

SEND Support: Listing for Family Directory

Settings are required to publish updated information on their website and the Islington Family Directory and Local Offer to ensure they are SEND compliant, in line with the SEND Reforms 2014.

In preparation for the forthcoming Local area SENCO Inspection, The Islington Area SENCO Team is encouraging settings to review and update their Local Offer information as soon as possible.

We will publish the following statement for each setting, followed by specific responses to the questions/prompts below: 'Our setting welcomes children with SEND and we are committed to working with parents and other professionals to provide good inclusive practice. Our Islington link Area SENCO provides us with support, advice and training re children with SEND.'

Please provide information for following questions/prompts

Question	Response
SENCO with qualification/training (e.g. our SENCO has a level 4 qualification and has attended training on children with autism)	Our SENCO is currently working towards her NPQSENCo qualification which will be complete in July 2026. She has attended training in Attention Autism, Sensory circuits, Special Time & Intensive Interaction, Hypermobility, Understanding & Supporting Mental Health in the Early years, Working with parents to support children's behaviour, Including children's voices in the early years, Dysregulation through joy!, Promoting young children's language outdoors, If walls could talk - What does your emotional environment say about your setting? As well as specific training linked to Type 1 diabetes, using EpiPens and Designated Safeguarding Lead.
Staff training (e.g. all our staff have accessed PECS level one training)	All staff have received training such as Attention Builders, Sensory circuits, Special Time & Intensive Interaction. They have also been trained in how to use visuals such as core boards, now and next boards, visual time-tables etc in addition to objects of reference. Some staff eg. Teachers have been shown how to create these visuals using the Widget Tool on the PC. 2 members of staff were part of the Early years Conversation project and have worked with peers from other settings as well as a mentor from the EEF to support this training. These staff members have then delivered training to the rest of the team to encourage them to participate in Interactive Reading with the children particularly aged 2-3years old, to support communication and language development.

Experience (e.g. we have experience of working with several children with severe and complex needs)	We have experience of working with several children with severe and complex needs such as Cerebral Palsy, Williams Syndrome, White Sutton Syndrome, Epilepsy, Chromosome 2 deficiency, Speech and Language delay, Autism, Hyper mobility, PDA, sensory needs etc. We make referrals to other professionals and agencies for assessments such as the Social Communication and SALT teams. We use these assessment to develop strategies to support individual children through creating Short Term Plans and Profile Pages which are reviewed termly, in consultation with parents/ carers and those practitioners working with the child. We adopt the Graduated Approach - Assess, Plan, Do Review Model to create individual support for a child. On some occasions we will triage a child if we feel we need another level of support for that child and family. The SENCO applies for PELSSEND places, of which there are 6 at MMNS and often sits on the panel to help decide on those places and for other settings. The SENCO will apply for EHCPs for those children whose needs may meet the criteria and who will be starting primary school the following September.
Differentiated support (e.g. we run small language groups for children with speech and language delay)	We run small language groups for children with speech and language delay, grouping children according to their needs. We do daily Sensory Circuits in small groups and Sensory time which is 1:1 with an adult, in a room outside of the provision. We have Attention Autism Bucket Time groups with small groups of children and Fun with Friends story time sessions twice a day. We support individual needs such as sensory though the use of sensory boxes, 1:1 and small group activities, personalised eating mats for specific children etc. Additional interventions include Special Time, Intensive Interaction, Watch me Play, Fun with Friends story groups, Social and People Games.

Links with other professionals (e.g. we have access to the Children's Centre Speech and Language Therapist, we have good links with our local Health Visiting Team)	We have access to Islington CAMHS clinical psychologist. We also work closely with other professionals to meet the needs of individual children, such as Physiotherapists, Occupational Therapists, Speech & Language Therapists (who can also support with watching and feeding), Educational Psychologists, Health Visitors and Paediatricians where relevant.
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NB Please ensure you adopt the correct terminology when writing your statements

Old Terminology	Current Terminology
IEP	Short Term Plans (STP)
Early Years Action/Early Years Action Plus	SEND Support
Disability Discrimination Act (DDA)	Equality Act (2010)
Statements of SEN	Education Health Care Plan (EHCP)
English as an additional language	Not SEN
Autism Spectrum Disorder	Autism Spectrum Condition
Observation, Assessment and Planning (OAP)	Graduated approach - Assess, Plan, Do, Review (APDR)

Please click on the link to email your responses to fis@islington.gov.uk