



Margaret McMillan Nursery School and Children's Centre

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Special Educational Needs and Disability (S.E.N.D.) Policy and Schools Information Report

Aims of the policy

- To work within the Special Needs Code of Practice.
- To consider the individual needs of children when planning our curriculum. To provide a curriculum which is accessible to the individual needs of all our children.
- To offer a broad and balanced curriculum with as much access to the Foundation Stage curriculum as possible, within the day-to-day nursery setting.
- To recognise that some children will need additional support to access the whole curriculum.
- To monitor and review individual needs of children, enabling early identification and to facilitate early intervention and support. To provide appropriate support and strategies to achieve this.
- To ensure that all children with SEND engage in all activities and are fully included.
- To recognise the importance of early identification and assessment of children with special educational needs, particularly important in the area of early years care and education.
- To identify an effective system which ensures the early identification of SEN.
- To identify systems and strategies that are effective and flexible in response to changing need.
- To have a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.
- To ensure all staff working with a child with SEND are aware of the child's needs.
- To complete our statutory obligation to complete a progress check for two year olds. To share this with parents and for key workers to complete a written summary. For areas where the child is less than expected, key workers and parents will work in partnership to agree further action.
- To involve parents in a positive working relationship.
- To involve the child and taking their views into account. To make every effort to involve the child in a manner appropriate to their stage of development, understanding and communication style eg. Makaton/ symbols/ pictures, when making choices, participating and interests.
- To be committed to effective collaboration using a multi-disciplinary approach to meet the needs of children with SEND. To actively support the children and families and maintain close links with all agencies working with the child.
- To make reasonable adjustments to our provision and practice to meet the needs of individual children with SEND in line with the SEND code of practice and the Equality Act (2010). For example: providing a standing frame for a child with cerebral palsy or a raised board for a child with a vision impairment.
- To consider and always seek the child's voice. To use differentiated methods such as observation, child interest, level of attention and engagement and one-page profiles.

Definition of the term special educational need

At Margaret McMillan we recognise the DFE definition of special Educational Needs, as set out in the SEN Code of Practice.

It reflects the approach to and arrangements for SEN outlined in the Children and Families Act 2014.

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

SEND Code of Practice 2015 paragraph xiii pg:15

A child has a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- (c) is under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) **For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.**

SEND Code of Practice 2015 paragraph xv pg:15

The United Nations Convention on the Rights of the Child:

Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

The child's views will be sought whenever possible, by asking, listening, observing and in a variety of ways through play and through collaboration with parents, carers, key personnel and Team Around the Child meetings.

Responsible Persons

The name of our Special Educational Needs Co-ordinator (SENCO) is **Bonnie Mendoza**.

She holds a strategic role in co-ordinating the provision of education for children with SEND alongside our management team.

Role of the SENCO:

- Supporting colleagues in planning to meet the needs of a child with SEN in line with the Special Educational Needs and Disability Code of Practice: 0-25 years (2015 p78-90).
- Advising colleagues about the range of strategies available to use.
- Identifying staff training needs and encouraging colleagues to attend relevant training.
- The SENCO is responsible for organising a number of meetings such as the Settling In Review (SIR), Team Around the Child (TAC), Short Term Plan (STP), SEN Support Plan (SSP), Education and Health Care Plan (EHCP) and Transition Plan (TP) with parents, key person and other outside agencies./ professionals where appropriate.
- She will also organise meetings to review the STP every 8 weeks.
- The SENCO will set up a confidential file for each child and ensure all records, assessment reports are files and kept securely in line with General Data Protection Regulation (GDPR) 2018.

Admission and Inclusion

At Margaret McMillan we welcome children with special educational needs, as part of our community and we aim to ensure that all children have an equal opportunity to access and engage in the Early Years Curriculum.

We work on the belief that all children and their families have the right to be part of their local community and be welcomed and included.

All staff in the school are teachers of children with Special Educational Needs. As such Margaret McMillan Nursery School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The SENCO will share information with all staff on the identified needs of the individual children and any agreed strategies to support them.

All children with SEND are afforded the same rights as other children in terms of their admission to school.

How our setting supports children with SEND:

In our setting, we give all children a six-week settling in period.

