

**New Wave Federation**

At the New Wave Federation we wholeheartedly believe our schools gain many benefits from working collaboratively and maximise the benefits of working in a group of schools. We have made a commitment to have a shared responsibility to the wider school community, through the provision of high-quality education and the improvement of life chances for pupils in the community beyond that of our own three schools. Grazebrook and Shacklewell Primary Schools have worked in partnership since 2010, with Woodberry Down having joined the group in 2014. The partnership has gone from strength to strength with New Wave Federation having been formalised in March 2016.

We value the contribution that every child can make and welcome the diversity of culture, religion and learning each child brings. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The schools seek to raise achievement by removing barriers to learning and increasing physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

- **High Aspirations**
- **High Standards**
- **High Achievement**

**Identifying Children’s Individual Needs**

The New Wave Federation is committed to early identification of Special Educational Needs (SEN). The Federation adopts a graduated response to meeting SEN and Disability (SEND) in line with the SEND Code of Practice 0-25, January 2015. The progress and attainment of all children throughout the school is monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of need. A range of evidence is collected through assessment and monitoring arrangements, as well as regular formal discussions between the Special Educational Needs Coordinator (SENCo) and the class teachers. If these suggest that any pupil is not making the expected progress, or their needs have changed, the class teacher will invite the parents/carers to school to discuss these additional needs with the SENCo. Following this, the class teacher and parents/carers, work in partnership with the SENCo in order to decide if, or how, additional provision is implemented. The school use guidelines provided by The Hackney Learning Trust to determine if a child’s attainment and/or progress indicate that they should be placed on the SEND register. The Federation places the child’s individual needs at the forefront of any additional provision.

**Broad Areas of Need**

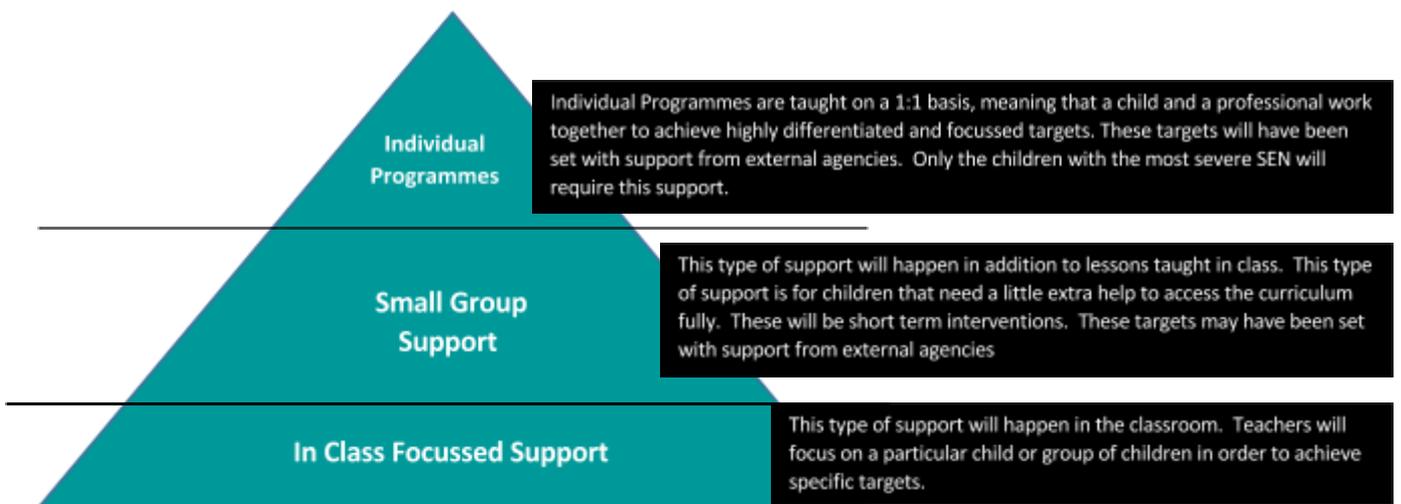
The SEND Code of Practice 0-25, January 2015 outlines four main areas of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Area of Need	Definition
<b>Communication and Interaction</b>	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

<p><b>Cognition and Learning</b></p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p><b>Social, Emotional and Mental Health Difficultie</b></p>	<p>Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.</p> <p>Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<p><b>Sensory and/or Physical Needs</b></p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) a multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.</p>

**Support Available for SEND Pupils**

In accordance to the SEND Code of Practice 0-25, January 2015 the Federation adopts a graduated response to SEND provision determined by the support each individual child requires. We use a three tier approach to classify educational needs that are additional to, or different from everyday classroom provision.



