinician can visit every fortnight to provide support with emotional support, ADHD assessments and consultative work.
- **Islington School Wellbeing Service (SWS)** – This team of clinicians, educational psychologists, and mental health specialists works with Islington schools to promote early intervention and mental wellbeing. At SJA, we access SWS to support with staff training, pupil workshops, group interventions (e.g., Zones of Regulation, emotional literacy), and individual case consultation. The service complements our existing CAMHS and in-school therapeutic offer.
- **Institute for Arts in Therapy and Education (IATE)** - The school also works with the Institute for Arts in Therapy and Education (IATE) and currently hosts an MA trainee who provides supervised therapeutic arts support for identified pupils. Access is based on assessed need, parental agreement, available capacity and the suitability of the provision.
- **New River College (NRC)** - The Outreach team provides services to improve pupil behaviour and reduce exclusions. It aims to build capacity in schools so they can better support pupils/students with Social, Emotional and Behavioural difficulties.

Sensory and/or Physical Needs

- **Richard Cloudesley Outreach Service (RCO)** – provides schools with access to experts with specialist training in the management of special needs, hearing loss, visual impairment, risk assessments, habilitation assessments and assistive technology.

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

Pupils with SEND are encouraged and supported to participate in the school's wider activities, including clubs, trips, performances, sporting activities and residential visits.

Where a pupil may experience barriers to participation, the school will work with the pupil and their family to consider reasonable adjustments, staffing, equipment, risk assessment and any additional support required.

Participation is considered individually and is subject to the same safeguarding, health and safety and risk-assessment arrangements that apply to all pupils.

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

The school promotes emotional wellbeing, positive relationships, inclusion and a sense of belonging for all pupils.

Support may include:

- adapted classroom routines and regulation strategies
- check-ins with a trusted adult
- small-group or individual intervention
- support during transitions, breaktimes and lunchtimes
- pastoral or wellbeing support
- advice and consultation from external professionals
- targeted therapeutic support where available and appropriate.

Staff consider whether behaviour may communicate an unmet need and work with pupils and families to identify appropriate support.

The school's Behaviour Policy, Anti-Bullying Policy and safeguarding procedures provide further information about how concerns are addressed.

15. Who is the SEND Co-Ordinator and how do I contact them?

The school's SENDCO is:

Mr A. Vallejo

Assistant Headteacher for Inclusion and SENDCO

Statutory SENCO qualification

MA Special and Inclusive Education

Telephone: 020 7226 3920

The SENDCO is responsible for:

- overseeing the implementation of the school's SEND Policy
- coordinating provision for pupils with SEND
- advising and supporting teachers and support staff
- monitoring the quality and impact of SEND provision
- liaising with pupils, parents and carers
- coordinating referrals and external professional involvement
- supporting transition between classes, phases and settings
- maintaining SEND records and reporting to senior leaders and governors
- supporting staff training and professional development
- providing strategic oversight of Tree Roots, the school-led inclusion base.

Parents or carers who have concerns should normally speak to the class teacher first. The class teacher will involve the SENDCO where additional advice or support is required.

16. What expertise and training do school staff have in relation to SEND, and how is specialist expertise secured?

St Joan of Arc is committed to developing staff expertise across all areas of SEND. Training is planned in response to the needs of our pupils, as identified through our SEND register, provision mapping, pupil progress data and staff feedback. The Headteacher, Assistant Headteacher for Inclusion (SENDCO), and Governing Body work together to ensure that our staff are confident, well-informed, and equipped to meet a wide range of needs.

All teachers are teachers of pupils with SEND and are responsible for meeting pupils' needs through high-quality inclusive teaching and reasonable adjustments. Staff receive ongoing training according to the needs of the pupils in the school.

This may include training relating to:

- autism and neurodiversity
- speech, language and communication
- sensory processing and emotional regulation
- social, emotional and mental health
- dyslexia and literacy difficulties
- medical needs and emergency care
- positive behaviour support, de-escalation and safe handling
- assistive technology and inclusive classroom practice.

Additional training is provided to staff working directly with pupils who have more complex or individual needs.

The SENDCO identifies staff development priorities through monitoring, pupil progress information, professional advice and consultation with staff and families. Where specialist expertise is required, the school may seek advice, assessment, training or support from external professionals and local authority services.

C. Accessing Specialist Expertise

We also access support and training from a range of external agencies, including:

- Islington's specialist outreach services (e.g. Bridge, Samuel Rhodes, Richard Cloudesley)
- Speech and Language Therapy (SALT)
- CAMHS and the Islington School Wellbeing Service
- Educational Psychology Service
- Occupational Therapy and other NHS therapists

This ensures that provision is tailored to individual pupil needs, and staff can respond confidently when new challenges arise.

D. Monitoring and Review of Staff Training

Staff training needs are reviewed annually based on:

- Pupil need across the school (from SEND register and provision map)
- Staff appraisals and CPD feedback
- Annual SEND audit and review cycle
- Multi-agency review meetings and external recommendations
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This section of the SEND Information Report is updated annually to reflect current capacity and future priorities.

