

# **Highbury Grove School**

## **Special Educational Needs Policy**

The policy was adopted by the governing body of Highbury Grove School on 12 July 2017

Review date: Summer 2018

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## Aims and Objectives

SEN provision is at the heart of Highbury Grove School, fully supporting children with Special Educational Needs on a whole-school level. The SEN team and members of the Support faculty collaborate closely with teachers in ensuring excellent progress for all students with additional needs in the classroom. Additionally, students receive targeted interventions around literacy and numeracy, social communication and emotional wellbeing as stated in their SEN Support Plan. This document informs staff of key teaching and learning considerations as well as individual strategies to promote inclusive practice across the board. These documents are updated regularly as part of a strong assess-plan-do-review cycle, ensuring a successful educational journey for all students at Highbury Grove School.

The department abides by the new Code of Practice (2014) which emphasises a collaborative working relationship between all parties who support children and young people with significant special educational needs. The SEN Information Report and a link to the Local Offer are available on the school website for public viewing, outlining the SEN support structure in place for pupils with SEN at Highbury Grove School.

Highbury Grove School wishes to have all students educated in mainstream regardless of their learning difficulties and / or disabilities (LDD) also having regard for parents' wishes. Policies and guidance adopted 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 Special Educational Needs department (SEN) is part of the Support faculty at Highbury Grove School and all departments in the faculty work closely together on a daily basis:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- To ensure that SEN pupils achieve to their full potential whilst at Highbury Grove School.
- To enable these pupils to enjoy their learning through a positive, safe environment
- To support SEN pupils in making a positive contribution towards their school community, whilst preparing them to do so also in later life

- To ensure that these pupils are enabled to understand the world of work and how they can achieve within it, once they have left school – done through partnership with their parents/carers successfully

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

The Special Educational Needs Department with the support of external agencies such as the Educational Psychologist, Clinical Psychologist / Psychiatrist, Children & Adolescent Mental Health Services, (CAMHS), Speech & Language Team and the NHS is responsible for the assessment of students with special educational needs and learning difficulties / disabilities (SEN/LDD), and implementing interventions and strategies to accommodate for provision of meeting the needs of those students on the SEN register to enable them access to mainstream education across all key stages. This provision can also include additional and different support outside of the classroom (to what would be received in the classroom) provided by teaching assistants and / or the SENCO as well as external agencies.

## **SEN Key Contacts**

### **Sarah Emberger (SENCO)**

James Monaghan (SEN Teacher/Nurture group Year 7)

Maximiliano Saenz (SEN Teacher/Nurture group Year 8)

Sedat Alpsen (Interventions Teacher)

Habiba Ahmed (TA)

Hind Kunwar (TA)

### **Raul Rodriguez (Literacy Coordinator)**

### **Paulina Wittchen (Dyslexia and EMA Coordinator)**

The SEN department is overseen by **Usha Singh (Head of Inclusion)** and **Rachel Landon (Assistant Head)**. In addition, the EMA department work across EAL and SEN to support students with additional needs. SEN is also in continuous communication with the Behaviour Support Centre to ensure the full mapping of provision for all students with additional needs.

## **Roles and Responsibilities across the school**

### **The Role of the Headteacher**

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team and Senior Staff responsible for SEN / Inclusion
- Ensuring parents are made aware of SEN provision for their child

Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

## The role of the SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- To work in partnership with the Head of Inclusion in determining strategic development of policy & provision
- Overseeing the day-to-day operation of the policy
- Implementation of all administrative aspects of the SEN processes across the school
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Overseeing pupils' records
- Liaising with the parents
- Making a contribution to staff CPD
- Liaising with external agencies, LEA support services, Health and Social Services, PA/Careers Service, and voluntary bodies.

