



SEND Information Report 2021/2022

Beacon High – An Inclusive School for All

Beacon High, like all Islington schools, is committed to meeting the needs of all students, including those with special educational needs and disabilities (SEND). Our expectation is that all students with SEND will receive an education which enables them to make progress so they:

- Achieve their best and reach their full potential
- Become confident individuals leading fulfilling and independent lives
- Make a successful transition into adulthood whether into employment, further/higher education or training

We will endeavour to ensure that all students with SEND get the support they need to achieve these objectives – this means doing everything we can to meet the student’s special educational needs.

About this SEN Information Report

This report answers some of the most frequently asked questions about the school and its procedures for students with SEND. The format of this report has been developed through consultation with local parents and carers by Islington Council in April 2014; also from ongoing feedback from parents, carers and staff at Beacon High. We will review and update this report regularly to reflect changes and feedback. The date for the next annual review of this report is September 2022.

If you need any further information please contact our Head of SEND, Janet Hall, or our Key Stage 3 SENCo, Adam Harris, on 0207 689 1490.

Frequently Asked Questions

What Kinds of Special Educational Needs Does the School Cater For?

Beacon High is a mainstream secondary school and welcomes children with SEND in one or more of the following areas:

Communication & Interaction – e.g. speech, language and communication needs (SLCN), Autistic Spectrum Condition (ASC), Asperger’s Syndrome.

The SEND Department is staffed by 3 SEN teachers and 4 Teaching Assistants. All of our SEND teachers and Teaching Assistants have completed the Level 1 Autism Awareness course, run by the Bridge Outreach Service; one of our TAs has completed the Level 2 Autism Awareness course. The department has also received extra training from SaLT (Speech & Language Therapy Service) and the school’s therapist has run groups with a specific focus on language, communication and social skills. The SaLT therapist has also provided training on language and communication needs to the TA team.

Cognition & Learning – e.g. specific learning difficulties (SpLD), dyslexia, dyscalculia, dyspraxia, moderate learning difficulties (MLD), global developmental delay.

The Key Stage 3 SENCo and one of our SEN teachers have additional post-graduate qualifications in the teaching of children with specific learning difficulties and one is a member of the Islington Dyslexia Network, attending regular meetings to discuss best practice for the inclusion of dyslexic students in the mainstream classroom.

The Teaching Assistant team have had basic training in strategies for helping dyslexic students in class and also further training from the Richard Cloudesley Outreach Service on supporting students with a diagnosis of autism in the secondary classroom. The SEND department has also organised mini-training sessions for TAs on the main areas of SEND they will encounter.

The SEND Department, as well as writing child-centred information on all students on the SEND register, write summaries of all the main types of SEND, including tips and strategies for subject teachers to increase accessibility in the classroom. All subject teachers have access to this “SEND Information for Staff” handbook and will therefore be familiar with the needs and difficulties of the students they teach. Students with a variety of cognitive difficulties will usually be offered one or two lessons each week withdrawn from class to work intensively on their particular area of need.

One of our SEND teachers specialises in numeracy difficulties and can also withdraw students to work in small groups or 1:1 on numeracy development.

Sensory and/or physical needs – e.g. visual impairment (VI), hearing impairment (HI), cerebral palsy.

The school is fully accessible to students with mobility difficulties. Having been rebuilt under the “Building School for the Future” programme, the building complies with modern standards for disability. There is a lift on each level, so Beacon High could admit a student in a wheelchair.

All students with a significant visual or hearing impairment are regularly monitored by an advisory teacher from Islington’s Richard Cloudesley Outreach Service. The advisory teacher will come in and observe the VI/HI student in a lesson then do an individual assessment with them, to check that they are coping well in the mainstream environment and that their impairment is being catered for e.g. enlarged materials for a visually impaired student.

All students with sensory and/or physical needs will be included in the “SEND Information for Staff” handbook, so all subject teachers are aware of their special educational needs and/or disability and what strategies will help them in the classroom. The Head of SEND has had training from the Richard Cloudesley Outreach Service on the inclusion of students with visual and hearing impairment.

Social, emotional and mental health difficulties – e.g. attention deficit/hyperactivity disorder (ADHD), anxiety, depression, attachment disorder.

