



Highbury Grove School SEN Information Report Parent Information: Local Offer

**Highbury Grove School like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEN).
Our expectation is that children and young people with SEN will receive an education that enables them to make progress.**

About Special Educational Needs at Highbury Grove School

Understanding Inclusion

Inclusive education is an ongoing process concerned with ensuring equality of educational opportunity by accounting for and addressing the diversity present in our school. It is a process through which all students access common opportunities in ways relevant to their needs. Inclusion is not solely the responsibility of Support staff. It requires the commitment of all stakeholders that make up the school community.

Highbury Grove School wishes to have all students educated in mainstream regardless of their learning difficulties and / or disabilities (LDD) but also having regard for parents' wishes. Policies and guidance introduced on inclusion at Highbury Grove School and the Local Borough support the SEN Code of Practice (COP) which stipulates that the five fundamental principles that support inclusive education are:

1. A child with special educational needs should have his or her needs met
2. The special educational needs of children will normally be met in mainstream schools or settings
3. The views of the child should be sought and taken into account
4. Parents/Carers have a vital role to play in supporting their child's education
5. Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the (Early Years Foundation Stage) and the National Curriculum.

**The Head of the Support faculty is Usha Singh.
The SENCO is Kerri McDonnell and can be contacted on extension 266.**

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

Highbury Grove School is a mainstream secondary school and welcomes children and young people with SEN in one or more of the following areas:

- **Communication and interaction**
e.g. speech, language and communication needs (SLCN) Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **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.
- **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 at school with medical conditions.

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

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

How are Students Identified?

1. Highbury Grove has strong links with Primary schools and detailed information on new Year 7 students are passed on to the Special Educational Needs/Disability Coordinator (SENCo), EMA Coordinator and HOY 7 at a Primary/Secondary Transfer Conference held by the LEA. The results of these assessments help to identify where support and interventions may be required.
2. The New Group Reading Test (NGRT) identifies key cohorts of pupils who may require additional literacy support.
3. Pastoral Support Planning Meetings, (PSPM) take place weekly and work on a rotation of one year group being the focus at each meeting. Students causing concern are highlighted to the Support Department generally through members of staff/ HOYs.
4. There is an ongoing process of monitoring and tracking of all students to see if anyone requires additional support due a special educational need.

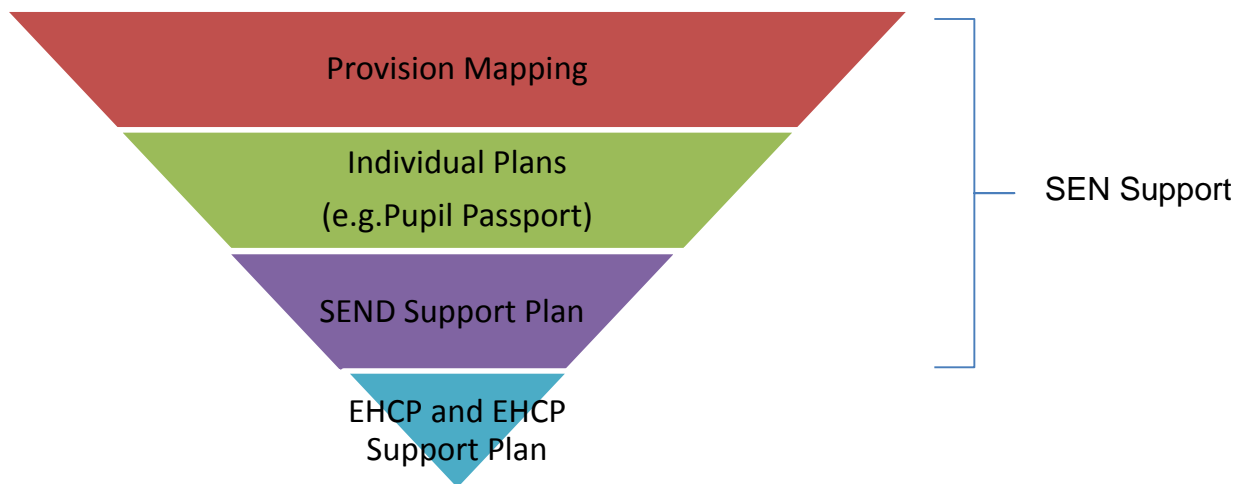
Assessments

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEN. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEN and match interventions to the SEN of pupils.

3. What are the school's policies for making provision for pupils with special educational needs (SEN), whether or not pupils have Education Health and Care Plans?

Most of our pupils with SEN have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

Where provision for SEN is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action in the way of an SEN Support Plan, services to determine the best way to support the student. The tools we use are summarised on the following page:



Education Health and Care Plan (EHCP) : Where the school has done everything it can to identify, assess and meet the SEN 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 in Islington can be found on the Council's Local Offer website. www.islington.gov.uk/localoffer

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEN provision for children with severe and complex needs. The EHP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs 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.

a) How does the school evaluate the effectiveness of its provision for SEN?

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

We test the effectiveness of our SEN provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met.

There is a collaborative approach to working with SEN students and interventions and procedures are regularly reviewed.

The Head of Inclusion, SENCO and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN..

b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEN?

Every pupil in the school has their progress reviewed regularly and this information will be shared with both parents and pupils. We provide an annual report to parents on their child's progress, normally at the end of the school year.

c) What is the school's approach to teaching pupils with SEN?

- Access to a full, broad curriculum which is adapted to suit learners' needs.
- Full commitment to Wave 1 intervention to support SEN students.
- Commitment to Continuing Professional Development (CPD) to develop Wave 1 intervention.

e) What additional support for learning is available to pupils with SEN?

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

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We are able to support the administration of medication if it is recommended by health professionals.

f) What extracurricular activities are available for pupils with SEN?

The school has a wide range of extra circular activities including:

- Junior Academy (after school clubs)
- Enrichment activities every week
- School trips throughout the year

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

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEN.

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

Key staff:

Contact Details

Usha Singh: Head of Inclusion

Email: admin@highburygrove.islington.sch.uk
Phone: 02072888900

Kerri McDonnell: Special Educational Needs Coordinator (SENCO)

Email: admin@highburygrove.islington.sch.uk
Phone: 02072888900

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

- Ongoing training opportunities throughout the year are provided as part of the school's CPD programme through internal and external staff.

Links with Other Agencies, Organisations and Support Services

The main agencies are listed below:

- Educational Psychologists
- Clinical Psychologists
- Outreach Services such as Families First
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEN Support Service (SENS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Occupational Therapists

In addition, important links are in place with the following organisations:

- The Connexions Service
- The LEA
- Specialist Services
- Educational Welfare Officer
- Social Services
- CAMHS

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

Information about local support is located here: www.islington.gov.uk/localoffer

The Family Information Service - 020 7527 5959

Gives free, impartial information, advice and guidance about services for children, young people and families.

email fis@islington.gov.uk

Website: www.islington.gov.uk/fis

The 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.

Email:

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

6. What are the school's arrangements for supporting pupils with SEN when they join the school, and supporting them to move to secondary school / further education, training or employment/ adulthood and independent living?

All children and young people with SEND and their families may be particularly anxious about changing classes or "moving on" from school to school. We work with families and our partner organisations to make sure changes are planned and well managed.

7. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?

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

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

September 2015