Hargrave Park School

We Aim High

Special Educational Needs and Disability (SEND) Information Report

2026-2027

SEND Information Report

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SEND Information Report

Hargrave Park School, like all schools in Islington, is committed to meeting the needs of all pupils, including those with special educational needs and disabilities (SEND). 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 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 SEND gets the support they need.

About this Information Report

This report answers some of the most frequently asked questions about the school and special educational needs.

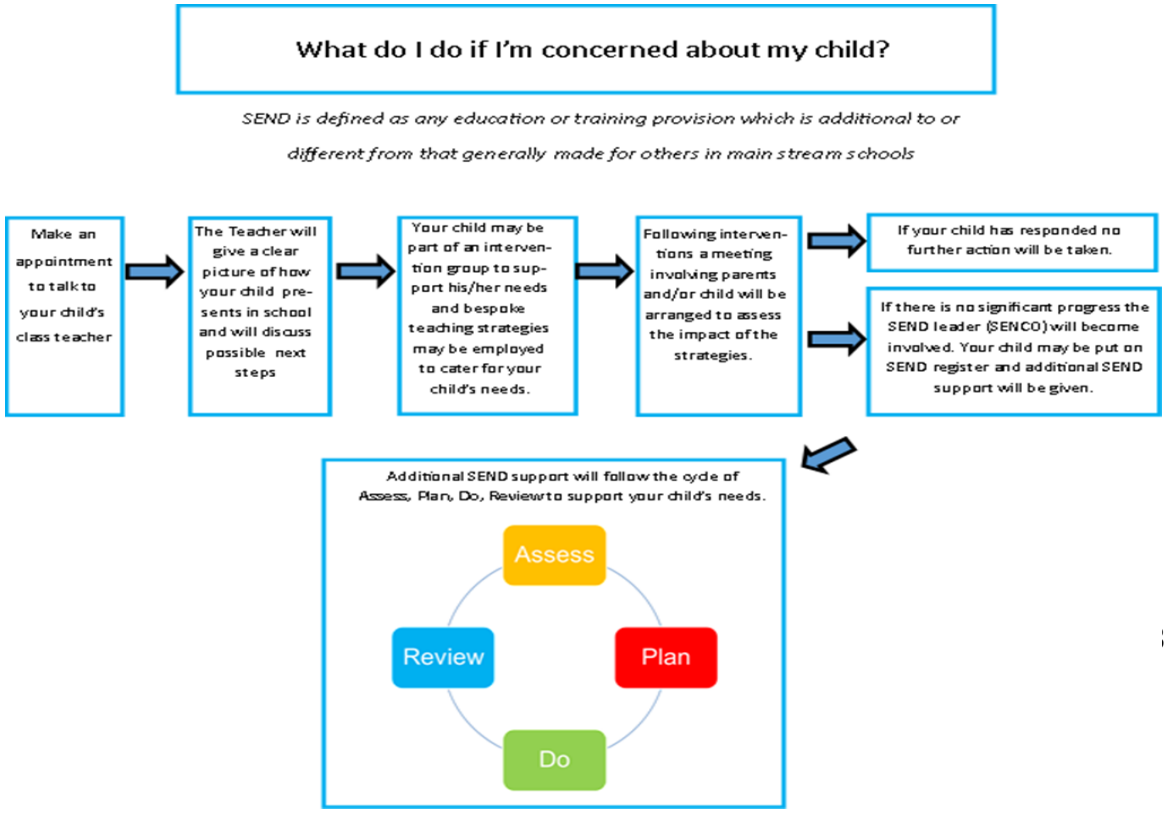
The report can be read in its entirety or you can use the hyperlinks (on page 1) to navigate the questions that are important to you.

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 **October 2027**

If you need any more information, please see our SEND Policy or contact Rose D'Orsi, the school SENDCo.

SENDCo Contact Details:

Rose D'Orsi - Special Educational Needs Coordinator (SENDCo)
Email: rose.dorsi@hargravepark.islington.sch.uk Phone: 0207 272 3989
You can request a meeting with the SENDCo by email or phone.



What kinds of Special Educational Needs and Disabilities (SEND) does the school cater for?