- We identify children's needs both through observation and by talking to their parents.
- We monitor the progress and development of individuals through ongoing observation using the cycle of Assess, Plan, Do and Review.
- We share any concerns about the development of individual children with all staff within the setting at staff and room meetings.
- We support staff in differentiating the curriculum for individual children.
- If we feel that the provision in our setting does not meet the needs of an individual child, we will adapt it accordingly eg. Accessing the water tray if it is too high or too low.
- We work closely with parent agencies including those in education and health and social care.
- We work in partnership with parents/ carers to make referrals where necessary and input into Education health and Care Needs Assessments (EHCNS). This may include contributing to and initiating Early Help Assessment (EHA).

Access to the Curriculum

The Curriculum will be made available for all pupils, including those with identified SEND. Where pupils have SEND, a graduated approach will be adopted. The school will, in other than exceptional cases, make full use of school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the key workers and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small grouping or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

The curriculum may need to be further modified on a short-term planning basis to meet specific individuals' special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Staff will use visual aids and prompts, objects of reference as well as Makaton signs to support children with their communication and understanding.

Resources will be carefully chosen to ensure they are accessible to children, appropriate to their needs.

Children will be observed on a regular basis and these observations will be used to inform curriculum planning, ensuring it is accessible to all children and is appropriate for their stage of development and age, whilst also encouraging independence.

Key times during the day will be used to support children with special educational needs, such as during transitions, meal times, specific activities and during free play, for example with turn taking and sharing resources.

Providing the graduated response: SEN Support

The school offers a differentiated curriculum which allows children to develop at their own pace within Age Related Expectations of the Early Years Foundation Stage (EYFS). Where children show signs of difficulty in any area we use an 'Assess, Plan, Do, Review' approach. This enables us to assess what the child knows, understands and can do, as well as to identify any learning difficulties. Following assessment, we will put a plan in place (Provision Mapping, an Individual Plan / Pupil Passport) detailing appropriate interventions, such as:

- Classroom organisation and management
- In-class support
- Small group work
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Small language groups

The plans will be outcome focused.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map / Individual Plan / Pupil Passport. Parents and children, where appropriate, will be involved in developing the plan.

The plan will also set out review arrangements.

Where more than one agency is involved, the school, in discussion with parents and other agencies will initiate an Early Help assessment to assist assessment and planning.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained based on continuous assessment.

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

Parent Participation

At Margaret McMillan we will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEN where the support and encouragement of parents is often the crucial factor in achieving success.

We work with parents in many ways:

- An open door policy, with daily opportunities for parents to share information and discuss issues with staff and management.
- Key worker allocated to each child.
- Keeping parents involved and informed at every stage of their child's learning and development, and inviting them to all review meetings.
- We value the contributions of parents on all levels, including their contributions towards short terms plans, profile pages and transition plans at all times valuing their expert knowledge of their child.

- Parent coffee mornings, workshops (with and without their child)
- Signposting parents to all the Bright Start sessions available.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children, appropriate to their understanding, are aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with the following external agencies:

- Outreach Support Services, e.g. hearing or visual impairment teachers
- Educational Psychologist
- Child Adolescent Mental Health Service
- Therapists, e.g. speech and language, physio and occupational health therapists
- Other Health Service Professionals, e.g. dietician, community nursing team)
- Bright Start family support

At Margaret McMillan we also endeavour to link with Children Centres services such as parent support groups, speech and language therapy and child psychology services.

We also link with special schools in the borough for advice and support for children with specific needs.

Transition into Primary Schools

We have established strong working relationships with our local primary schools through arranged visits at the time of transition from Nursery to primary schools.

We feel that good transition procedures for children with special educational needs have a positive impact on the transition to school for all children, as well as in supporting the future staff and parents with the big change.

For example:

- Completing the Early Years to Primary Transition Support Planning document.
- Host an initial transition support-planning meeting involving all relevant professionals, parents, key person and the SENCO or EYFS Lead from the receiving school.
- Planned visits to familiarise the child with the new school environment.
- Passing on most recent records as part of the planning meeting.

Funding for children with Special educational Needs (SEND)

Parental consent will always be requested when applying for funding.

The staff of Margaret McMillan recognises our duty under the Equality Act (2010) therefore a proportion of the setting's budget will be allocated to meeting the needs of individual children with special educational needs. This will be done regardless of whether we have a child with special educational needs on roll at that time.

