

Information Report SEND September 2014

Content:

- 1.0 Introduction/ aim
- 2.0 What are the Special Educational Needs and Disability (SEND) provision made available at the school?
- 3.0 What are the schools policies for the identification and assessments of pupils with Special Educational Needs and Disability (SEND)
- 4.0 What are the schools policies for making provision for pupils with Special Educational Needs and Disability (SEND) whether or not pupils have an Educational Health Care Plan?
- 5.0 Who is the SEN Co-ordinator and how do I contact them?
- 6.0 What expertise and training do the school staff have in relation to SEND?
- 7.0 What equipment and facilities are available to support pupils with SEND?
- 8.0 What are the arrangements for consulting and involving parents of children with SEND in the education of their child?
- 9.0 What are the arrangements for consulting and involving pupils with SEND in their education?
- 10.0 What are the arrangements for parents raising concerns and making a complaint about SEND provision at the school?
- 11.0 How does the school involve others in meeting the needs of pupils with SEND and also support parents?
- 12.0 What support is offered locally to support parents and pupils with SEND?
- 13.0 What are the schools arrangements for supporting pupils with SEND when transferring between school phases, transition to a new provision or transition from a another provision to school provision?
- 14.0 Where is the Local Authorities, Local offer published?

1.0 Introduction/ aim

Robert Blair Primary School, an inclusive learning community where:

- Expectations are high
- Individuals are nurtured
- Creativity is valued

Robert Blair Primary School, like all schools in Islington is committed to meet the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectations is that all pupils have the opportunity:

- To achieve and make good progress
- To develop and become independent individuals
- To become a valued and important member of our community
- To prepare for and make successful transitions through their time in school and into the future

Robert Blair also offers children's centre services providing child care provision for babies from 6 months and for toddlers from 2-3 years old. .

Robert Blair Primary School also offers a specialist Language and Communication Resource (LCR) for pupils with diagnosis of a Specific Speech and language impairment/ delay and Language and Communication difficulties.

As a school community we will ensure that pupils with SEN get the right support to succeed.

In this schools report we aim to answer some of the key questions parents and carers may have.

For further information please contact Marcus Read, Inclusion Manager at Robert Blair Primary School on:

0207 607 4115

inclusion@robertblair.islington.sch.uk

1.0 What are the Special Educational Needs and Disability (SEND) provision made available at the school?

Robert Blair Primary School is a mainstream school which strives to ensure that all pupils are included and offered a broad and accessible curriculum. The school aims to meet the needs of pupils from the local community with SEND in the following areas in accordance with 'Special Educational Needs and Disability Code of Practice July 2014'. In one or more of the following areas:

- Communication and interaction

Including pupils with Speech, Language and Communication needs (SLCN, Speech and Language Impairment (SLi), Speech and Language Delay) SLD and pupils with a diagnosis of Autistic Spectrum Disorder (ASD).

Robert Blair Primary School is funded by the Local Authority for 20 pupils who meet this specific criteria to access the Language and Communication Resource. Currently admission to the resource requires a Statement of SEN or EHC. Please see the LCR operational policy for criteria and admission.

- Cognition and learning

Including pupils with specific learning difficulties (Dyslexia, Dyspraxia), Moderate learning difficulties (MLD), Severe learning difficulties (SLD), global delay and profound and multiple learning difficulties (PMLD).

- Social, mental and emotional health

Including pupils with Attention deficit and hyperactivity disorders (ADHD), mental health issues and difficulties which may be a barrier to learning and access to school.

- Sensory and/ or physical

Including pupils with vision impairment, hearing impairment or other multi-sensory impairment or need.

- Medical needs

Including pupils who may have medical needs and special educational needs, the school will plan and deliver education provision in a co-ordinated way with their health care plans if appropriate. The school also follows the statutory guidance on supporting pupils at school with medical conditions.

2.0 What are the school's policies for the identification and assessments of pupils with Special Educational Needs and Disability (SEND)?

