SEN School Information Report

Grafton Primary School

October 2026

Introduction

Grafton Primary School, like all schools in Islington, is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Being a fully inclusive school, Grafton is proud to welcome diversity in educational needs. We believe that including children with special educational needs makes our school a rich and special place to be. We celebrate individual differences and recognise that actively and positively working with children with special educational needs gives them and their peer group the best possible start in life.

Our Expectations

Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- Achieve their potential
- 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 all 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:

- On-going feedback from parents and carers and school staff at Grafton Primary 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 November 2027.

If you need any more information please see our SEN Policy or contact Kate Murray, SENDCo on **020 7272 3284** or email at: **kate.murray@grafton.islington.sch.uk**

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

Grafton Primary School is a mainstream primary school and welcomes children and young people with SEN in one or more of the following areas:

Communication and Interaction

E.g. Speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD)

Cognition and Learning

E.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, 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), multi-sensory impairment (MSI), Cerebral Palsy (CP)

Medical Needs

E.g. Epilepsy, Anaphylaxis

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. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

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

At Grafton all teachers are teachers of children with special educational needs. 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 school's approach to monitoring the progress of all pupils.

Early Assessment

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.

Monitoring Progress

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

High Quality Teaching First

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. Ensuring that high quality teaching is available to the whole class is likely to mean that fewer pupils will require additional support.

Analysis of Needs

If their progress continues to be slower than expected the teacher will work with the family and the SENDCo 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 doesn't 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.

Assessment Tools

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

Factors Considered

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 national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, where appropriate

Further information is set out in our SEN Policy.

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

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.

Planning SEN Provision

If a pupil is identified as having special educational needs their teacher and SENDCo will consider everything they 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 summarised below.

SEN Planning Tools

Provision Mapping

A document that is used by the class teacher to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

Individual Support Plan

A one-page profile and action plan listing the goals and provision to meet the SEN – created and reviewed by the team around the child.

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: http://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 EHCP 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.

Current SEN Profile (January 2015)

SEN Planning Tool	Number of Pupils
Individual Support Plan	30%
Education Health and Care Plans (EHCP)	31

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4. How is additional support for learning delivered to pupils with SEN?

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

Wave 1 (Universal)

Wave 1 describes quality inclusive teaching that 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)

Wave 2 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.

Examples include:

- Language and Communication groups
- Social Skills groups
- Social Emotional groups
- One to One Readers

Wave 3 (Specialist)

Wave 3 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.

Examples include:

- Psychotherapy
- Counselling
- Specialist Literacy support
- Personalised individual curriculums
- Purple Class where children with significant needs are taught in small groups with specialist staff.
- Orange Class: a pm only intervention group.

Additional Support

We provide additional support for pupils with SEND to be able to access exams, when needed.

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

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5. 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
- Speech and Language therapists
- Occupational therapists
- Physiotherapists
- Social workers

We always involve parents in any decision to involve specialists.

Coordination

The SENDCo 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

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

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. If you think that your child may have a SEN in the first instance talk to your child's class teacher. If you would like further information contact the SENDCo.

Parental Involvement

All parents of pupils with SEN are encouraged to contribute to their child's education through:

- Discussions with the class teacher
- Setting and reviewing targets
- Parents evenings
- During discussions with Kate Murray (SENDCo) or other professionals
- Commenting and contributing to assessment, planning and reviews

Reviews

If your child has a SEN statement or an EHCP we will discuss their progress with you every term and have a formal review with you and your child at least annually.

Support at Home

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
- Parents as educators programmes e.g. Maths and English workshops, PATCH meetings, RWI phonics

Additional Meetings

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

Accessibility

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

We have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer any questions you may have; if you would like to talk with one of them please contact the SENDCo.

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7. What are the school's arrangements for consulting and involving pupils with SEN in their education?

Grafton recognises the importance of and values the child's voice. We understand that we can often learn much about how to better support a child and meet their needs just by communicating with and listening to the child's point of view. Therefore we ensure that at every opportunity the child's views are sought after and acted upon. All children are regularly consulted about their learning and how they feel about a range of topics.