For example:

- Employ an additional part-time member of staff
- Buy soft furnishings to reduce backgrounds sounds for children with hearing impairment
- Buy blinds to control lighting conditions for children with visual impairment.

We are also able to apply to the Early Years SEND Funding Panel for additional funding in order to support individual children.

For example:

- To implement short term planning targets.
 - To fund specialist equipment.
- **Arrangements for the Treatment of Complaints:**
The school has a complaints' procedure which can be accessed via the main office.

At Margaret McMillan we recognise the sensitive and emotive nature of special educational needs. We have therefore implemented arrangements for dealing with complaints or concerns about SEN provision that are slightly unique to children with SEND.

Any concerns and complaints about SEND provision should be addressed to the key worker, SENCO or Headteacher.

We will respond by meeting with parents or carers to discuss the situation.

If this does not resolve the issue, the complaint should then pass to the first level of the general complaints procedure.

Workforce Development

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan.

At Margaret McMillan we value the importance of ongoing access to training in order to enable staff to meet the needs of individual children. We will review the staff needs on an annual basis and plan train accordingly. As well as ensuring new staff are trained appropriately for their role within a short time of their arrival at the school.

We have a commitments to developing the skills and knowledge of new staff through an induction programme, which includes specific training in meeting the needs of children with special educational needs. We also complete a [SENCO action plan which includes areas of SEND CPD](#).

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan and School Information Report are integral to this policy.

The evaluation process of this SEND Policy

Children with special educational needs are regarded as full members of our community. The provision is inclusive and children have full access to the environment, resources, staff and activities.

At Margaret McMillan we aim to develop our inclusive practice in everything we do.

For example:

- Using Makaton with all children, not just those with language difficulties.
- Using visual timetable support with all children.
- Use of personal dolls to explore physical differences and challenging stereotypes.

Schools Information Report

Margaret McMillan Nursery School and Children's Centre, 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 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 SEN gets the support they need – this means doing everything we can to meet the pupils 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:

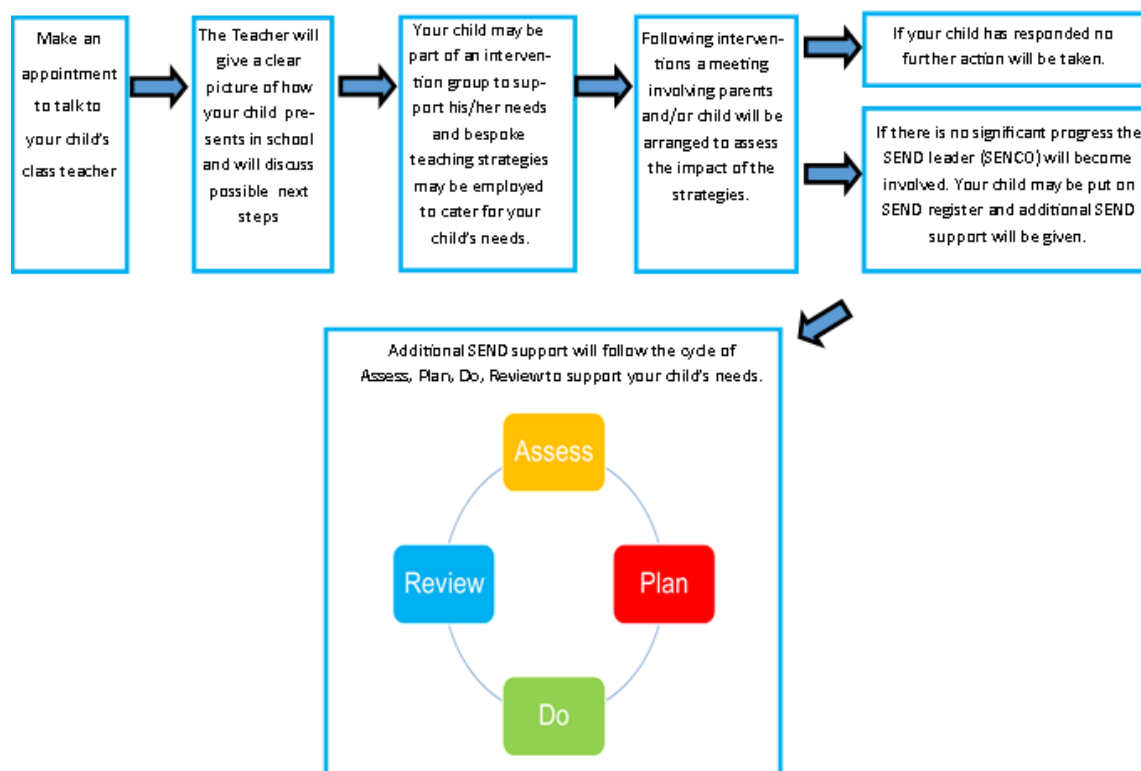
- consultation with local parents and carers by Islington Council in April 2014
- ongoing feedback from parents and carers and school staff at Margaret McMillan Nursery School