At Robert Blair Primary School teaching staff are aware and work closely to teach and meet the needs of pupils with SEND in their classrooms. The school staff team recognise the importance of identifying SEN early and making effective provision quickly. Where pupils already have an identified or diagnosed SEND the school will work with the family to ensure that provision is in place to support.

All pupils are assessed and progress monitored throughout the school year. The senior leadership team support teaching staff to meet the needs of individuals and hold an ethos of high expectations. Identification of pupils with SEN may follow the procedures below:

Initial level of attainment assesment (from end of key phase)

- Additionanl information from previous setting (if appropriate)
- Class teacher observations and intial assesments

Pupil Progress Reveiw Meeting

(Class teacher/ Senior leadership team (incl SENCo), specialist teachers)

- Monitoring of progress of pupils in relation to age expected progress and attainment
- Pupils identifiedof significant concern

Concerns identified in areas of:

- Making significant slower progress than that of their peers from same starting point
- Failing to match or better progress
- Not closing the attainment gap between their peers
- Identified significant barriers to learning

Agreed actions:

- Discussion with parents/carers
- Identified appropriate intervention (if available in school)
- Futher advise and assesment (EP/ OT/ SL&T/ CAMHs)
- Provision mapping/ individual plans (behaviour/passports for learning, goals led)

Monitored and reviewed as part of the Pupil Progress Review meetings

Inclusion Case load, monitered through fortnightly meetings with SLT

Parent consultations

Intervention monitoring

Individual Team around the Child meetings

Involvement of out side agencies (if appropriate)

3.0 What are the school's policies for making provision for pupils with Special Educational Needs and Disability (SEND) whether or not pupils have an Educational Health Care Plan?

Most pupils with SEN needs will have their needs met as part of high quality teaching. Quality first teaching is the most effective way to ensure all pupils make progress in relation to their starting point.

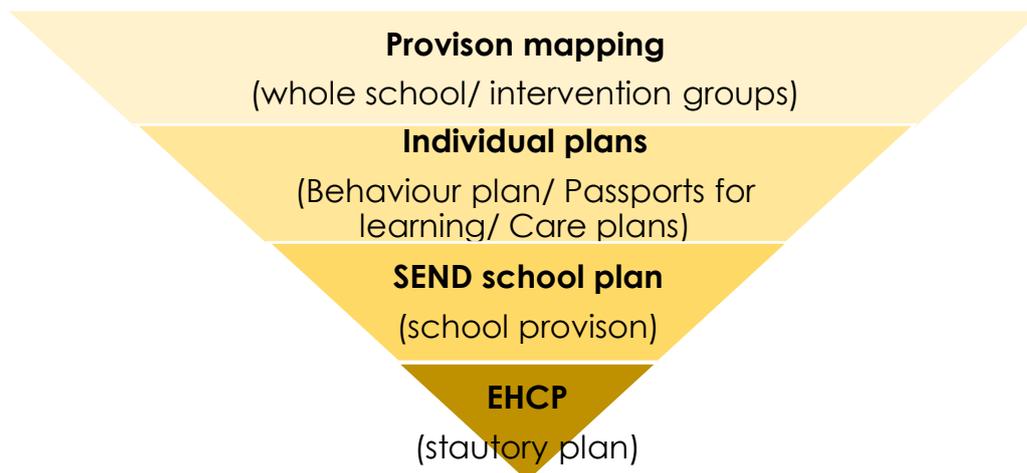
All Class teachers plan effectively, ensure they differentiate the work appropriately and assessment for learning is core to their teaching to ensure they know how to move a child forward in their learning.

Teachers adapt their teaching to meet the needs of the children in their care by providing:

- Support where there is a personalised learning plan to help remove barriers to learning.
- Support for pupils who may have access to specific interventions and this is supportive in the child's learning
- Agree targets and goals and ensure they track a child's progress against these goals

The SENCo will support teachers to ensure that adaptations are appropriate and supportive

Where there is provision for SEN is identified the school will work towards a plan to support children through a range of process to ensure that their needs are met.