Students causing concern due to their social or emotional difficulties are supported by the Pastoral Support Team at Beacon High – there is a Director of Learning for Key Stage 3 (Years 7, 8 & 9) and Key Stage 4 (Years 10 & 11.) The school operates a House system, with tutor groups made up of all year groups; each House is led by a Head of House and an Assistant Head of House, who may offer additional support to those with behavioural, emotional or social difficulties. For students with SEMH difficulties who also need learning support, the SEND Department may also provide some of their provision alongside their Pastoral Support. The Wellbeing Centre provides a space for students with SEMH, running numerous workshops in liaison with several outside agencies. Beacon High also has a CAMHS worker in school every Friday, who can work with the most vulnerable students. Pastoral and SEND Support staff meet regularly via Inclusion meetings to discuss the students causing the most concern and can, where appropriate, refer to the Educational Psychologist for further assessments or to CAMHS for input from the Clinical Psychologist. For students with ADHD, the SEND department will work closely with staff from Pastoral Support to ensure the student gets the right focus of support.

Beacon High is working towards becoming a “Trauma-Informed” school, by following the ITIPSS (Islington trauma-informed practice for secondary schools) programme of CPD and whole staff training. All teaching and support staff have attended training from Islington CAMHS (Child & Adolescent Mental Health Service) on implementing strategies for including

students with emotional and mental health difficulties.

Medical Needs

Where students have medical needs and SEND, we will plan and deliver education provision in a coordinated way, with their healthcare plan if they have one. The school employs a Student Services Officer who can also take some responsibility for ensuring that students take medication at the correct time, if they need this during the course of the school day, and also provides first aid when needed. We will also follow the statutory guidance on supporting students with medical conditions.

The Wing

The Wing is our new SEND provision at Beacon High, created to help students with additional needs find a place where they can belong, and where they can thrive. We recognise that there are a number of students who do not fit the criteria for a special needs school, but who have struggled to find a place in another mainstream setting.

At the Wing they will be able to receive the close support network and personalised provision that you might expect in a special needs school, while still being able to access all the qualifications and breadth of curriculum of a mainstream school. We work closely with students and their families to create individual timetables for each student.

A range of small group classes tailored to their specific needs and interests will supplement the time spent in the mainstream lessons they have chosen to attend. Similarly, alongside the typical GCSE qualifications they will be able to work towards, a number of alternative qualifications will also be on offer. Some of these, for instance, will be awarded not on the basis of a single end of year exam, but on a portfolio of evidence gathered by the student throughout the year.

What are the school's policies for the identification and assessment of students with special educational needs and disabilities (SEND)?

All of our staff recognise the importance of identifying SEND early and making appropriate provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all students.

All Year 6 students about to transfer to Beacon High will have an individual admissions interview in June/July. Information about the student's SEND can be shared at this interview and passed on to the SEND Department, so that we are able to plan in advance for the new cohort.

The Key Stage 3 SENCo attends Islington's Primary/Secondary Transfer Conference in the summer term. All Islington primary schools send a representative to this conference to

share information about the students with SEND and what support they may need at secondary school. Consequently, we are able to plan for the needs of the new cohort in advance of the new academic year.

All Year 6 students about to transfer will come to Beacon High for a morning in July to sit the CATs (Cognitive Abilities Tests). These tests give us a range of information about each student's skills in a variety of areas – verbal, quantitative and non-verbal reasoning. The results of the CATs tests are received before the end of the summer term – again, this helps us to plan in advance for the new cohort. All Year 6 students will take a reading test to ascertain their basic reading age. This test will be repeated each year to track reading progress and inform reading interventions.

The school encourages independent reading in all year groups and KS3 students will have a dedicated reading lesson in the library as part of their English curriculum. Students whose reading age is significantly below their chronological age will be offered Reading Intervention Groups to help boost their reading and comprehension skills. Students with a diagnosed literacy difficulty such as dyslexia will be offered the Lexia computer-based phonics programme, which can also be accessed at home.

Our team of Teaching Assistants (TAs) will spend the first couple of weeks of term supporting the new Year 7 tutor groups in lessons, to ensure they settle in and get used to the new environment. The TA team will feed back any concerns from their observations of the Year 7 students to the SEND department.

Any students whose scores on the CATs tests or the reading test are significantly below age-appropriate levels, or about whom concern was expressed at the Primary Transfer Conference, will sit further tests in the first couple of weeks of the new academic year. SEND teachers will withdraw them from one or two lessons to do individual literacy and numeracy assessments including WRAT (Wide Range Achievement Tests) to give us much more detailed information about their reading, spelling, writing, numeracy and comprehension skills. These further tests will inform the exact nature and frequency of the SEND provision needed for each individual student.