We aim to meet the needs of pupils whose needs fall within the following five broad areas:

- Communication and Interaction:
  e.g., Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC), Developmental Language Disorder (DLD), stammering/stuttering

- 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 Hyperactivity Disorder (ADHD), depression, eating disorders, attachment disorder

- Sensory and/or Physical Needs
  e.g. vision impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy

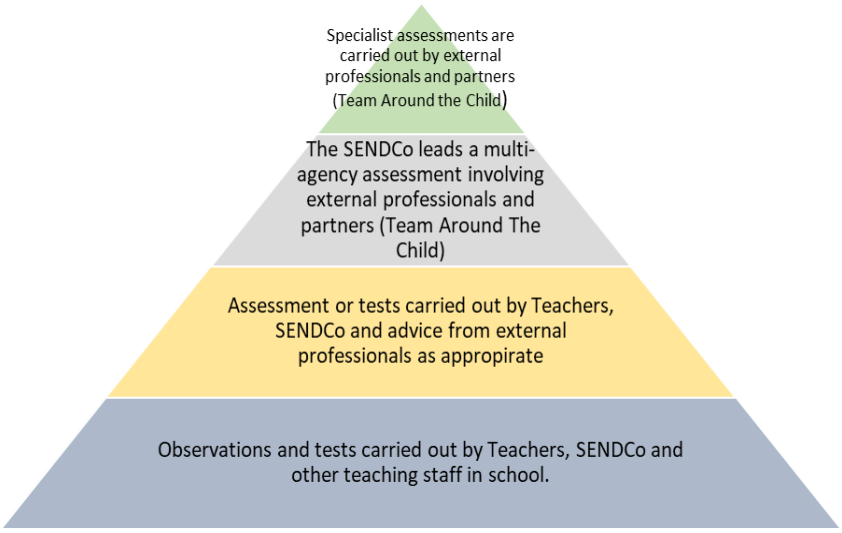
- Medical Needs
  Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Although we may not always be able to support pupils with the most severe and complex needs, we will always attempt to do so. Please be mindful that we are not a fully accessible school due to our large number of stairs.

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

All of our teachers teach children with SEND. All of our staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into the school's approach to monitoring the progress of all pupils.

The school uses a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the needs of pupils, as outlined in the diagram below:



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 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 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.

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

When considering if a child needs SEND 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

What are the school's policies for making provision for pupils with special educational needs and disabilities (SEND), whether or not pupils have Education Health and Care Plans (EHCPs)?

Most of our pupils with SEND 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. For details of the wide range of interventions and provision we make in response to children's needs, please see Appendix 1.

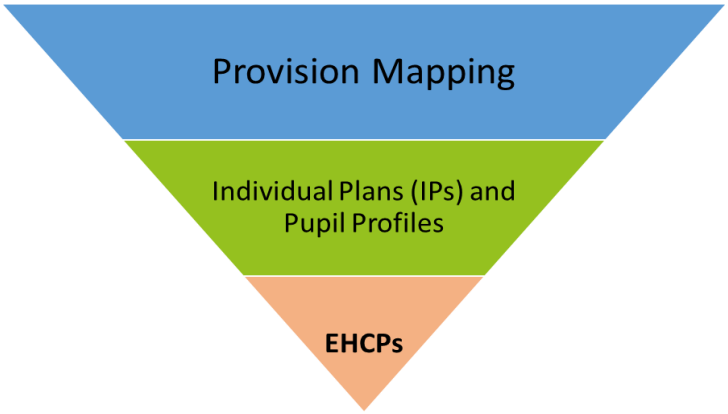
Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example, we might need to:

- provide visual resources to support learning
- 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 family's application for funding to purchase the equipment.

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

Total Communication Approach

Hargrave Park supports the philosophy underpinning the concept of the 'Total Communication Approach.' This approach refers to determining and using the right combination of communication methods for a child to ensure the child forms connections, ensures successful interactions and supports information exchanges. 'Total Communication Approach' is a way of optimising a child's potential and reducing the extent of their communication difficulties. A 'Total Communication Approach' includes the use of Makaton signing, objects of reference, PECS Communication Boards, visual supports for learning and the use of speech and language. A 'Total Communication Approach' that is embedded within a school culture enables children with SEND to better access educational activities and contributes to the development of learning skills.



Provision Map: This is an online system that is accessed by password and enables professionals to create and review Individual Plans (IPs) for children. An IP is a document that outlines targets children are working towards and captures targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. Please see Appendix 1 for an example of our Provision Mapping.

'Pupil Profile': This is a 1-page profile with information about how your child learns with advice for supporting him/her. All children who have an IP have a Pupil Profile.