The school will write a range of support plans to meet the needs of individuals. The local authority will consider writing an Education and Health Care Plan (EHCP). This is a statutory plan, parents and school agree to apply for this level of plan. This will only happen when all available strategies have been used in school to meet the individual's needs and they are still not making expected progress in relation to identified needs. More information in relation to this is process can be found on Islington's Local offer: www.islington.gov.uk/localoffer

How do we evaluate the effectiveness of provision?

The quality of teaching is the most important factor in ensuring all pupils make progress. The school has rigorous policy of observation, learning walks, work scrutinise, and monitoring teachers' planning. Pupil's progress (including those who are part of the LCR) is monitored termly at Pupil Progress meetings, pupils' individual plans are monitored and discussed through regular TAC meetings, yearly annual reviews for pupils with SEN statements or EHCP. Specific interventions are monitored to ensure effectiveness. The SENCo is part of the leadership team and supports the monitoring process.

How do we assess and review the progress of pupils with SEN?

All pupils are discussed at Pupil Progress reviews and their progress and attainment is discussed in relation to age expected out comes. Pupils who make slower progress in relation to their peers a school SEN plan is devised ensuring that provision is made available to help the child make progress and support additional needs. Pupils who are currently working at P levels are assessed against PIVATs which break down the P levels into smaller specific steps. Pupils with SEN statements or EHCP have their plan reviewed at least yearly and progress correlated against goals and outcomes and any other targets and actions as part of plan from Health professionals and social care support. The SENCo closely monitors these pupils. Goals and outcomes are set and agreed with parents/ carers. Where possible pupils thoughts and ideas are also included.

Good home-school communication is are essential to support the progress of SEN pupils. We keep regular contact where possible with home through:

- One minute memo home school books
- Email and phone calls
- Face to face end of day conversation
- LCR Coffee mornings

The SENCo organises and manages review meetings to:

- Discuss what is working and what needs to change
- Review the agreed SEN provision
- Review progress and set appropriate goals and outcomes for the future
- Discuss and agree how best to support the pupil in school and at home where appropriate
- Identify any further actions needed

What's the approach to teaching and learning, curriculum and learning environments?

All pupils have access to a broad and balanced curriculum. All teachers in the school plan lessons to ensure that all pupils in their class are able to make progress in their lesson. Teachers use a wide range of visual resources to support the understanding of pupils with SEN and ensure that they use bespoke strategies to ensure inclusion (visual timetable, now and next boards, behaviour rewards systems, motivational activities). Teachers take in to account specific plans and goals and where possible ensure these are included in their planned session.