Tailored Involvement

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 preferred methods of communication. This may include:

- Providing them with relevant information in accessible formats
- Using methods appropriate to the needs and age of the child; for example, through informal conversations, with pictures/symbols, Makaton, questionnaires, different medium; e.g. puppets, sand-play
- Using clear ordinary language and images rather than professional jargon
- Giving them time to prepare for discussions and meetings
- Dedicating time in discussions and meetings to hear their views

- Involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- Supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- Ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively

Representation

We ensure that pupils with SEN are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- Annual pupil survey

Planning and Review

The views of the individual child and young person sit at the heart of the SEN assessment and planning process. We will make sure that assessments include the wishes and feelings of the child, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEN in planning how best to support them, and in reviewing their progress. This may include the use of questionnaires, storyboards or symbols.

All pupils with SEN will have specific goals and outcomes and they will be part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

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

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

Regular Feedback

Where a pupil is receiving SEN support, we provide feedback to parents more regularly. We use home school books to give daily feedback on how a child has been at school that day. We also talk to parents informally by phone, email or face-to-face where we have specific feedback or need to discuss specific achievements, concerns or observations. We have review meetings at least twice a year. Some pupils with SEN may have more frequent reviews if they are required.

Review Meetings

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 SENDCo. Reviews normally last

between 30 minutes and 1 hour, although this can vary if the child's needs have changed or the review involves a range of different professionals. We always aim to allow sufficient time to plan effectively.

Review Purpose

Reviews involve the pupil, the family and other professionals 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.

Ofsted

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of pupils with SEN. The school's most recent OFSTED inspection can be found here: http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/100406

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9. 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 national curriculum along with their peers.

Differentiation

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.

Evidence-Based Support

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.

Staff Skills and Knowledge

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

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10. 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.

Planning Adaptations

We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to be 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.

Examples of Adaptations

Teachers will be supported by the SENDCo 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
- Install a wheelchair ramp
- Rearrange the layout of the classroom
- Create a quiet area in the school
- Buy specialist ICT software
- Identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and support the families application for funding to purchase the equipment

Meeting Legal Duties

In considering what adaptations we need to make the SENDCo 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

Further information explaining how we meet the duty can be found in our Equalities Policy.

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

School Building

Grafton Primary School consists of a three-storey building with additional mezzanine floors and a separate one-storey 2+ Centre, Art room and Sports Hall. All floors in the main building are accessible via a lift and two separate flights of stairs. The School Office, Nursery, Reception and two Year 1 Classrooms are located on the ground floor. There are three disabled toilets, one with a shower. There are also disabled parking facilities.

Available Equipment

Equipment available in our school to all children at any time needed:

- Audio books for group readers
- Writing slopes
- Sit and Move cushions
- iPads
- Personal laptops
- Devices for additional recording e.g. Cameras, video recorders, voice recorders
- SEN software - Communication in Print to produce printed matter with visual prompts

Additional Equipment

The school will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at the pupil's teRWIy or annual review or prior to a pupil transferring to our school.

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12. 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.

School Culture

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 issues in a non-stigmatising way. We have clear policies on behaviour and bullying 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.

In-School Interventions

In-school interventions include:

- **Advice and support to the pupil's teacher** – containing the adults enables them to contain their pupils within the classroom whilst also taking into account the needs of the whole class (through 1:1 supervision with SENDCo/therapist/counsellor or Teacher's reflective group facilitated by the school CAMHS practitioner)
- **Small group sessions** (nurture, social-emotional groups) - to promote positive behaviour, social development and self-esteem, facilitated by the school counsellor or therapists
- **'Talk-time'** – a lunchtime drop-in facility facilitated by the school counsellor and therapist
- **Personalised plans** including additional support at vulnerable times
- **Counselling and psychotherapy** – therapeutic 1:1 work with the pupil delivered in school by our specialist counsellor and psychotherapists

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13. What extra curricular activities are available for pupils with SEN?