We will review and update this information report regularly to reflect changes and feedback. The date for the next annual review of this report is **September 2024**.

If you need any more information please see our SEN Policy or contact our SENCO (Bonnie Mendoza) on: 0207 2812745.

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

SEND is defined as any education or training provision which is additional to or different from that generally made for others in main stream schools



For more information on how Assess, Plan, Do, Review works watch this short video: <https://www.youtube.com/watch?v=1sJveEuMHc&feature=youtu.be>

Frequently Asked Questions

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

Margaret McMillan Nursery School is a maintained nursery school and Children's Centre 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 Condition (ASC), 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. The building is fully accessible to pupils with mobility difficulties.
- **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.

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 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 their SEN diagnosed or identified 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 are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

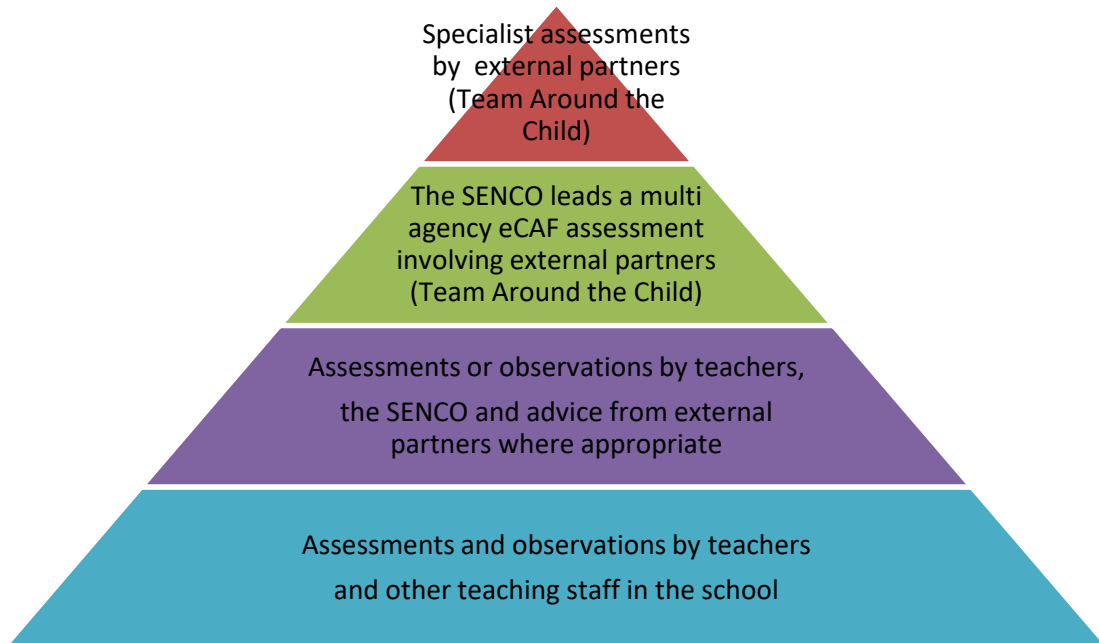
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected the teacher will work with the family and the SENCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child does not make the progress expected of them – perhaps there has been a significant change in family

circumstances such as a new baby, a move of home, or the death of a relative. Or perhaps because they have a special educational need.