Individual Plan (IP) also called SEN Support Plan: A document containing a detailed action plan listing the targets and provision to meet the child's SEND needs. Usually 4 targets are listed on a child's IP each term.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND 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

The process for requesting an EHCP assessment in Camden can be found on the Council's Local Offer website: https://www.camden.gov.uk/send-local-offer

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 learning activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEND in the school as at 1st October 2026:

SEND Information	Number of pupils	
Total Pupils on Roll	**284**	
Pupils known to SEND	Toddlers	On roll: **24** SEN Support: **2**
	Nursery	On roll: **22** SEN Support: **4**
	Reception to Year 6	On roll: **225**
	Reception	On roll: **29** SEN Support: **9** EHCP: **1**
	Year 1	On roll: **29** SEN Support: **10** EHCP: **4**
	Year 2	On roll: **28** SEN Support: **8** EHCP: **1**
	Year 3	On roll: **34** SEN Support: **10** EHCP: **4**
	Year 4	On roll: **37** SEN Support: **6** EHCP: **1**
	Year 5	On roll: **35** SEN Support: **9** EHCP: **4**
	Year 6	On roll: **31** SEN Support: **10** EHCP: **2**
SEN Support **Toddlers to Year 6 SEN**	**TOTAL: 68**	
Education Health and Care Plans (EHCP)	**TOTAL: 17**	
SEN Support and EHCP	**TOTAL: 85**	

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

Every pupil in the school has their progress reviewed regularly and this information is shared with both parents and pupils. We provide one Record of Assessment (ROAs) mid-way through the year at the end of Spring 1. We provide an annual End of Year Report to parents on their child's attainment and progress at the end of the school year.

Where a pupil is receiving SEND support, we provide feedback to parents more regularly. We contact parents by phone or email where we have specific feedback or need to discuss specific achievements, concerns or observations. We also offer a review meeting/parent-teacher consultation at least three times each year. Some pupils with SEND may have more frequent reviews if they are required.

Reviews are usually led by the SENDCo in conjunction with the teacher/adult who works closely with the child and has good knowledge and understanding of the child's needs and attainment, usually the class teacher, supported where necessary by the SENDCo. Reviews vary depending on the child's needs. These could be a 10-minute parent meeting, a 20 – 45 minute multi-agency meeting. We always aim to allow sufficient time to plan effectively.

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 SEND 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.

Pupils with SEND will have an Individual Plan (IP) which is reviewed termly. These targets are evaluated and set termly so that we can see the progress that children are making. Reviews involve the pupil, the family and other professionals where this is appropriate.

Pupils with an EHCP have their achievements and progress recorded on Provision Map and their targets are selected and refined from 'Section E: Outcomes' on their EHCP.

Pupils with an EHCP and who attend lessons in HP Cabin provision, have their achievements and progress recorded on Tapestry, through photos and comments shared with parents. For pupils in Reception, progress is assessed through Birth to 5 Matters and the Engagement Model (Engagement for Learning E4L).; for older pupils, progress is assessed through the Engagement Model (Engagement for Learning E4L) and Pre-Key Stage Standards.

Pupils with an EHCP and who attend HP House provision, progress is assessed through Pre-Key Stage Standards and the National Curriculum Standards.

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

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.

Interventions used in the school have baseline and exit assessments and are reviewed for their effectiveness. Teachers work with the SENDCo, parents and the child to make sure any SEND support is adapted or replaced by another approach if it is not being effective.

The SENDCo and the Head Teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND 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 SEND are based on the best possible evidence and are having the required impact on progress.

What extra-curricular activities are available for pupils with SEND?

The school provides a full extended day offer from 8am to 6pm and has a wide range of extra circular activities during that time including:

- A Breakfast Club each morning between 8am to 8.40am
- After School Club from 3:30pm to 5:30pm and includes sports, gardening and library activities.

We try to make sure that all pupils with SEND can engage in these school activities alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND the school will try to arrange support during these times.

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

We try to make sure that all pupils with SEND can engage in these school activities alongside pupils who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a pupil with SEND the school will normally be able to pay for any training, resources or equipment that may be needed.

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

The culture and structures within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

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 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.

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 Plans (IPs) - 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.

Who is the school SENDCo?

Our Special Education Needs Coordinator (SENDCo) is a qualified teacher who has the NASENDCo award qualification and who has responsibility for SEND. The SENDCo works closely with the Head Teacher and governing body as well as all teachers. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- planning and managing the schools SEND provision
- providing staff training in SEND and sourcing external SEND training
- coordinating provision for children with SEND
- monitoring IPs and SEND pupil progress
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing Teaching Assistants, Learning Support Assistants (LSAs) and SEN Higher Learning Teaching Assistants (HLTAs)
- overseeing the records of all children with SEND and Disability

- liaising with parents of children with SEND
- 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
- making appropriate referrals (with parent consent) for further specialised assessments as required
- managing and organising EHCP Annual Reviews and ensuring 'Pupil Voice' information is collated

What expertise and training do the school staff have in relation to SEND 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 SEND 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.