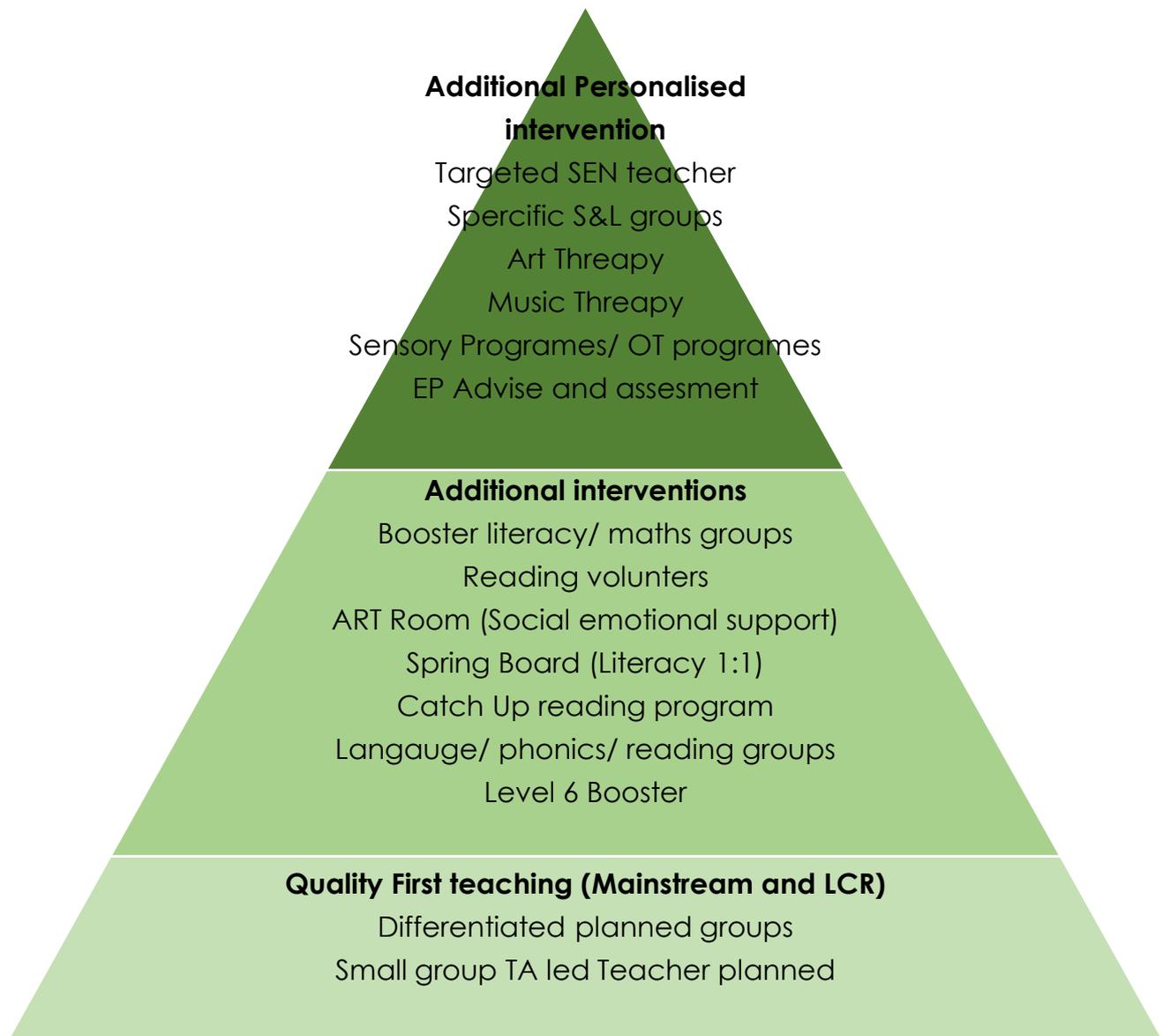
Pupils who access the LCR have specific teaching to support and develop their speech and language skills, through strong teaching and bespoke planning for core areas of learning (Literacy and Maths). They join their mainstream classes in the afternoon where they have access to topic based lessons with support and the opportunity to generalise the language skills they are developing.

The LCR teachers provide support to teachers through joint planning and team teaching to continue to develop and improve differentiation for pupils with SEN and develop good models of inclusion.

Pupil's individual needs are planned for and taken into account to ensure that they have fair access this may include:

- Individual work station
- Chair support cushions
- Classroom organisation to allow pupils to be positioned correctly in the classroom
- Appropriate visual supports and reminders
- Specialist equipment (as advised)
- Access to calmer spaces when needed (nurture room/ sensory tent)

What additional support is available for pupils with SEN?



What extra-curricular activities are available?

The school offers a range of extra-curricular clubs for pupils with SEN including:

- Breakfast club from 8am – 9am
- Lunch time ICT club and Lunch time nurture club (targeted at pupils with sensory and social needs)
- After school clubs (e.g. homework, cooking, art, multi sports, football, Arabic etc.)

Additional support is targeted at clubs where pupils may need more support to access, this is determined each term depending on take-up.

The approach to for improving emotional and social development of pupils with SEN?

The ethos and expectations in the school aim to encourage the social and emotional development of all pupils including those with SEN. We work hard to

create a culture within school that values all pupils allows them to feel a sense of belonging. We have policies on behaviour and bullying that set out the responsibility of everybody.