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 understand SEN and match interventions to the SEN of pupils. They are summarised in the diagram below:



When considering if a child needs SEN support the school takes into account:

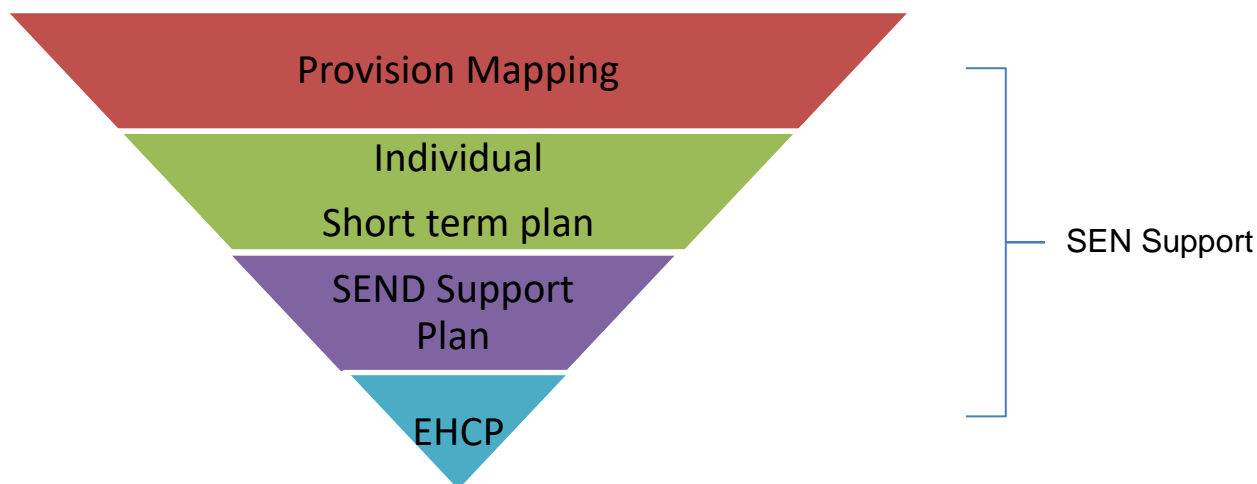
- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and Early Years Foundation Stage (EYFS) guidance
- the views and experience of parents
- the pupil's own views where appropriate
- advice from external support services, where appropriate

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.

If a pupil is identified (through the assessment process above) as having special educational needs their teacher and SENCO will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

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 using one of the SEN planning tools we have available to use. The tools we use are summarised below.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be ‘additional to’ and ‘different from’ the usual differentiated curriculum.

Individual Short Term Plan: This plan contains an action plan listing the goals and provision to meet the SEN. It includes ways both school and parents can support a child’s progress for each target. This is reviewed every 8 weeks.

SEND Support Plan: A document containing a 1 page profile and a detailed action plan listing the goals and provision to meet the SEN. This plan usually means other agencies, e.g. speech and language therapy, are working with the child. This is the same action plan that can be used as part of the eCAF and the EHCP.

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 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 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 and other key workers 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. Where professionals from health or social care are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.

The teachers and other key workers work with the SENCO, the parents and the child to make sure any SEN support is adapted or replaced by another approach if it is not being effective.

The head teacher reports regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils. This helps to ensure that the approaches used to meeting SEN are based on the best possible evidence and are having the required impact on progress.

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

Every pupil in the nursery classes has their progress reviewed regularly and this information will be shared with parents at termly feedback meetings. We report to parents on their child's progress, and write a leaver's report on transition to reception class. For children under 3 we write a report when they are 2 years old and where appropriate take part in the two year integrated review with the Health Visiting team. Children under 3 also have regular feedback meetings.

Where a pupil is receiving SEN support, we provide feedback to parents more regularly. We also contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We will always seek from consent from parents before anyone comes from an outside agency to meet with or observe the child.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENCO.

Reviews involve the family and other professionals and the child where this is appropriate. They are used to:

- discuss what is working well and not working well
- find out if the SEN provision has been delivered as planned
- review the pupil's progress towards their goals and longer term outcomes
- discuss and agree clear outcomes for the future
- discuss and agree the support needed
- share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress
- identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff and the pupil's parents.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN.

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

All pupils, including those with SEN, have access to a broad and balanced curriculum. Teachers plan lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEN of pupils in mind, which means that most pupils with SEN and disabilities will be able to study the full EYFS curriculum along with their peers

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants, and other more specialist staff, may be directed to work with pupils, in pairs or small groups and sometimes individually.

The type of SEN support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them becoming independent learners.

The SENCO, supported by the Senior Leadership Team ensures that staff have sufficient skills and knowledge to deliver the interventions that pupils need.

d) How does the school adapt the curriculum and learning environment for pupils with SEN?