Support staff meet weekly for updates and/or training. We also send Support Staff and Teachers on accredited training.

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEND 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 SEND conditions
- Visits to other schools to observe 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 2.

What equipment and facilities do we have for pupils with SEND?

Hargrave Park School is a four storey Victorian building with no lift. There is wheelchair access to the office and Early Years classrooms and an accessible toilet. A variety of ICT equipment is available to support all children where needed.

Every class has a visual timetable and there are a range of resources and visuals to support learning.

The school has a Sensory Room, two small group SEN nurture provisions (HP House and HP Cabin) and two intervention rooms (HP Loft and HP Base) where children can work on individual and small group targets. *Please see HP House and HP Cabin Provision policies for further information.*

How do we consult with parents of children with SEND?

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

- discussions with the class teacher
- setting and reviewing targets during meetings
- parents evenings
- discussions with our SENDCo or other professionals
- commenting and contributing to assessment, planning and reviews
- supporting homework tasks to reinforce learning
- adding information to Tapestry

Pupils who attend lessons in HP Cabin are included on Tapestry. Tapestry is an online recording and assessment tool that we use in the Early Years and Foundation Stage. This continues for children in Years 1-6 when that child has an EHCP. We encourage parents to look at photos and comments added to Tapestry by staff and add their own observations from home.

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.

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

The views of the individual child and young person sit at the heart of the SEND 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 SEND in planning how best to support them, and in reviewing their progress.

This may include:

- providing them with relevant information in accessible formats, using clear, unambiguous and straight-forward 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
- using visual Social Stories to help with understanding
- using visual 'Pupil Voice' presentations in Annual Reviews for pupils with EHCPs

We ensure that pupils with SEND 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
- House Captains

All pupils with SEND 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.

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

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.

	Additional arrangements for children with SEND (examples)
In to 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 and support staff. ● Work with the 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 meetings ● 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 new school and/or additional visits from the new school for the children where these changes are more complex ● Secondary Transfer Intervention will take place for groups of SEND or vulnerable students ● 'All About Me' presentation created by child together with the SENDCo and given to secondary school SENDCo

All SEND information will be passed on to a child's new school or setting and all new teachers will have handover information passed on.

Raising concerns and making a complaint about the SEND 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. If you have something to tell us, whether good or bad, please contact the class teacher or SENDCo.

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

- the class teacher
- the SENDCo (details below)
- The Head Teacher – using the main school number
- The SEND governor (a letter can be submitted through school office)

The school will follow our complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on the school website.

If you need support to raise a concern or make a complaint you may 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 website: http://www.centre404.org.uk/

How does the school involve others in meeting the needs of pupils with SEND 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 (EP)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist SEN Teachers
- Islington Outreach Services
- Therapists (including Speech and Language Therapists, Occupational Therapists OT and Physiotherapists)
- Social Workers
- Dyslexia Specialists

We always involve parents in any decision to involve specialists.

The SENDCo is the person who usually coordinates and works with outside agencies. We mainly use other agencies outside of the school to:

- help us train staff
- 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

What local support is there for the parents of pupils with SEND?

Further information on local support for families of pupils with SEND can be found in the Local Offer: www.islington.gov.uk/localoffer

The Family Information Service 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 Family Information Service Tel: 020 7527 5959

The Special Educational Needs Community Support Service (SENDIAS) is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

Tel: 0203 316 1930 Website www.family-action.org.uk
Email: islingtonsend@family-action.org.uk

A range of services are available to assist the parent/carers of children with SEND. These include:

- Advice, information and support on Education, health and social care issues
- Support to express your views and wishes
- Support at meetings with schools and the Local Authority
- Help to complete SEND and Disability related paper work
- Supporting young people up to 25 in their own right
- Signposting to other services

This SEND Information Report should be read in conjunction with the school's SEND Policy 2026 and SEND Provision Policy November 2026.

