

William Tyndale's SEND Information Report

At William Tyndale our vision is to provide *'an exceptional education for all'*. This vision underpins everything we do and ensures inclusion of all children is our highest priority.

The type of SEND support we provide

- **Dyslexia support**

Two members of staff are accredited for diagnosing and supporting dyslexic children and one is working towards their accreditation. All staff have received dyslexia training and the school invests in appropriate resources to support language difficulties.

We have the British Dyslexia Association's Dyslexia Friendly Quality Mark.

- **Speech, language and communication support**

We employ a speech and language therapist (SLT) who works with children individually and in small groups. Our SLT also works closely with staff who are able to support SLT interventions consistently with targeted children in class. She also works in collaboration with our allocated NHS speech and language therapist.

- **Visual and Hearing impairment**

We have experience of supporting children with visual and hearing impairments and have worked closely with outside agencies who are experts in these fields.

- **Social, emotional and mental health difficulties (SEMH)**

We have a designated Pastoral Leader and pastoral support team. We also have regular support from the Child and Adolescent Mental Health Service (CAMHS). We also have access to Islington Schools well-being service.

- **Medical needs support**

We have experience of supporting children with a number of different medical needs, working with parents and other professionals to create the relevant care plans. We also work closely with our link school nurse.

- **Neurodiversity**

All staff have received training on Neurodiversity from various sources. We receive excellent outreach support from the Bridge School and New River College outreach.

How the school identifies and assesses children with SEND

The school uses the 'assess, plan, do review' cycle, where we regularly assess what children's needs are and make plans to support them. We then carry out these plans and review them to check their effectiveness. This then leads to further assessment. All staff are highly trained in identifying and supporting children with special educational needs. Information sharing and teamwork are a strong focus in the school.



- **Pupil profile meetings**
Every term teachers and teaching assistants meet with the Senior Leadership Team, the SENDco and Pastoral Lead to discuss every child in the school, their progress and next steps.
- **Regular assessment**
We regularly assess the effectiveness of teaching and interventions in the school. This is through our assessment and monitoring schedule.
- **SEND parent conferences**
Children with an SEND support plan will have a SEND parent conference in Autumn and spring. They have a SEND support plan reviewed and shared termly. Children with an EHCP will have a parent conference termly as well as an annual review of their EHCP and support plan.
At the meeting we:
 - discuss what is working well and not working well;
 - find out if the SEND provision has been delivered as planned;
 - review the child's progress towards their goals and longer term outcomes;
 - discuss and agree on clear outcomes for the future;
 - discuss and agree the support needed; and
 - share advice and information on the things that parents can do at home to reinforce or contribute to their child's progress.
- **Specialist assessment**
If necessary we refer children onto specialists for assessment. Referrals options include Educational Psychology, Occupational Therapy, Speech and language therapy and Neurodevelopmental and Social Communication Team.

How the school ensures SEND pupils are included in all lessons

The school is inclusive. All children are encouraged and supported to take part in all activities on offer.

We provide:

- **High quality teaching**
The school provides excellent first wave inclusive teaching. Teachers consistently use Assessment for Learning strategies which cater for the needs of their class. Teachers have access to computer programs such as Communicate in Print, which allows them to create inclusive resources.
- **Inclusive classrooms**

All classrooms are arranged in order to be inclusive for all children. For example, teachers use visual representations of timetables and behavioural expectations, etc. All classrooms are dyslexia friendly.

- **Training**

All staff receive continuing SEND professional development and have received training on a variety of topics:

Details of training / expertise	School staff
Accredited SENDco (National Award)	SENDco
Introduction to SEND	All staff
Accredited Teacher for assessing and diagnosing dyslexia	2 members of staff
How to support pupils on the autistic spectrum	All staff
Team teach	All staff
Learning mentoring	1 member of staff
How to support pupils with emotional needs including LAC	All teaching staff
Epipen training	All staff
Dyslexia training by the BDA	All teaching staff
First aid	15 members of staff
Intensive interaction training	All FS staff
iTips training	All staff
Zones of Regulation training	All teaching staff
Word aware training	All teaching staff
Social skills group training	Open to all staff
ELSA training	2 Members of staff

- **Resources**

We ensure we have suitable resources to support children with a wide range of needs. These include laptops, auditory receivers, kindles, talking tins, enlarged print texts, dyslexia resources, sensory resources and slanted work stations. We also have a lift the children with mobility issues can use to move around the school.

We use ICT to support SEND needs for example the Nessy programme and touch typing.

Additional support provided for SEND children

We provide a wide range of intervention and support. Our focus is on ensuring the interventions are led by the child's needs. The following are a selection of what we offer:

- Reading Recovery teaching;
- maths and literacy boosters;
- Speech and language interventions including attention autism, lego therapy and colourful semantics;
- before school small group tuition;
- tailored interventions including handwriting, inference, vocabulary, maths, phonological awareness and Toe by Toe;
- and groups supporting children in preparing for secondary transition

How we monitor and evaluate our provision

● Governors

There is a link SEND governor who works closely with the SENDco and oversees SEND provision.

● Pupil profile meetings

As mentioned above, we termly talk about each child and evaluate the provision they are receiving.

● Monitoring and Evaluating

We have a clear and thorough monitoring and evaluating schedule that assesses the effectiveness of all teaching. We use IRIS software so teachers are able to self-evaluate effectively.