We are committed to meeting the needs of all pupils including those with SEN. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEN are not at a substantial disadvantage compared with their peers.

We work closely with families and partners to work out what disabled children might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and in order to get additional resources and support.

Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEN. This may also involve working with outside partners. For example we might need to:

- provide visual resources to support learning
- consider the layout of the classroom
- buy specialist equipment
- access specialist training, e.g. tube feeding
- organise Health and Safety advice, e.g. for oxygen storage

In considering what adaptations we need to make the SENCO 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>

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

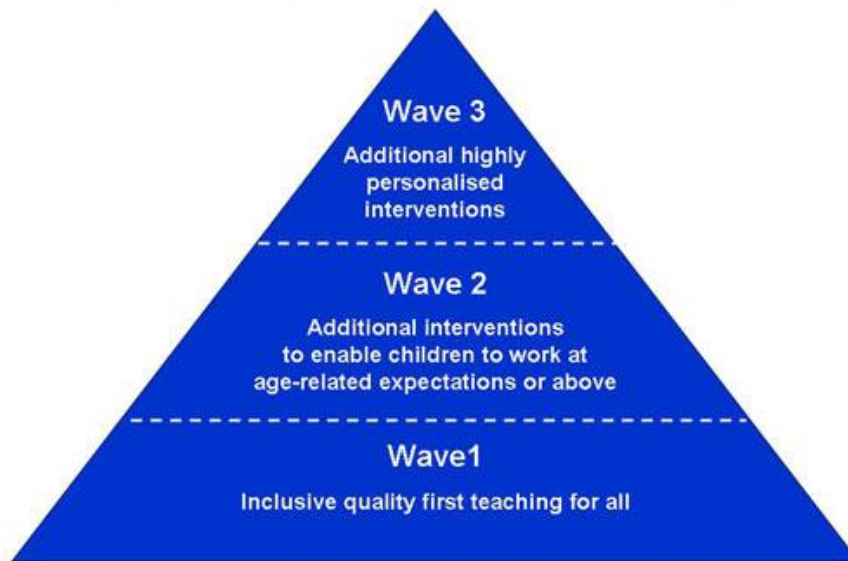
The school organises the additional support for learning into 3 different levels (also called waves).

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, e.g. Crocodile language enrichment groups.

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.

Waves of Intervention Model



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

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 that set out the responsibilities of everyone in the school. We have clear systems and processes so that staff can identify and respond to mental health difficulties.

For children with more complex problems, additional in-school interventions may include:

- advice and support to the pupil's teacher - to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class
- small group sessions - to promote positive behaviour, social development and self-esteem
- individual action plans - to support pupils during transition periods, break times
- additional support for the pupil – to help them cope better within the classroom
- therapeutic work with the pupil, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches
- family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

4. Who is the SEN Co-ordinator and how do I contact them?

Our Special Education Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEN. They work closely with the head teacher and governing body as well as all teachers and other key workers. If you have concerns about your child you should speak to your child's teacher or key worker before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers and key workers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all children with SEN and Disability
- liaising with parents of children with SEN
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Bonnie Mendoza - Special Educational Needs Coordinator (SENCO)

Phone: 0207 281 2745

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

The school supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.

The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of pupils with SEN training is shared between the Head teacher, SENCO and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEN training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

6. What equipment and facilities are available to support pupils with SEN?

Margaret McMillan Nursery School and Children's centre is a complex site with three main entrances accessing different areas of the building. The main office has flat access at pavement level and has a mini-com loop. The Homebase daycare entrance has flat access from pavement level via the adjacent health centre car park gate. The classes access is flat to the point of entry to the building and has either one or two steps into the building depending on which door is used. Flat access can be gained with prior notice via the car park. Access to the garden spaces for class, Homebase and babyroom are flat, access from class dining room to garden is via 2 steps. The site has a lift between the top upper and lower levels. All school areas have acoustic ceilings and flooring where appropriate. There are two disabled access bathrooms with baby changing facilities; one located at the main reception and one at the class entrance.

We choose our equipment carefully to ensure the vast majority of children can access it safely. Where required we will purchase specialist equipment for individual children, e.g. standing frames or chairs.