External support services play an important part in helping the school identify, assess and provide appropriate provision for pupils with SEND. With permission from the family, the school makes its best endeavors to work collaboratively with health and social care services and has good links with these agencies. We have access to a wealth of professional services including but not limited to;

- EHCP, SEND and Inclusion Team- Hackney Learning Trust
- Educational Psychologists
- Specialist teachers for children with Educational Health and Care Plans, sensory impairment or physical difficulties.
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Drama/Art Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- The Re-engagement Unit
- Young Hackney

Multi-agency liaison and planning meetings are held regularly to ensure effective collaboration in identifying and planning to provide appropriate support for pupils with SEND.

### **Accessibility**

All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by their class teacher and study the curriculum appropriate for their age. Where pupils are not able to access the learning of their year group, teaching and learning is individually tailored to meet their needs in line with their ability. All teaching staff have a secure understanding of the National Curriculum and ensure their planning, teaching and assessment meets the needs of all pupils, including those with SEND. They do this by;

- Providing suitable learning challenges
- Providing suitable learning environments
- Meeting the pupils diverse learning needs
- Removing barriers to learning

To ensure the school site remains accessible to pupils, parents/carers and staff with disabilities, the school keeps up to date records in an Accessibility Plan.

### **Inclusion**

The Federation is fully inclusive and as such strives to ensure all pupils receive a broad and balanced curriculum. As part of this pupils have access to out of school educational visits, sports competitions, residential visits, specialist enrichment teachers, breakfast clubs and after school clubs. The school ensures that all pupils have access to these activities regardless of SEND requirements. The school uses a range of strategic planning, such as risk assessments and manual handling assessments, to ensure that pupils with SEND

are fully included in all curriculum and extra-curricular activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.

### **SEND Training and Resources**

The Federation aims to meet the needs of all pupils and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time. If additional training is required, the SENCo will contact the appropriate body to deliver the training. All teaching staff receive SEND update training on a termly basis as a minimum and monitoring systems for staff include a specific focus on high quality teaching and learning for children with SEND.

SEND resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school. The school only employs quality and evidenced based interventions to support our pupils and always seeks advice from specialist professionals when required. Parents and carers will always be consulted before their child is included in any intervention that requires them to be taught outside of the classroom for short periods of time.

### **Medical Needs**

The Federation has a designated school doctor and school nurse that can be consulted if there are concerns around a child's health. The school nurse visits the schools every three weeks to perform routine health checks as well as consulting with parents in order to write health care plans and train staff to support children with medical needs.

### **Transitions**

Throughout their academic career, children will make several transitions; this may include moving to a new school, to/from a specialist provision school, to a new Key Stage or to a new class. The school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include;

- Individual Profiles for pupils with EHCPs
- Transition meetings to include parents/carers, classteachers, Teaching Assistants, SENCo and all other professionals involved in the transition process
- Class handover meetings
- Personalised transition books to give children a clear image of the upcoming changes
- Visits to new settings with familiar staff
- Visits to secondary placement schools accompanied by familiar adults
- Transition meetings with the school SENCo, new setting SENCos and families

### **Transport**

The Federation does not have their own vehicles to transport children to and from school. Parents/carers that require this type of transport should contact Transport Solutions at The Hackney Learning Trust. Please read

the website for information on how to apply.

[http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As1\\_ZGo&localofferchannel=0](http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=oJs8As1_ZGo&localofferchannel=0)

### **Working in Partnership with Parents of Children with SEND**

Parents/carers of children with SEND are consistently involved in collaborative planning and target setting in order to help their child to reach their targets and to make progress in line with their ability. The Federation places the needs of the child and family at the heart of any plan for provision and places the focus on meeting child and family centered objectives. The school strives to ensure lines of communication are open and effective to enable us to support pupils with SEND. This is achieved through the following means:

- Informal meetings with teachers
- Meetings with SENCo
- Termly parents evenings
- Termly METs (My Educational Targets) meetings, for children with SEND
- Annual Review meetings each year for children with Educational Health Care Plans
- Multi Agency Team or Team around the Child meetings, for children receiving support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist
- Child In Need, Child Protection, Family Support, Looked After Child meetings with professionals from Hackney Children's Social Care

In addition, the school and local community hosts a number of parents' information and training events throughout the year. Please see our weekly bulletins and posters in school for upcoming events.