Where needed some pupils may have more bespoke plans to support them, for example:

- Lunch time nurture club
- Planned specific session to support interactions in play and understanding games
- SEN Keyworkers timetable at lunch time to support
- Bespoke behaviour plans, with inbuilt targets and rewards
- Use of social stories and cartoon strips to support and develop social interactions
- Planned circle times (mainstream 1x week, LCR 3-4x week)
- School council (A representative from LCR sits on the school council)

3.0 Who is the SEN Co-ordinator and SEN team how do I contact them?

One of the assistant head teacher at Robert Blair Primary School is the Inclusion Manager. Part of the Inclusion Manager's role is to be the Special Education Needs Coordinator (SENCo). The Inclusion Manager is a qualified teacher with a specialism and training in SEN. The Inclusion Manager works closely with the Head teacher and other members of the Senior Leadership team and schools governing body. If you have concerns about your child it is important that you discuss this first with the class teacher.

The Inclusion Manager is responsible for:

- Overseeing the school policy for SEN (Nursery – Year 6, including LCR)
- Coordinating provision for children with SEND
- Supporting teachers
- To support and advise around over coming barriers to learning for pupils
- Managing SEN Key worker TA's
- Liaising with Parents of children with SEND
- Planning transitions to new class groups or schools
- Providing specialist advise and facilitate training to ensure that staff are skilled and confident to meet the range of needs in the school
- Liaise with external agencies where appropriate
- Manages the LCR and relevant funding
- Designated officer for Child protection and safe guarding (Reception – Year 6)
- Attendance lead whole school
- Some teaching responsibility

Inclusion Manager (Named SENCo): Marcus Read

Email: inclusion@robertblair.islington.sch.uk

Phone: 0207 607 4115 (dial 2 for inclusion)

SEN Admin: Sandra Sharp
 Email: inclusion@robertblair.islington.sch.uk
 Phone: 0207 607 4115 (press 4 for inclusion)
 (SEN admin works Monday to Wednesday term time only)

SEN Governor: Julie Braithwaite
 Email: inclusion@robertblair.islington.sch.uk
 Alternatively delivered letters to the school office will be forwarded to the relevant Governor

4.0 What expertise and training do the school staff have in relation to SEND?

School staff have access to a range of different training and support in relation to supporting and including pupils with SEN. We support the staff to access a wide range of information on appropriate interventions for pupils with different needs.

The following tables shows the current level of training and expertise in the school:

General SEN training for all staff:

What?	Who?
Introduction to SEN and changes to SEND	Whole school staff
First aid	School: 18 members of staff (including: TA/ SEN KW/ Admin/ Lunch staff) Under 5's: 14 members of staff (covering babies/ toddlers/ nursery/reception class)

Specific SEN training and expertise:

What?	Who?
Accredited SENCO (National Award)	SENCO/ Inclusion manger
ELKLAN Trained LCR staff	1 LCR teacher 2 LCR SEN Keyworkers
Lead Practitioner SEN	1 LCR Teacher (Working across mainstream class/ team teaching, support inclusion of SEN pupils, effective differentiation)
Catch-up reading	1 Teaching Assistant
Makaton Training/ Speech and Language training (continuous throughout the school year)	9 SEN Key Workers (8 Sessions per term) 5 Teaching Assistants (4 sessions per term) 12 Teachers (2 sessions per term)
SEN Key Worker meetings and in school support	9 SEN Key Workers (8 Sessions per term) (Including: OT/ Supporting in class/ sharing good practise/ focus child)
Differentiating for Pupils with ASD	3 Teacher

Specialist SEN training (for specific children)

What?	Who?
Specific feeding/ Lunchtime routines (including tube feeding, Type 1 diabetes)	1 LCR Teacher 2 LCR SEN Keyworkers 1 Class Teacher 1 Lunchtime supervisor

	1 Class Teaching assistant
OT specific Programmes	1 LCR SEN Keyworker

Our staff also receive support and advice from the appropriate outreach services offered to mainstream schools by each of the Islington special schools. SEN training and expertise will be sought when the needs of individual children require it.

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

Robert Blair School is a large Victorian style school. The school is split over three floors. The ground floor is accessible from street level, although the upper floors currently don't have disabled access. Reception class, Nursery and children's centre are situated on the ground floor and all the school offices are situated on the ground floor. Years 1-6 are on the upper floors where the children attend assemblies. There is an accessible toilet situated on the ground floor close to the reception. The school has two playgrounds, a ground floor playground and a roof top playground. The Roof top is safe and secure and has a high anti-climb fence.