## The role of the subject teacher

Departmental involvement is a key to successful inclusion of students with Special Educational Needs and disabilities. Therefore, each head of department is asked to liaise with the SEN/Learning Support Team in planning and teaching for children with SEND.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect necessary information on the pupil to assess progress
- In collaboration with the SENCO, assist in the review of targets formulated as part of the review process for SEN pupils and provide up-dated information to contribute to Annual Reviews.
- Working with SEN pupils on a daily basis to address individual targets within differentiated planning and teaching
- Developing constructive relationships with parents
- Being involved in the implementation of the school's SEN policy

## The role of all staff in school

**Teaching SEN pupils is a whole-school responsibility.** The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates **a graduated response** to meeting pupils' needs.

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social, emotional and mental health issues; has sensory or physical problems; or communication or interaction difficulties, the school follow an 'Assess-Plan-Do-Review' approach. Assessments will allow the child to show what they know,

understand and can do, as well as to identify any learning difficulties. Students will then be issued with an SEN Support Plan / Pupil Passport as appropriate.

Additionally, the progress of any child receiving exceptional needs funding, or with a Statement / EHCP will be reviewed annually.

Highbury Grove School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

### **Special Educational Needs (SEN) – New Code of Practice (2014)**

Highbury Grove School fully implements the statutory roles and responsibilities set out in the new SEN Code of Practice (2014) to ensure that pupils with Special Educational Needs make progress and succeed in their education. There is a process of review for all students with current Statements of Special Educational Needs in accordance with the review process currently undertaken by Islington Local Education Authority.

Highbury Grove School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We work in close partnership with parents/carers to achieve and deliver the outcomes as set in Annual Reviews. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

### **Admission and Inclusion**

Highbury Grove is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

### **Identification, Assessment and Review**

#### **Categories of Special Educational Needs (SEN)**

The Code of Practice does not assume that there are rigid categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SEN Code of Practice 2014 emphasises a whole-school approach to supporting pupils with special educational needs which is clearly reflected in the school's policy and procedure.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEN provision.

## **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. This enables staff to prepare for the new Year 7 intake and make arrangements to meet their needs. As part of their induction, Year 7 pupils undertake several assessments to establish their current level of ability in literacy, numeracy and cognitive skills. The results of these assessments help to identify where support and interventions may be required. Some students however, may make the transition to secondary school without any identification of their needs being made. It would then be a case of class teachers / staff highlighting any students causing concern to the SENCO via an initial concerns form. The SENCO will then start further investigations and put the child forward for a referral to the relevant external agency.
2. As part of the assessment process of students abilities, all year groups undertake the New Group Reading Test (NGRT) which is used to determine reading ages and to track literacy progress results which is then compared to the national average. These tests enable support staff to evaluate what provision, if any should be implemented to support the needs of students underachieving compared to students of the same age. A reading age below that of 9 years is indicative of the need for additional support for students to enable them to achieve the necessary progress in literacy to comfortably access the mainstream curriculum.
3. Pastoral Support Planning Meetings, (PSPM) take place regularly amongst senior members of staff including the head teacher to discuss provision for students causing concern. These students are highlighted to the Support Department generally through members of staff/ HOYs.

**An Education Health and Care Plan (EHCP)** will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer. Parents, Social Services, Health Care professionals or the school can request an EHC needs assessment. By 2018, Statements of Special Educational Needs will not exist, as students with a current Statement of Special Educational Needs (finalised before July 31<sup>st</sup> 2014) will undergo a period of review with the Local Authority and school to determine whether or not an EHCP is needed. Thereafter, all pupils who require support from education, health and social care, will make the request for Education, Health and Care Plan (EHCP) to support progress and successful life outcomes until the age of 25. If the outcome is that a Plan is not needed, the pupil will continue to be supported in the context of Highbury Grove School and the school will implement a SEN Support Plan to identify where support is needed.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- A Student Profile
- Outcome based and goal-orientated.
- Take into account the expertise and support from Education, Health and Social Care
- Established through parental/pupil consultation
- Set out in an SEN Support Plan
- Implemented in the classroom through Wave 1 intervention

Students with a current Statement of SEN will attend an Annual Review meeting to examine progress made throughout the year and set targets for the following year.