If a student's progress continues to be slower than expected, the SEND department will work with the family and appropriate specialists to carry out an analysis of the student's needs and identify what additional support they may need. When considering whether they need SEND support, the school takes into account the student's previous progress and attainment, the student's development in comparison to their peers, the views of parents and advice from external specialists where appropriate. For all students receiving direct intervention from the SEND Department, a summary of their needs is written and put in the SEND Information for Staff handbook, so that all their teachers are aware of the needs. For the "Key Concerns" i.e. the students with an Education, Health & Care Plan, or the very neediest of those at the SEN Support stage, a "student Passport" will be written – this is a synopsis of the student's strengths and difficulties, their likes and dislikes and some possible strategies for supporting them in class. Many of these students will also have an

SEND Support Plan – a document containing a one-page student profile and a detailed action plan listing the goals and provision to meet the desired SEND outcomes.

What are the school's policies for making provision for students with special educational needs whether or not students have Education, Health and Care Plans?

Many students with SEND will have their needs met as part of high quality teaching. This may include subject teachers adapting what they do and having different approaches to meet different learning styles, personalised learning arrangements and a range of interventions normally provided by the school. The SEND Department's Information for Staff is crucial in enabling this to happen by making teachers aware of the needs of all SEND students they teach. If a student is identified as having special educational needs, the SENCo will consider everything we know about the student to determine what support they need and whether it can be provided by adapting the school's core offer or whether something different/additional is required. Where extra provision for SEND is needed, this can be put on a "provision map" – a copy of the student's timetable with all support highlighted. For students with more complex needs, we may write a "student Passport", a "student Profile" or an SEND Support Plan.

Education, Health & Care Plans – Where the school has done everything it can to identify, assess and meet the SEN of the student and they are still not making expected levels of progress, the school and parents may consider requesting an EHCP assessment. The process for requesting an EHCP assessment can be found on the Council's Core Offer website – www.islington.gov.uk/localoffer. EHC Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for students with severe and complex needs. The EHC Plan includes a detailed profile of the student, any education, health and care needs they have, the goals and outcomes for the next phase of their education and any education, health and social care provision in place to meet their needs. The EHC Plan includes a detailed annual support/action plan. This sets out the goals for the next year and what everyone involved in supporting the student will put in place.

How does the school evaluate the effectiveness of its provision for SEND?

The quality of teaching is the most important factor in ensuring that all students make progress. Beacon High has a robust system of peer learning walks each term – a part of this process is to check how effectively teachers are planning for the needs of SEND students in their classes.

Following the initial literacy screening assessments, these tests will also be administered both during and at the end of any SEND literacy intervention, as a way of evaluating the progress that is being made and ensuring that these interventions remain effective.

Where students are being withdrawn from lessons, SEND teachers will use tracking sheets

to ensure that progress is being made towards their agreed targets across a range of different lessons.

We test the effectiveness of our SEND provision by checking student progress to ensure that the agreed goals and outcomes for the child are being met. Where professionals from Education, Health or Social Care are involved with the student, we will ask for their help to inform and review progress, to ensure that all those supporting that student are working together effectively.

The SEND department and the Headteacher report regularly to the Governors on the quality of SEND provision and the progress being made by students with SEND. We also consider the attainment data for students with SEND and compare it with the progress of other students and the progress of students in similar schools. This helps to ensure that the approaches used to meet SEND are based on the best possible evidence and are having the required impact on progress.

What are the school's arrangements for assessing and reviewing the progress of students with SEND?

All students have their progress reviewed regularly and this information is shared with students and parents. We have recently tightened our reporting arrangements in order to provide more regular and comprehensive information. All year groups will have a Progress Report by the autumn half-term – this will summarise the progress students are making in each subject and give a judgement on homework and the student's commitment to learning (C2L). Percentage figures for attendance and punctuality are also given in the Progress Report. A Full Report is given out at each year group's Parent's Evening – this has information from all subjects outlining the successes of the year, progress made and areas for development.

For students with SEND, we will also provide feedback to parents more often. We contact parents by phone or email when we have specific feedback or need to discuss specific concerns or observations. For students with more complex needs, the SEND department will organise termly reviews and an Annual Review if they have an EHC Plan.