Equipment that is available to support pupils in school include:

- Communication books, from school to home
- SEN software – Communication in Print, used to produce visual support, social stories and visually accessible resources for class
- OT recommended equipment – pencil grips, sloping desks, wedge and sit and move cushions, weighted jackets, caring cutlery
- Sensory tent and appropriate resources

We will consider purchasing additional equipment to support an agreed identified need.

6.0 What are the arrangements for consulting and involving parents of children with SEND in the education of their child?

We encourage all parents to contribute to their child's education this can occur through:

- Discussions with class teacher
- Parents evenings
- Review meetings to agree goals and outcomes
- Discussions with SENCO and/ or other professionals

For pupils with a statement of SEN or EHCP they will have their plan reviewed annually and next steps agreed between the team. For other pupils with SEN they may have review meetings to discuss and agree next steps and set goals and outcomes.

All minutes from review meetings are shared with parents and agreed before they are sent to and shared with other professionals.

If we are concerned that your child needs a significant amount of additional support we will always discuss this with parents and carers and appropriate meetings will be arranged.

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

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

Pupil's opinions are extremely important and where possible we gain their opinion on their education, through questionnaires, consultation meetings and informal conversations. We encourage an environment where pupils can safely express their feelings and be heard.

The school council has a representative from pupils from each class in Key stage 2 and 1 representative from the LCR class group they meet once a week with a member of the leadership team. They are trained to represent the thought of the pupil of Robert Blair by bringing concerns to these weekly meetings.

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

- providing them with relevant information in accessible formats
- using clear 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
- complete a Pupil passport views which is part of their school plan. This is complete at the start of the year and reviewed at the end of the year.

8.0 What are the arrangements for parents raising concerns and making a complaint about SEND 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. It is important that you contact the class teacher or Inclusion Manager.

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

- the class teacher
- the Inclusion Manager (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 please see complaints policy on our website.

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint this you may want to contact Centre 404's Parent Carer Support Service, an independent organisation that provides a disagreement resolution service. You can contact them on 020 7316 1930, or by email to Lydia Hodges at LydiaH@centre404.org.uk

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here <http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain>, or by phone on 0300 123 4666.

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

9.0 How does the school involve others in meeting the needs of pupils with SEND and also support parents?

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 to build a Team around the Child (TAC) such as:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers
- therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers (including the disabled children's team)
- Specialist outreach teams (provided by the local specialist school)
- Family support agencies
- Education Welfare Officer (EWO)
- School nursing team
- Specialist nursing teams

We always involve parents in any decision to involve specialists.

The Inclusion Manager 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

10.0 What support is offered locally to support parents and 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 children with special educational needs and disabilities and their parents/carers. 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/>

11.0 What are the schools arrangements for supporting pupils with SEND when transferring between school phases, transition to a new provision or transition from a another provision to school provision?

We recognise that transitions are often very challenging for children with SEN. The key to all good transition plans for children is communication between staff either internally as children move between year groups or phases of education or externally to new settings.

Planned transitions are very important as school we try to ensure that:

- Staff teams meet at the end of the year and pass on important information and working strategies to support the child
- Arranged transitions meetings with other settings are arranged and a plan to support is agreed with the parents and the professionals from the new school
- For children starting in reception, pre visits and observations in their current setting are arranged and a transition meeting to gather information
- Staggered timetables are used where appropriate
- Photo boards and social stories sent out prior to starting
- Resources readily available to support on child's first day

All transition plans and arrangements include the parents to ensure and support a settled start into primary or out into secondary.

12.0 Where is the Local Authorities, Local offer published?

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

To find out more about the range of services on offer locally go to:

Islington Local Offer: www.islington.gov.uk/localoffer

Camden Local Offer: www.localoffer.camden.gov.uk

Hackney's Local Offer: www.hackneylocaloffer.co.uk

Haringey Local Offer: www.haringey.gov.uk/index/children-families/send.htm