## **Reviews of EHCP**

EHCP's will be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher, through the SENCO, will organise reviews and invite the relevant people to the review:

- The pupil's parent/carer
- The pupil
- The SENCO
- A representative of the LEA if necessary
- Any other person the LEA considers appropriate
- Any other person the headteacher considers appropriate

Teachers will provide frequent reviews of the SEN Support Plans and will inform this process.

The aim of the review will be to:

- Assess the pupil's progress in relation to the targets set out in SEN Support Plan/EHCP
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Set new targets for the coming year

## **Request for Statutory Assessment**

The school will request a Statutory Assessment from the LEA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEN Support
- The pupil's SEN Support Plan
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- N.C. levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

As there is a new statutory process in accordance with the SEN reform, the previous route for statutory assessment will not apply, although the information needed to support the request will still be used. The school will be notified with further detail however the initial information from Islington Local Education Authority is that the parent/carer can apply to the LEA.

## **Effective provision for students with Special Educational Needs and/or Disabilities**

Under the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the Disability Discrimination Act 2005 schools and LEA's must not treat disabled students less favourably, without justification, and must make reasonable adjustments to ensure they are not disadvantaged compared to their peers. This policy supports the school's more far-reaching one.

As stated in the new SEN Code of Practice (2014), The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage (p16, SEN Code of Practice 2014).

### **Statement (S) / EHCP (E)**

All students with a statement or an EHCP have SEN Support Plans, highlighting targets that students should work towards in the mainstream classroom and suggest strategies that constitute part of High Quality Teaching. The Support Faculty is working towards introducing a whole school system where teachers play an active part of the Assess-Plan-Do-Review cycle.

The SENCO determines which students require an SEN Support Plan. Usually it is students with a significant level of need at SEN Support level.

Subject teachers should check their class lists against the mark sheets, as students with SEN status will be highlighted there. SEN Support Plans can be found as a linked document or on the shared area; SEN Support Plans should be used to inform lesson planning, incorporating suggested strategies to use towards helping the child meet the targets set in place within the subject lesson.

Teachers can feedback outcomes of suggested strategies and make further suggestions with SEN Support Plan during the review process. Strategies contained on the SEN Support Plan contain:

- Short-term targets
- Specific difficulties
- Date for review
- The outcomes recorded at review

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The SEN Support Plan will be shared with the pupils and the parent/carer.

### **SEN Support (K)**

Students who fall under this category will be supported through effective Wave 1 intervention in the mainstream classroom. Some of those students, they may require additional support either from a SEN Support Plan or through the advice of external agencies. Parents/carers will be consulted if their child may require such support and the appropriate arrangements will be made.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil.



Parental input and consent will be sought for any additional information required. Any resulting SEN Support Plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

### **Evaluating Success**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN Register

Consideration of each pupil's success in meeting IEP targets

- Monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The School Development Plan/SEN Department Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals

### **Complaints Procedures**

The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents and procedures will be shared and followed as outlined.

### **Provision for students with SEN**

The Head of Faculty and SENCO in collaboration with department staff and the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Provision of alternative learning materials/ special equipment
- Group support / accessing the Wellbeing Centre
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services/NASEN for advice on strategies, equipment, or staff training
- In rare cases deployment of extra staff to work with the pupil

### **WAVE 1 – High Quality Teaching**

High Quality Teaching and learning is central to raising standards in schools and to addressing underachievement. Relating this to the SEN areas of need these Wave1 interventions can be expected to be used at HGS

#### **➤ Cognition and Learning needs**

High levels of challenge and expectation

Differentiated curriculum planning and engaging activities  
Formative assessment / effective feedback  
In-class targeted teacher support  
Differentiated questioning / modelling / explaining  
Increased visual aids (e.g. visual classroom rules)  
Use of writing frames  
Support for key words / subject specific vocab  
Access to ICT/word processor  
Access to help with homework  
Teaching of study skills / metacognition  
Encouraging independence  
Strategies for a dyslexia-friendly school