What is the school's approach to teaching students with SEND?

Beacon High recognises that all teachers are teachers of children with SEND. All students, including those with SEND, have access to a broad and balanced curriculum. Students who are being withdrawn from some lessons for extra SEND support will not be withdrawn from core subjects, nor from a whole curriculum area. SEND students will study the same range of subjects that their non-SEND peers have access to.

Subject teachers are encouraged to plan for a wide range of needs in their lessons and the SEND Department provides detailed and comprehensive SEND information to enable them

to do this. We write a summary of all SEND students' needs and also more general information on the main types of SEND that subject teachers are likely to encounter in the mainstream classroom.

What types of support can be offered?

The SEND Department can offer support in a number of ways:-

- **Literacy:** For Year 7 students with learning difficulties, who may struggle in a mainstream English class, SEND Teachers can take small groups out of all their English lessons for personalised, intensive support. These students will go back into mainstream English lessons in Year 8 once they have reached a more independent level and can therefore better access the curriculum. For students who do not need such intensive support we can also offer weekly reading intervention groups (RIGs), whereby a teacher works with a small group of students withdrawn from class to boost their literacy levels, and work on key individual targets.
- **Numeracy:** For small groups of Year 7 students who are struggling with numeracy skills, a SEND Teacher can take students out of all Maths lessons to give intensive support. This teacher can also take groups of students for weekly Maths booster lessons, if they do not require such intensive support.
- **Booster Sessions** - For all year groups, the SEND Department will offer booster lessons to those with a low reading age or difficulties with spelling/writing/numeracy/communication. These students will work with a special needs teacher in small groups, or even 1:1 where needed, withdrawn from 1 or 2 lessons each week. A support plan is drawn up with short-term targets and progress is closely monitored.
- **In-Class Support** - A special needs teacher can provide support to students in the classroom and can advise teachers on differentiation and appropriate resources. The SEND Department also has a team of Teaching Assistants who provide in-class support across the curriculum. They will work with individuals and small groups in lessons helping them to access the work.
- **LEXIA sessions** - The SEND Department has introduced "Lexia", a computer based phonics programme aimed at students who have dyslexia or specific literacy difficulties. As well as their Lexia sessions in school, they can access this programme at home to reinforce their progress with literacy.
- **Outside Agencies** - The SEND Department can also refer students to outside agencies for further help and assessment e.g. Educational Psychology, CAMHS, Advisory Teachers, Speech & Language Therapists, Richard Cloudesley Outreach Service, Bridge Outreach Service, New River College, etc.
- **Social, Emotional and Mental Health Difficulties** - SEND staff have worked closely with outside agencies to develop 1:1 support programmes that draw on elements of Cognitive Behaviour Therapy and talking therapies, focussing on

helping students to develop ways of successfully managing their difficulties in the classroom. Pastoral Support staff will also provide workshops and individual support for students who are struggling with their emotional, social or behavioural difficulties.

What extra-curricular activities are available to students with SEND?

The school has a wide range of extra-curricular activities, including a breakfast club each morning as well as a lunchtime library club, SEND Lunch Club, after-school homework clubs and a gardening club. The PE department runs a variety of sports and gym clubs and there are also drama, dance and art clubs. All extra-curricular clubs and activities are available to all students, regardless of SEND. No child should be refused extra-curricular activities on the grounds of SEN, although some sports activities may be inappropriate for some medical conditions. The Head of SEND and Assistant Head formulated a "Disability Equality Scheme" in order to tackle discrimination and ensure SEND students were not unfairly disadvantaged. Part of this scheme was an audit of extra-curricular activities and we found that students with SEND were just as likely to take part in these activities as their non-SEND peers.

The school also provides many opportunities for students to go on trips, including some residential trips. Again, no child will be barred from attending on the grounds that they have SEND – staff organising trips will assess any risks and, where necessary, involve parents of SEND students in the planning so that the needs of the student can be met.

What support is available for improving the social and emotional development of students with SEND?

The culture and structures within the school aim to encourage the emotional and social development of all students, including those with SEND. We work hard to create a culture which values all students, allows them to feel a sense of belonging and makes it possible to talk through problems 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 so that staff can identify and respond to mental health difficulties. We have a "buddy" system for new students and a team of Year 10 & 11 peer mentors who will work with younger students at risk of being bullied or isolated. We also have a team of senior students in Year 11, who can look out for other more vulnerable students.