Last updated: September 2026

17. What equipment and facilities are available to support pupils with SEND?

St Joan of Arc Catholic Primary School has a flat site at pavement level with two playgrounds that are all at the same level and step-free. The school buildings consist of a main two-storey block with a separate single-storey nursery block. Whilst Nursery, Reception and Year 1 classrooms are on the ground floor, all other year groups are on the upper floor. There are three separate flights of stairs to all floors, but currently no lift access. There is a disabled toilet located on the ground floor near the main office.

The school provides a range of resources, equipment and reasonable adjustments to support pupils' access to learning and school life.

This may include:

- visual supports and adapted learning resources
- practical and sensory equipment
- assistive technology and accessibility features
- adapted recording tools
- specialist seating, writing or communication equipment
- quieter spaces or changes to the learning environment
- equipment recommended by relevant professionals.

Equipment is provided according to identified need and may be purchased by the school, secured through delegated SEND funding or accessed through external services.

The school works with parents and relevant professionals to identify reasonable and appropriate adjustments. Provision depends on the pupil's needs, professional advice where available and what can reasonably be delivered within the school's mainstream setting.

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

Parents and carers are involved in identifying needs, planning support and reviewing provision for their child.

This may include:

- discussions with the class teacher
- parents' evenings
- meetings with the SENDCO or other professionals
- contributing to assessment and review
- reviewing Learning Plans, Individual Support Plans and EHCP provision
- attending the SJA Parent Support Network.

Learning Plans and Individual Support Plans are reviewed termly with parents or carers. Where a pupil has an Education, Health and Care Plan, parents and the pupil are also involved in the statutory annual review.

The school may provide advice, workshops or practical strategies to help families support learning and development at home. These opportunities will vary according to identified need and availability.

Where a pupil requires significant additional support, the school will discuss this with parents or carers and, where appropriate, arrange a meeting involving relevant professionals.

Interpreters or other communication support will be arranged where reasonably required so that parents and carers can participate fully in meetings and decision-making.

19.What are the arrangements for consulting and involving pupils with SEND in their education?

Pupils with SEND are supported to express their views and take part in decisions about their learning and support.

Their involvement will be adapted to their age, level of understanding and preferred method of communication. This may include:

- using clear language, visuals, symbols or other accessible formats
- giving pupils time to prepare for meetings and discussions

- gathering views through conversation, questionnaires, observations or communication tools
- involving pupils in all or part of review meetings where appropriate
- helping pupils identify what is working well and what they would like to change
- supporting pupils to contribute to decisions about their provision and next steps.
- Pupils with a Learning Plan will be involved in reviewing the strategies, provision and reasonable adjustments that support them.

Pupils with an Individual Support Plan or an Education, Health and Care Plan will be involved in reviewing their targets, outcomes and progress.

Where a pupil is unable to communicate their views directly, the school will work with parents or carers and relevant adults who know the pupil well to ensure their views and preferences are represented as fully as possible.

The school also gathers pupil views through wider activities such as pupil surveys, School Council and other opportunities for pupil voice.

20. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

Parents and carers are encouraged to raise concerns as early as possible. In the first instance, concerns should usually be discussed with the class teacher. Where the concern relates specifically to SEND provision, the SENDCO may also become involved.

If the concern is not resolved, parents or carers should follow the school's published Complaints Policy. Formal complaints must be made through the process set out in that policy.

Parents and carers may also seek independent advice and support from Islington SENDIASS or another appropriate parent support service.

The school also works with the SJA Parent Support Network, which provides opportunities for parents and carers to share views, raise common themes and contribute to the development of SEND provision.

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

Where school-based assessment and support indicate that further advice is required, the SENDCO may coordinate involvement from relevant external professionals.

- This may include:
- Educational Psychology
- Speech and Language Therapy
- occupational therapy or physiotherapy
- specialist outreach services

- Child and Adolescent Mental Health Services
- school wellbeing services
- health, social care or early help professionals.

Parents or carers are involved in decisions about referrals and consent is sought where required.

External advice is considered alongside school evidence and incorporated into provision where appropriate and reasonably deliverable within the school's mainstream setting.

22. What local support is there for the parents of pupils with SEND?

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 Parent Carer Support Service, based at Centre 404 - 020 3316 1930

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.

Website: <http://www.centre404.org.uk/>

23. What are the school's arrangements for supporting pupils with SEND 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.

Transition guide table:

	Additional arrangements for children with SEND (examples)
Into Nursery / Reception	<ul style="list-style-type: none"> • Swift transfer of records • Work with Islington Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENDCO 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

	<ul style="list-style-type: none"> • Transition meeting with the new setting • Transition plan (as above)
When moving groups/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents; transition books that can be taken home over the holidays.
Primary to secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meeting • During Year 6 the SENDCO 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

24. 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 SEND 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 SEND and their parents, and disabled young people and those with SEND, 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
- 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