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

- A breakfast club each morning between 8:15 and 9:15am
- The Centre (the school's childcare support)
- After school clubs including homework club, sports, arts and music activities

The current list of activities for this term can be found in the school office or by contacting Gloria Tofi (Co-ordinator of extra-curricular activities) at ed.fairbrother@grafton.islington.sch.uk

Inclusion

We ensure that all pupils with SEN can engage in these activities alongside pupils who do not have SEN.

School Trips and Residentials

The school also provides opportunities for pupils to go on school trips and we organise an annual residential trip for years 4 and 6. We will involve parents of pupils with SEN in the planning of school trips and residentials to assess the benefits and risks and identify how the needs of individual pupils can be best met.

Addressing Barriers

If there are barriers to children with SEN accessing these activities, the school will work with the family, the provider and other partners to identify any appropriate actions and resources to address these barriers.

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

We recognise that our children with SEN can be particularly vulnerable during transition between key stages and year groups and transfer between primary and secondary school. Change can mean anxiety so we work with families and our partner organisations to make sure changes are planned and well managed.

Transition Support

Transition Stage	Additional Arrangements for Children with SEN
Into nursery/Reception	• Swift transfer of records • Home visit • Work with Islington's Early Years Inclusion Team • Transition meeting with the previous setting • Transition plan drawn up with main carer and your child (could include managed visits, pictures or transition book or video, social stories about 'moving on')
When moving to another school	• We will contact the School SENDCo 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 • Transition meeting with the new setting • Transition plan (as above)
When moving groups/forms/classes in school	• Transition meetings are held within school with the new class teacher • Work with child to prepare for the next class through: Transition books, transition programme, visual supports and visits to the next setting. This will be shared with parents and transition books that can be taken home over the holidays
Primary to secondary transition	• Swift transfer of records • Year 5 Annual Review planning meeting • During Year 6 the SENDCo 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

Transition Stage	Additional Arrangements for Children with SEN
	new school and/or additional visits from the new school for the children where these changes are more complex • Small group transition work

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15. How does the school evaluate the effectiveness of its provision for SEN?

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

Monitoring Effectiveness

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 services 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.

Adapting Provision

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

Reporting to Governors

The SENDCo and the head teacher report regularly to Governors on the quality of SEN provision and the progress towards outcomes being made by pupils with SEN. Governors also consider the attainment data for pupils with SEN and compare it with the progress of other pupils and the progress of pupils in similar schools. 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.

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16. Who is the SENDCo and how do I contact them?

Our SENDCo is a qualified teacher working at the school and member of the Senior Leadership team who has responsibility for SEN. They work closely with the head teacher and governing body as well as all the teachers and support workers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

Responsibilities

The SENDCo 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
- 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

Contact Details

Kate Murray - SENDCo

Email: kate.murray@grafton.islington.sch.uk
Phone: 020 7272 3284

You can request a meeting with Emma by email or phone. The Inclusion department is located on the first mezzanine floor – Emma's door is always open.

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17. 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, SENDCo and the Governing body. We closely monitor the training and development needs of our staff through annual appraisal.

Staff Training and Expertise

Training/Expertise	Training Delivered By	School Staff
SEN reforms	SENDCo	All
First Aid	Staying Alive	All TAs

Training/Expertise	Training Delivered By	School Staff
ASD training	The Bridge Special School	Relevant staff
ZoR	Eleni	All staff
Accredited SENCO (National Award)	Institute of Education	SENDCo
ELSA	LBI	4 x TAs
Asthma, Epipen, Diabetes, Allergy	School Nurse	All staff for asthma/epipen/allergies
Makaton	Makaton	-

Additional Training

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

Our links to external organisations with specialist training and expertise are listed in Appendix 1.

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18. 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, whether good or bad, please contact the class teacher or SENDCo.

Complaints Procedure

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

1. The class teacher
2. The SENDCo
3. The head teacher – using the main school number
4. The SEN governor (a letter can be submitted through the school office)

The SEN governor will then refer to the complaints procedure to try and address