### **Local Offer and Parent Support Services**

The Hackney Local Offer sets out information about services available for children and young people with SEND and disabilities, aged 0 to 25, including education, health, leisure and social care. It is part of the new Special Educational Needs (SEND) Code of Practice which requires local authorities to put information on all services in one place; and also to involve children, young people, parents and carers in their development. Please see their webpage for further information:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

The borough of Hackney has two providers of independent support for parents and carers of children with SEND. Please see their details below:

#### **SENDIAGS**

E-mail: [SENDIAGS@learningtrust.co.uk](mailto:SENDIAGS@learningtrust.co.uk)

Telephone: 020 7275 6036

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=fEgxpFc4hzQ&localofferchannel=0>

## KIDS

Email: IS.london@kids.org.uk

Telephone: 020 7288 7175

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/service.page?id=3gsrt9pjt0&localofferchannel=0>

## Consulting the Views of Children with SEND

The Federation is committed to seeking and including the views of children with SEND. The Federation consult with children and their parents formally through termly parent consultation evenings. In addition to this, children have their termly METs discussed with them individually and their targets explained at a level of their understanding. Teachers and children also communicate about their learning and progress through various marking and feedback formats. Annual reviews of EHCPs are child centred and the children are able to share their perspectives on their learning in ways that are meaningful and appropriate to their level of understanding and communication.

## Support for Children with Emotional Difficulties

The Federation has a strong commitment to the physical and emotional wellbeing of all our pupils. During a child's academic career, they may be unfortunate enough to experience emotional difficulties. These could include, but are not limited to, bereavement, parental separation, bullying and difficulties with transitions. All staff receives regular training on how to deal with children in such circumstances. Support available to children may include;

- Bereavement Counseling
- Drama/Art Therapy
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Services
- Re-engagement Unit (REU)

At the Federation, we take instances of bullying very seriously and will not tolerate it. We work proactively to address the issue explicitly with children and provide opportunities to develop understanding, empathy and self-esteem.

We involve parents in our approach to preventing or addressing bullying behaviour. The Federation Anti Bullying Policy can be found within the Behaviour Policy for each school.

<http://grazebrook.hackney.sch.uk/wp-content/uploads/2016/04/Behaviour-Policy-NW-2016.pdf>

<http://www.woodberrydown.hackney.sch.uk/wp-content/uploads/2016/04/Behaviour-Policy-NW-2016.pdf>

<http://shacklewell.hackney.sch.uk/wp-content/uploads/2016/04/Behaviour-Policy-NW-2016.pdf>

Some children will need additional support to manage their behaviour when they are experiencing

emotional difficulties. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. Such strategies are most effective when parents/carers are involved in the planning and decision making stages. Examples of these support systems might include;

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual Behaviour Plans ( IBPs)
- Support from the SENCo, identified teaching assistants and teacher
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Referral to outside agencies such as Educational Psychologist, CAMHS, Local Authority Behaviour Specialists etc.

### **School Contacts for SEND**

Your child's classteacher should be the first person you approach if you are concerned about your child's progress or change in needs. If required, your child's class teacher will liaise with the SENCo and arrange a parent's consultation. The New Wave Inclusion leaders are Teneille Dardis and Alex Webb.

The Inclusion Leader at Woodberry Down is **Teneille Dardis** – Tel: 020 8800 5758  
 Email: [tdardis@newwavefederation.co.uk](mailto:tdardis@newwavefederation.co.uk) Address: Woodberry Grove, London, N4 1SY

The Inclusion Leader at Shacklewell is **Alex Webb** – Tel: 020 7254 1415  
 Email: [alex.webb@newwavefederation.co.uk](mailto:alex.webb@newwavefederation.co.uk) Address: Shacklewell Row, London, E8 2EA

The Inclusion Leader at Grazebrook is **Alex Webb** – Tel: 020 8802 4051  
 Email: [alex.webb@newwavefederation.co.uk](mailto:alex.webb@newwavefederation.co.uk) Address: Lordship Road, Stoke Newington, N16 0QP

### **SEND Policies**

If you would like to read a copy of the school's SEND policy, please follow this link;

<http://grazebrooknew.creativeschools.co.uk/wp-content/uploads/2013/05/SEND-and-Inclusion-Policy-NW-2016.pdf>

<http://shacklewellnew.creativeschools.co.uk/wp-content/uploads/2013/05/SEND-and-Inclusion-Policy-NW-2016.pdf>

<http://woodberrynew.creativeschools.co.uk/wp-content/uploads/2013/05/SEND-and-Inclusion-Policy-NW-2016.pdf>

### **Complaints**

If you have any questions, concerns or complaints, please discuss these with the school SENCo or the individual school's Headteachers. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures. Follow this link to connect the school's complaint procedure.

<http://www.woodberrydown.hackney.sch.uk/our-school/policies/complaints-procedure/>

<http://shacklewell.hackney.sch.uk/parents/care-of-your-child/complaints-procedure/>

<http://grazebrook.hackney.sch.uk/parents/care-of-your-child/complaints-procedure/>