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

- Advice and support to teachers to help them manage the student's behaviour in the classroom.
- Small group workshops, run by the Pastoral Support Department, including transition workshops for Year 7.
- Wellbeing Centre support.
- Referral to CAMHS for work with the school's clinical psychologist.

Who is the school's SEN Coordinator and how do I contact them?

We have a Head of SEND and a Key Stage 3 SENCo who are both qualified teachers with responsibility for the overall operation of the school's SEND Policy. They work closely with the leadership team, Heads of Houses and Pastoral Support staff as well as subject teachers. If you have concerns about your child, you should speak to their tutor in the first instance.

The Head of SEND and KS3 SENCo are responsible for:

- Overseeing the implementation of the school's SEND Policy
Coordinating provision for students with special educational needs and disabilities
- Liaising with and advising colleagues
- Overcoming barriers to learning and sustaining effective teaching
- Managing Teaching Assistants
- Overseeing the records of students with SEND
- Liaising with parents of students with SEND
- Liaising with external agencies including the Local Authority's support services for SEND students, health & social services and voluntary bodies.

Contact Details:

SEND Office Telephone: 0207 689 1490

Head of SEND: Janet Hall

Email: janet.hall@beaconhigh.org

Key Stage 3 SENCo: Adam Harris

Email: adam.harris@beaconhigh.org

What are the arrangements for consulting and involving parents of students with SEND in their child's education?

All parents are encouraged to attend the annual Parents' Evening to discuss their child's progress with all subject teachers. The SEND department will also give more regular updates on how SEND students are progressing.

If your child has an Education, Health & Care Plan, we will discuss their progress with you every term. We can be flexible about how we do this - we can organise a meeting with

other relevant staff or phone/email parents with updates. We will always organise a formal annual review meeting to ensure the EHCP is still appropriate.

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 people supporting your child can be arranged.

For Year 7 students who have been identified as needing the SEND English & Maths withdrawal groups, the Key Stage 3 SENCo organises a coffee evening for parents to meet the SEND teachers who are providing their child's support. This will take place a few weeks into the academic year and aims to reassure parents that the correct support is in place for their child. There is also a summer celebration evening at the end of the academic year.

For students receiving an SEND intervention, parents will also be sent a report detailing the progress that their child has made, once they have been re-tested at the end of their intervention period. This report will also detail what kind of follow-up support their child may need in the future.

Parents will be given a hard copy of all paperwork such as student Passports, SEND Support Plans, etc which have been written for their child so they are aware of the support in place and its desired outcomes.

We have parent governors and parent ambassadors who are happy to talk about their experiences with prospective parents and answer any questions you may have. If you would like to talk with one of them please contact the SEN Department or your child's Head of House.

What are the arrangements for consulting and involving students with SEND in their education?

Engaging all students as active participants in their own education and in making a positive contribution to the school and the local community is a priority for Beacon High. Where students have SEND, we will take extra care to ensure that their voice is heard. Students with SEND can and do take on roles such as student reps on the school council, literacy leaders, peer mentors etc.

The views of the individual child sit at the heart of the SEND assessment and planning process. We will make sure that the wishes and feelings of the student, their aspirations, the outcomes they wish to seek and the support they need to achieve them are recorded on the SEN student Passports and SEND Support Plans. Whenever possible, we include students with SEND in planning how best to support them and in reviewing their progress. All students with SEND will have specific goals and outcomes and they will be a part of the discussion to agree and review these.

What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?

If you have a complaint about SEND provision, please tell us promptly - we encourage parents to contact us about their concerns when they arise, rather than wait for the next formal opportunity to meet such as Parents' Evenings. We will always endeavour to meet and discuss your concerns and, in our experience, there are few issues which cannot be resolved to everyone's satisfaction. Please contact the Head of SEND or Key Stage 3 SENCo in the first instance.

If the issue is not resolved to your satisfaction, please refer your concern to the Head Teacher using the main school number. The SEND Governor can also be contacted if necessary (a letter can be submitted through the school office) The SEND Governor will then refer to the complaints procedure to try to resolve the issue.

How does the school involve others in meeting the needs of students with SEND and in supporting the families of these students?