➤ **Communication and Interaction needs**

High levels of challenge and expectation  
Differentiated curriculum planning and engaging activities  
Formative assessment / effective feedback  
Learn through talk and discussion  
Differentiated questioning / modelling / explaining  
Increased visual aids (e.g. visual classroom rules)  
Use of simplified or alternative language  
Support for key words / subject specific vocab  
Use of symbols  
Teaching of study skills / metacognition  
Encouraging independence  
Strategies for a dyslexia-friendly school

➤ **Social, Emotional and Mental Health needs**

High levels of challenge and expectation  
Differentiated curriculum planning and engaging activities  
Whole school behaviour policy  
Whole school rewards/sanctions system  
Lunch time clubs  
Whole School PSHE programme  
Access to the Wellbeing Centre

➤ **Sensory and Physical needs**

High levels of challenge and expectation  
Differentiated curriculum planning and engaging activities  
Flexible teaching arrangements  
Staff awareness of implications of physical impairment  
Specialist resources (writing slopes, pencil grips, etc)  
Motor skills development exercises  
Encouraging independence

**Requesting In-Class Support/Intervention**

Where there are cases of students causing concern, subject teachers can request support or an intervention which will be considered in rare circumstances.

**Requesting assessments**

Where there are cases of students causing concern, subject teachers can file an initial concern that may lead to an assessments (dyslexia, autism, dyspraxia, exams access arrangements, etc).

## **Requesting Support for School trips**

This should be done in writing and submitted to the Head of Inclusion. The outcome of the request will be determined by the availability of support staff.

## **Wave 2 – Small Intervention Groups**

Students attend intervention groups throughout the year according to their needs. Types of intervention offered where appropriate are:

- Literacy interventions
- Speech Language and Communication sessions
- Input from Speech and Language Therapy team in Islington
- Input from The Bridge Outreach Service.
- Handwriting groups
- Touch-typing groups
- Mentoring sessions
- Numeracy interventions
- Dyslexia intervention

## **Literacy Intervention**

Whole school literacy intervention is run by a Literacy Coordinator and his team based on the NGRT assessment of reading ages in KS3/KS4. Additional literacy intervention for SEN students run alongside this.

### **➤ Thinking Reading**

Thinking Reading is specifically designed for secondary school students who are struggling with reading to catch up rapidly and completely. The sessions are run 3 times a week for 30 minutes each on a one-to-one intensive instruction basis, drawing on five well-researched approaches:

- Phonics and Phonological Awareness, to help students master the correspondence between spoken and written language.
- Direct Instruction, to help students rapidly improve and maintain their reading skills.
- Precision Teaching, to help students master and retain learning.
- Applied Behaviour Analysis, to motivate and engage students.
- Responsive Feedback, to ensure that students grow rapidly in skills and confidence.

### **➤ Lexia**

Lexia Reading is an award winning, technology-based system of differentiated learning, embedded assessment and targeted instruction. This online literacy based programme, helps teachers prioritise students who are the most at-risk, and provides them with facilitated, direct skill instruction to address specific skill gaps.

Lexia Reading advances reading proficiency and intensifies and accelerates learning. Students who have achieved a reading age of 9 or below are selected by the Literacy Intervention Coordinator as target students for the academic year. PSP team, Heads of Years, Subject Teachers can make referrals for students causing concern. Referrals should be directed to the Literacy Intervention Coordinator.

When using Lexia, students are automatically placed at the proper level and work independently via browser, desktop client, to develop their foundational reading skills. The programme provides explicit, systematic, adaptive learning on foundational reading skills, scaffolding students as they struggle and advancing them to higher levels as they demonstrate proficiency.

Free school-to-home access allows students to continue their independent work at home.

### ➤ **Literacy Withdrawal Lessons**

Groups of students (no more than 6) are withdrawn as required to address difficulties with reading, writing, spelling and comprehension. A number of support staff conduct the delivery of provision for students who are then assessed half-termly to monitor and evaluate any progress that is made.