Date: October 2026
This report is reviewed annually.
Date for review: October 2027

APPENDIX 1: PROVISION MAPPING FOR PUPILS WITH SEND

	ALL PUPILS	SOME PUPILS	A FEW PUPILS
	Wave 1	**Wave 2**	**Wave 3**
NUMERACY	Multiplication challenge	Number skills practise	Number Box
	Differentiated/adapted teaching	Numicon	Plus 1
	TA support	Maths Intervention	Outreach Support Services
	Daily Maths	Times Tables Intervention	Outreach Support Services
	Maths Basic Skills	5-minute box intervention	
LITERACY (READING, SPELLING, HANDWRITING and SpLD)	Differentiated/adapted teaching	Phonics interventions	Multi-sensory phonics
	Guided reading	Reading interventions	Catch up reading
	TA support	Comprehension interventions	Word WASP
	Daily Phonics	Spelling intervention	Outreach Support Services
	Shared reading Shared writing	SPAG Intervention	Occupational Therapy exercises
	Task planners/word mats	Auditory / Visual Memory Games	Use of laptop/ Touch Typing
	Handwriting practise	Coloured rulers/ overlays	Five-minute Literacy Box
SPEECH & LANGUAGE	Modelling & extending language across the curriculum	Language groups	Speech & Language Therapist
	Visual Support	Pre-teaching vocabulary or concepts	Speech and language therapists in Early Years and Mainstream
	Curriculum Key Language	NELI Early Years Intervention	'Language for Thinking' 'Think about it' 'Colourful Semantics'
COMMUNICATION & INTERACTION	Visual timetable	Group work promoting turn taking & social skills	Now/ Next/ Then board
	PSHE	Talkabout group	Social story
	P4C	Games group	Makaton, PECS
		Listening skills group	Speech and Language Therapy
		Communicate in print	Lego Therapy
Autism	Personal visual time table	Social stories	Outreach support from the Bridge
		Now and Then	Sensory room
		Speech and language groups	Attention Autism
			Speech and language therapy
Motor skills difficulties	Specialist sports coaches	motor skills intervention	motor skills intervention
		OT drop ins for staff and parents	OT blocks of therapy
Memory	Class games	Memory advice and strategy	Memory fix
- SEND Provision: HP House / HP Cabin - Additional Personalised Provision may be made for other additional needs such as Visual impairment according to the needs of the child as advised by specialists. - All classes have a teacher and teaching assistant support.			

APPENDIX 2:
PROFESSIONALS WHO PROVIDE SEND SUPPORT TO THE SCHOOL, CHILDREN AND FAMILIES

Professional	Name	Contact details
Educational Psychologist	Norma Julius	Via SENDCo
CAMHS professional	***To be confirmed***	Via SENDCo
The Bridge Outreach Service	Menita Sekhon	Via SENDCo
Samuel Rhodes School Outreach Service	Jane Palmer	Via SENDCo
Richard Cloudesley Outreach Service Advisory Teacher of the Deaf	Lotta Clarke	Via SENDCo
Speech and Language Therapist	Sally-Anne Fraser	Via SENDCo
Early Years Speech & Language Therapist	Nasrin Ahmed	Via SENDCo
SEND HLTA (Higher Learning Teaching Assistants) HP House SEN ECT Teacher - HP Cabin SEN Learning Support Assistants - HP Cabin	Ms Anna Matuszcak Mrs Sandra Jago Ms Desiree Arquero Ms Charlotte Parsons Mr Andrew McGraith Mr Sam Leadbetter	Via SENDCo Via SENDCo

GLOSSARY OF KEY TERMS IN USED SEND

CAMHS	Child and Adolescent Mental Health Services
CAF	Common Assessment Framework
EHCP	Education, Health and Care Plan
ICT	Information Communication Technology
SENDCo	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs and Disability
SpLd	Specific Learning Difficulties (dyslexia)
SP	Support Plan
IP	Individual Plan
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
EAL	English as and Additional Language
EP	Educational Psychologist
HI	Hearing Impaired
MLD	Moderate Learning Difficulties
GD	Global Delay
OT	Occupational Therapist
PD	Physical Disability/Difficulties
SALT	Speech and Language Therapy
TAC	Team around the Child
VI	Visual Impairment

Special Educational Needs and Disabilities at Hargrave Park – A Brief Summary

Our Special Educational Needs and Disabilities Coordinator is **Rose D'Orsi**

You can contact her on **020 7272 3989** or via email:

rose.dorsi@hargravepark.islington.sch.uk



If you are concerned about your child's progress, learning or behaviour **talk to the class teacher** and they can help you or signpost you to the correct person/team.



We follow the 'Assess, Plan, Do, Review' graduated approach.

It helps if you tell us what support your child has had in their previous school. It helps when you tell us everything so we can understand what is going on at home.

It helps when you come to review meetings to help us see how things are working.