● Pupil conferencing

Children meet every term with their teachers, one-to-one, to discuss their targets and are given the opportunity to give their own feedback.

● Feedback

As a school, we regularly seek feedback from parents and outside agencies that we work with.

How we support children's emotional, mental and social needs

● Playground leaders

Older children are trained to work with and support their younger peers during play times.

● PSHE teaching

We recognise the importance of actively teaching social skills and have a strong PSHE curriculum.

● Links with outside agencies

We have worked with outside agencies to ensure all our children have an understanding of SEND and are able to support their ideas. For example, groups of children have visited The Bridge School to learn more about autism.

● CAMHS support

We have regular support from the child and adolescent mental health service and Islington's school well-being service.

● Pastoral Lead

We employ a dedicated Pastoral Lead, also the Child Protection Lead, who focuses on children's wellbeing.

- **Information sharing**
There is a focus on information sharing across the school including a central database for all vulnerable children (CPOMS)
- **iTIPS**
The school has taken part in the iTIPS programme, supporting children who have experienced trauma.
- **Rights Respecting Gold**
This award recognises the school's commitment to celebrating diversity and the importance of inclusion in our community; rights respecting attitudes are a strong part of our school ethos.
- **Zones of regulation**
All classes use the Zones of Regulation curriculum to support children's behaviour and emotional well-being.

How we communicate with parents of SEND children

- SEND parent conferences with involved agencies, teacher and SENDco are scheduled termly;
- SEND support plans are reviewed and shared with parents during these meetings.
- Academic reports are given to parents in the summer term.
- Information sessions and workshops for parents are held on a variety of different issues.
- Parents and school staff meet regularly with outside professionals.
- Parents of children with EHCPs have yearly annual reviews with the SENDco and professionals.
- Curriculum updates are shared with parents via google classroom.

Transition arrangements

	Additional arrangements for children with SEND
Into Nursery / Reception	<ul style="list-style-type: none"> ● Swift transfer of records ● Home visit to all children joining the Foundation Stage ● Work with Islington's Early Years Inclusion Team ● Transition meeting with the previous setting ● Transition plan drawn up with main carer and child (could include managed visits, pictures or transition book or video, social stories about 'moving on') ● Stay and play morning for child to visit school ● gradual timetable for first term where appropriate.
When moving to another school	<ul style="list-style-type: none"> ● We will contact the school's SENDco and share information about the special arrangements and support made to help your child achieve their learning goals. ● Swift transfer of records

	<ul style="list-style-type: none"> • Transition meeting with the new setting • Transition plan which will include a social story
When moving groups/ classes in school	<ul style="list-style-type: none"> • Transition meetings are held within school with the new class teacher. • Work with the child to prepare for the next class through: transition books, transition programme, visual supports and visits to the next classroom. This will be shared with parents and transition books that can be taken home over the holidays. • Speech and language therapist will also help prepare children they work with for transition.
Primary to Secondary transition	<ul style="list-style-type: none"> • Swift transfer of records • Year 5 annual reviews planning meetings • SENDco will contact the schools of all children on the SEND register to share information. • During Year 6 the Year 6 teachers will attend the Secondary Transfer Conference to discuss the specific needs of your child, and the nature and level of support which has had the most impact, with the secondary school they will be transferring to • Additional multi-agency meetings will be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school for the children where these changes are more complex. It may also include social stories. • The whole of Year 6 takes part in transition lessons. Children who find transition more challenging will have additional support from the pastoral team or our speech and language therapists.

SENDco contact details

Name: Olivia Ayers **Email:** olivia.ayers@williamtyndale.islington.sch.uk **role:** Assistant Head Teacher.

For further SEND information please see our SEND Policy.

If parents need to make a complaint they can follow our Complaints Policy, which is on the website.

Other useful contacts

- Information about local support in Islington is called **The Local Offer** and is located here: www.islington.gov.uk/localoffer
- **The Family Information Service - 020 7527 5959** offers 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
- **ADHD Family Support Group** (Attention Deficit Hyperactivity Disorder) Tel: 01373 826045
- **British Dyslexia Association.** Helpline 0845 251 9002
www.bdadyslexia.org.uk
- **British Stammering Association.** Helpline 0845 603 2001
www.stammering.org
- **Childline** Tel: 0800 1111 www.childline.org.uk
- **Council for Disabled Children.** Tel: 0207 843 1900 www.ncb.org.uk/cdc/home
- **Dyspraxia Foundation.** Tel: 01462 455016. www.dyspraxiafoundation.org.uk
- **ERIC** - children's bowel and bladder society. <https://eric.org.uk/> helpline: 0808 8010343
- **Islington Dyslexia Support Group Parents' Helpline** 0207 272 7064
- **Centre 404** (support group for Islington parents of children with SEN) Tel: 0207 607 8762 www.centre404.org.uk
- **Michael Palin Centre for Stammering Children** Tel: 020 7530 4238
www.stammeringcentre.org/
- **National Autistic Society** Tel. 0845 070 4004 www.nas.org.uk
- **NSPCC Child Protection helpline** (good for bullying problems) Tel: 0808 800 5000 www.nspcc.org.uk
- **Parent-line** (for Parents under stress) Helpline 0808 800 2222
www.parentlineplus.org.uk
- **Islington's ADHD Support Group** (advice for parents and carers of children with ADHD and co-existing conditions. 'Drop-in' on the first Wednesday of each month from 7.30 - 9.30pm). Tel: 0207 688 0113 and 0207 686 0208.