### ➤ **Specific Learning Difficulties (SpLD) – Dyslexia**

The school has a specialist dyslexia teacher who coordinates all interventions for student who have been clinically diagnosed as well as those suspected of having SpLD. Lessons are conducted on a 1:1 basis or in small groups of no more than 6 students. Students can be referred by the Literacy Intervention Coordinator as well as a referral system made by staff

### ➤ **ASD Social Skills (Buddy) Programme**

In co-operation with The Bridge, The Buddy Programme is a 12-week social skills programme. In order to generalise social skills learning to outside the classroom a 3-tiered approach is being used including whole school training sessions, which we would also facilitate Autism Awareness and staff training. Pre- and post-test questionnaire with the students/parents/teachers to gauge the impact of the programme. Lastly, a lunchtime media club will allow students to put theory into practice whilst producing a piece of work with neuro-typical peers, which can be shared with the whole school.

### ➤ **Speech and Language Communication sessions**

Across key stages, students with similar communication and language needs are being grouped to benefit from tailored 6-12 weeks intervention programmes, working on social skills, decoding of language as well as vocabulary development. These sessions are planned and implemented in conjunction with the Speech and Language Therapists from Islington Council

## **Wave 3 – Targeted Intervention**

### **External Support Services and Agencies**

External support services play an important part in helping the school identify, assess and make provision for students with special educational needs. Service providers include Child and Adolescence Mental Health Services, Behaviour Outreach Support Service, Speech & Language Therapy Team, Physiotherapist / Occupational Therapist, Disability Outreach Team and Literacy Outreach Support Team. The School also has links with the Metropolitan Police Force as well as other agencies that include the Youth Service as well as other alternative provisions such as the Pupil Referral Unit.

### **Educational Psychologist Input**

Students undergo observations & assessments conducted by the school's Educational Psychologist. This work includes assessing student's cognition and learning difficulties as well any concerns around special educational needs and assessment for exam concessions.

### **SEN Assessments**

The following SEN Assessments are completed throughout the year, beginning at year 9 to provide extra provision or to put intervention strategies in place where relevant:

- Students can undergo assessments for access arrangements for public exams: These may include eligibility for extra time, readers, and amanuenses (scribes). Applications for access arrangements are made through the SENCO who then consults with the Educational Psychologist. From September 2013, any student with a statement of special educational needs will no longer be automatically eligible

for 25% extra time in tests / exams unless this condition is already written into their statement. They will now have to be re-assessed by an assessor.

- Assessment for a student with statement or EHCP is completed by the SENCO. If a child has a significant level of need and is not making the progress necessary then, a statutory assessment will be conducted with the relevant agencies and parental involvement online with the new guidelines relating to the EHCP.

Referrals can only be made by or through the Head of Inclusion and students causing concern are raised at the PSP meetings by the SENCO / support staff & HoYs.

### **Clinical Psychologist Involvement**

We have a Clinical Psychologist who works in school one day a week. This member of staff works with identified students and their families.

### **Speech and Language Therapy Team (Islington)**

The Speech and Language Therapy Team in Islington work in school on a regular basis to assist the SEN department in working with students with Speech Language and Communication Needs (SLCN). The team work in a number of ways to support the school's provision for children with SLCN such as:

- Working with support staff on SLCN intervention lessons/partnership teaching.
- Conducting reassessments of children with SLCN to update information relating to the type of SLCN.
- Advise staff on teaching and learning strategies relating to the inclusion of children with SLCN.
- Have an input in Annual Review meetings for children with SLCN.
- Conducting 1-1/small group Speech and Language therapy sessions.
- Working in partnership with mainstream subject teachers to support work with students with SLCN.

### **Outreach Services**

The department utilises the various outreach services to undertake training, offer additional training to staff and to help support the SEN department in meeting the needs of targeted groups of students.