Where a student continues to make less than expected progress, despite evidence-based support and interventions, we seek advice from specialists from outside agencies such as:

- Educational Psychology Service
- Child & Adolescent Mental Health Service (CAMHS)
- Specialist teachers
- Speech & Language Therapy Service (SaLT)
- Social Care
- Health workers

We always involve parents in any decision to involve specialists. The SENCo is usually the person who coordinates the contact and works with these outside agencies.

Exam Access Arrangements

Beacon High follows the guidance and advice from the Joint Council for Qualifications (JCQ) on exam access arrangements for students with SEND. Along with all other organisations, exam awarding bodies need to comply with the duty under the Equalities Act 2010 to make "reasonable adjustments."

Any candidate who is disabled within the meaning of the Equalities Act may be at a disadvantage in comparison to a non-disabled peer when sitting exams or assessments. The intention of an exam access arrangement is not to give a disabled candidate an unfair advantage, but rather to "level the playing field" so that any disadvantage they face in terms of their disability will be minimised.

The purpose of an access arrangement is to accommodate the needs of an individual candidate with SEND without changing the demands of the assessment.

Some common access arrangements are (N.B – This is not an exhaustive list):

- **25% extra time** (for students who are at a disadvantage due to a learning difficulty which makes it substantially harder for them to process information or decode written text)
- **Supervised rest breaks** (for students who have conditions such as ADHD, which may impede their ability to concentrate for long periods of time)
- **Enlarged exam papers** (for students with visual impairment; such students would usually be entitled to 25% extra time as well, due to the increased demands of coping with written information)
- **Computer reader** (for students with significant literacy difficulties in exams where reading ability is not being assessed)
- **Scribe/Speech recognition technology** (allowed in some subjects where there is a substantial impairment which has a long-term adverse effect)

Exam Access Arrangements can be applied for when there is evidence of a long-term, substantial impairment and they must reflect the students' "normal way of working." The SEND department will, based on their previous SEND interventions with students, complete a "Form 8" (or a SENCo Detailed Note for those with an EHCP) detailing the student's history of difficulties and history of SEND support, including reasonable adjustments in the classroom and tests.

The SEND department at Beacon High has a qualified assessor who will complete standardised tests with each student to confirm that they are still at a disadvantage in exam situations. This form is sent to all exam boards with the school's recommendation for an access arrangement. The Form 8 is valid for a further two years, which will ensure that any EAAs are kept in place Post-16 and this information will be sent to relevant colleges.

What support is given for transition to college and adult life?

All Year 11 students with an Education, Health & Care Plan (EHCP) are a priority for the school's careers service. They will have a careers interview in the autumn term, to ensure they are given any support they may need with college applications and interviews etc. The school employs a careers adviser, who will oversee this work and liaise with Year 11 tutors. All Year 11 students, including those with SEND, are encouraged to make an application to City & Islington College - as Beacon High is one of their partnership schools, they will prioritise applications from Beacon High students and will also endeavour to find them a place on an appropriate course should they fail to achieve the grades they need for the course they originally applied for.

The Head of SEND also attends Islington's Secondary Transfer Conference in the summer term and will pass on any relevant information, such as copies of statements, EHCPs and Annual Review documents to colleges. The Head of SEND will also make college staff aware of students who have had Exam Access Arrangements for their GCSEs, as this arrangement can usually stand for any exams they sit at college.

What is the most recent feedback from Ofsted about the SEND provision at Beacon High?

Beacon High had an Ofsted inspection in May 2019 and they made the following comments in their report:

- "students with SEND benefit from effective support. This helps them to access the full curriculum and develops their social skills well."
- "Leadership of SEND is effective. Leaders have high aspirations and arrange well-tailored support for all students with SEND. As a result, they make good progress in their personal development."
- "Small group, one-to-one teaching and in-class support for students with SEND are effective. This helps them to make strong progress, catch up and, over time, sometimes overtake their peers."
- "students with SEND generally make similar progress to their peers. Within the small-group bespoke classes in Year 7 and other specifically targeted interventions, they make good progress."

What local support is there for parents of students with SEND?

Information about local support can be found here: www.islington.gov.uk/localoffer

The Family Information Service: Tel:- 020 7527 5959 – gives free impartial information, advice and guidance about services for young people and their families.

The Parent/Carer Support Service, based at Centre 404: Tel:- 020 3316 1930 – offers a range of services to assist the parents and carers of children with SEND or disabilities.