In the past we have worked with partners to purchase specialist equipment tailored for an individual including:

- Standing Frames
- Move and sit cushion
- Cause and effect toys
- Specialist chairs
- Walkers
- Hoist
- Changing beds
- Chairs which specifically meet the needs of individual children and their stage of development

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

All parents are encouraged to contribute to their child's education through:

- discussions with the class teacher
- setting and reviewing targets
- parents' events and workshops
- during discussions with the SENCO or other professionals
- commenting and contributing to assessment, planning and reviews

If your child has an Education, Health and Care plan we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Specific support to help you support your child at home will include;

- Meetings with teachers and SEN staff to discuss progress and support including ideas for home.
- Family Learning courses, workshops and Bright Start Children's Centre activities
- Access to speech therapy advice, family support and CAMHS via the Bright start Children's Centre and where relevant

If we think your child needs significant amounts of extra support we will always discuss this with you and, where appropriate, a meeting with the parents and the people supporting your child can be arranged.

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

8. What are the arrangements for consulting and involving pupils with SEN in their education?

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. 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 age and preferred methods of communication.

Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress.

9. What are the arrangements for parents raising concerns and making a complaint about the SEN 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. So if you have something to tell us please contact the class teacher or SENCO.

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

- the class teacher
- the SENCO
- The head teacher – using the main school number
- The governing body (a letter can be submitted through school office)

If you need support to raise a concern or make a complaint 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.

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 the Local Offer. See question 13 below.

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

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 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

We always involve parents in any decision to involve specialists.

The SENCO 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

11. 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 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/>

12. What are the school’s arrangements for supporting pupils with SEN when they join the school, and supporting them to move to primary school?

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 SEN (examples)
When moving to another school	<ul style="list-style-type: none"> • We will contact the School SENCO 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 and any relevant documentation eg. EHCP, STP, child profiles etc. • Transition meeting with the new setting • Transition plan is implemented as required: usually a visit from receiving school and photos of new setting • Social stories to be made, where needed either by SENCO at MMNS or at new school • Visits to new school organised by SENCO, with child and parents
When moving within school, e.g. babyroom to Homebase or Homebase to class	<ul style="list-style-type: none"> • Transition meetings are held within school with the new key worker/class teacher. • Work with child to prepare for the transition, including accompanied visits to the next setting, meeting the new key person and spending some time in the new environment before starting permanently. • Transition books are used to support transitions. • Meetings with outside specialists (where appropriate), e.g. physio, OT, EP, SALT to assess any additional adaptations or needs. • Records are transferred • Meeting with parents and new keyworker. SENCO to discuss transition and highlight major changes and expectations in the new room.

13. 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 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

Current Information

The following table shows the number of pupils with SEN in the school in **September 2024** and the type of tools we use to plan SEN provision:

SEN Planning Tool	Number of pupils
Provision Mapping	34 pupils (all receiving some kind of individual support)
Short Term Plan	8 pupils
SEND Support Plan	8 pupils
Education Health and Care Plans in process (EHCP)	3-5 pupils
(EHCP)	1 pupil
SALT/ Social Communication Team referrals	8 x 3-4 yr olds + 4 x 2 yr olds
Children currently involved in interventions	18 3-4 yr olds 16 2-3 yr olds
Emerging needs	10 x 3-4 yr olds 3 x 2 yr olds

The following tables show the training and expertise of the school staff.

Details of training / expertise	% of school staff trained
Introduction to SEND	100%
First Aid	85%
How to support pupils on the autistic spectrum	95%
How to support pupils with emotional needs	95%
Makaton Training	All teachers, key workers and 80% others
Every Child a Talker	All staff
Crocodile language enrichment groups	SENCO, 2 class teachers, head, HLTA, 2 new, 2 NESW, 2 SNEWS
Special time, communication and language interventions	All staff
Jabadao Movement training	HLTA, 2 SNEWS, 3 key workers,
CAMHS reflective practice	All full time class staff, key workers, SENCO
SLT communication and language training	All staff
Epipen training	As required
OT and Physio programmes as required	As required
Solihull Approach Training	90%
Child Protection and Safeguarding	100% staff
Hoist and Manual Handling Training	2 SNEWS, 2 NESWs, 2 NEWs
Autism Skills Training with Social Communication Team	SENCO and NESW

Date reviewed	September 2024
Date of next review	September 2025
Ratified by Governing Body	TBA