### **Additional Provision**

#### **KS3 Nurture Groups**

KS3 students who experience difficulty in mainstream settings are placed in smaller groups where they receive extra support through TA support and/or literacy focused timetables. Students in these groups are particularly vulnerable for a variety of reasons which may include learning, behavioural, medical or social difficulties. The aim is to provide these students with the skills needed to access the curriculum in a mainstream setting as soon as possible.

There is one Nurture group in Year 7, with approximately 12-14 students who are selected based on the information from the Local Authority Primary / Secondary Transfer Conference and the CATs scores. At the end of Year 7, staff that work closely with the class teacher to discuss which students are ready to move into mainstream for Year 8 and identify students who fell short of making the expected progress or struggled severely within the mainstream in order to form a Year 8 nurture group.

The Year 7 group spend around 80% of their timetable in a nurture classroom with their main nurture teacher. They may be taught by other teachers in the main building for specialist subjects. In Year 8 there is more emphasis on having lessons in a mainstream setting achieving a balance between working in nurture group and mainstream classes. All

students in nurture groups have support in the majority of their lessons and follow an adapted national curriculum that takes into account their difficulties.

Progress is being reviewed as part of Nurture Network Meetings that take part half-termly. This will provide the opportunity for all teachers and support staff involved in teaching the nurture groups to share best practice, discuss any arising issues and to update the SEN Support Plans accordingly.

### **KS4 Alternative Provision**

When students in KS4 experience emotional and social difficulties and cannot cope with mainstream lessons, alternative educational provisions are arranged. This takes two strands: college placements or timetabled 'study support' lessons.

For the study support option, students are usually not referred to this but make a decision at Year 9 when they select their options for KS4. For the college placements, some students are actively encouraged to take this alternative as this gives them an opportunity to achieve academic success in a skills based environment. These arrangements are made in consultation with parents, staff and the Alternative Provision service provider.

### **Record Keeping**

Detailed information on students that have special educational needs can be found on the SEN register and on SIMS. The register lists all the students that are identified as requiring special educational provision and states the nature of their needs and learning difficulty as well as intervention / provision made at HGS.

The Provision Map outlines the interventions that are put in place for each student on the SEN register. This can also be found in the Support Faculty Folder.

Full re-integration into the mainstream school is achieved through educational provision at Wave 1 to Wave 3 intervention. Sensitive differentiation and creative adaptation of the curriculum will be required in order to match what is taught and how it is taught to the student's aptitudes and abilities according to the targets set out in a child's status of special educational needs as well as their IEP targets. This can be done by adopting appropriate teaching methods and resources that are sensitive to the expected pace of learning.

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to meet them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services/CAMHS
- Information from other agencies that support children and families.

### **Reviewing SEN Support Plans**

All SEN Support Plans will be reviewed twice yearly by teachers, one of them coinciding, where possible, with a parents' Evening. Parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process.

The data gathered on the progress of the child toward the outcome will be part of the assessment data collated on SIMS in order to provide a clear overview on the progress of children highlighted on the SEN register as having an additional need.

## **Partnerships with and beyond the school**

### **Staff Development and Appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based CPD sessions is to develop awareness of resources and practical teaching procedures for use with SEN pupils. The Governing Body will undertake a similar review of training needs. Teaching Assistants requirements in supporting pupils' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction, as necessary. This will be monitored through the school's Blue Skye programme.

### **Links with Other Agencies, Organisations and Support Services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- 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 (SENSS)
- Educational Service for Physical Disability (ESPD)
- Traveller Education
- Occupational Therapists

In addition, important links are in place with the following organisations:  
the LEA, Specialists Services, Educational Welfare Officer, Social Services and CAMHS

### **Partnership with Parents/carers**

Highbury Grove School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

### **The Voice of the Child**

The Code of Practice includes a chapter on pupil participation.

Schools ...should show sensitivity, honest and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

### **Looked after Children (LAC)**

The school has a designated member of staff who oversees that required policy & provision is in place.