

New Wave Federation

New Wave Federation is a group of three schools working together. 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 welcomes the diversity of culture, religion and intellectual styles. 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 SEN Code of Practice 0-25, 2014. All children throughout the school are 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 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.

The SEN Code of Practice 0-25, 2014 outlines four main areas of need.

| Area of Need | Definition |
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| Communication and interaction | 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. |
| Cognition and learning | Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more specific aspects of |

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| | learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. |
| Social, emotional and mental health difficulties | <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> |
| Sensory and/or physical needs | 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. |

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 Laura Clements.

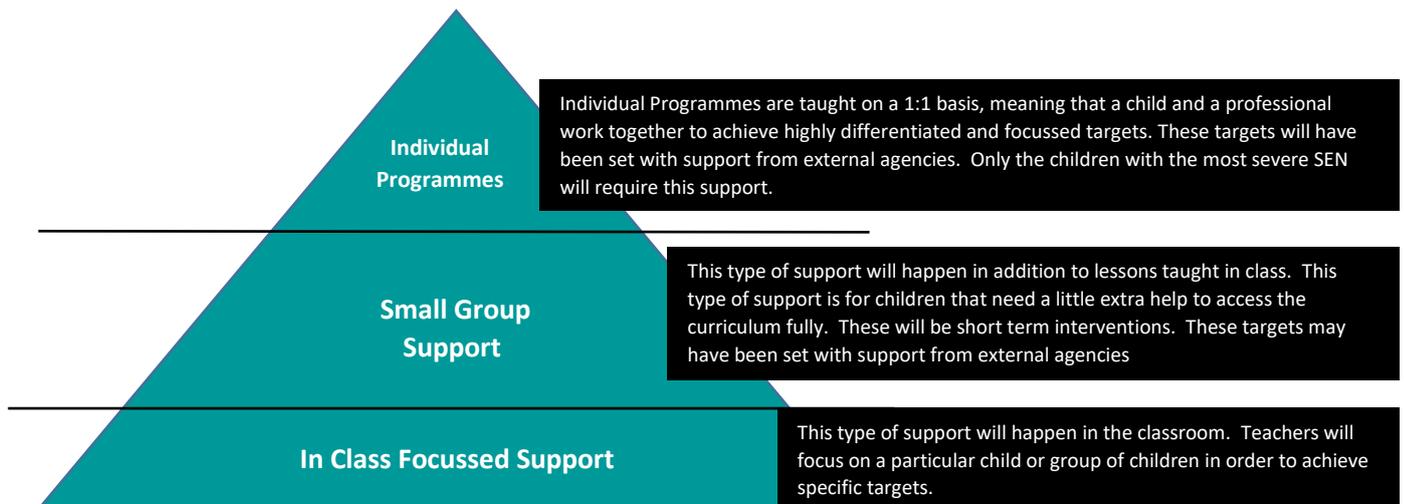
The Inclusion Leader at Woodberry Down is **Laura Clements** –Tel: 020 800 5758

The Inclusion Leader at Shacklewell is **Teneille Dardis** – Tel: 020 7254 1415

The Inclusion Leader at Grazebrook is **Teneille Dardis** – Tel: 020 8802 4051

Support Available for SEND Pupils

In accordance to the SEN Code of Practice 0-25, 2014 the Federation adopts a graduated response to SEN 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 SEN. We have access to the following services;

- Educational Psychologists
- Specialist teachers for children with statements of special educational needs, sensory impairment or physical difficulties.
- Speech and Language Therapists
- Occupational Therapists
- Physio Therapists
- Drama/Art Therapists
- Child and Adolescent Mental Health Services (CAMHS)

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

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 weekly and carries out routine health checks as well as consulting with parents in order to write care plans and train staff to support children with severe medical needs.

Measuring Pupils Progress and Involving Parents/carers

Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways. These include;

- Informal meetings with teachers
- Meetings with SENCO
- Parents evenings
- METs (My Educational Targets) meetings, for SEN children
- Annual Review meetings, for children with a Statement of Special Educational Needs
- Multi agency meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist

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 receives SEND update training on a termly basis as a minimum.

In a similar manner, SEN resources are regularly audited and reviewed to ensure that they meet the needs of the pupils in our school. The school only purchases quality evidenced based resources to support our pupils. This means that the resources we purchase have previously proven effective in improving pupil performance in a range of schools and settings. 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.

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. All teaching staff have a good 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 SEND pupils are fully included in all curriculum and extra curricula activities. Parents/carers are consulted on any special provision required to enable their children to participate in such activities.

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. These changes are imminent and the school employs many strategies to ensure they are managed effectively and pupils are sufficiently prepared for such changes. Strategies include;

- Individual Profiles for statemented pupils or pupils with EHCP's
- Transition meetings to include parents/carers, classteachers, Teaching Assistants, SENCO and all other professionals involved in the transition process
- Class handover meetings
- 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

Support and Training for Parents

The collaborative planning and target setting systems that is in place across the school for SEND pupils, means that parents/cares are consistently involved and supported in order to help children reach their targets. Parents/carers are commonly supported in school via needs that arise due to target setting or multi agency planning meetings. The school will then aim to support the family with a focus on meeting the child and family centered objectives that are set within those meetings. This might mean that the training needs are met after the meeting concludes, or that the family is referred to an additional support network.

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

The Hackney Learning Trust offer support through Parent Partnership Service. Please see the website for more information.

<https://www.learningtrust.co.uk/SEND/Pages/SENDIAGS.aspx>

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. The Federation is able to support children in a number of ways. Support available to children includes;

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

Bullying happens in every school and the effects can be long lasting, sometimes devastating. We take bullying seriously at our school 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. Follow this link to open the Woodberry Down Behaviour Policy.

<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. Such support systems 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.

Links to Other Services

The Federation works with the child and family needs at the heart of any plan for provision. Many families in the school will have links with services outside of education such as health care professionals or social services. With the families' permission, the school makes its best endeavors to work collaboratively with these services and has good links with these agencies. There are many ways that the school strives to ensure lines of communication are open and effective to enable us to support appropriately and the majority of meetings required are held in the school premises. These include, but are not limited to;

- Multi Agency Planning meetings
- Child in Need meetings
- Informal Meetings with Parents/carers and external agencies
- Weekly visits from the school nurse
- Referral procedures for Occupational/Physio Therapy

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 schools complaints procedures. Follow this link to connect the school's complaint procedure.

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

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

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

Additional Information

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

<http://www.grazebrook.hackney.sch.uk/our-school/policies/send-inclusion-policy/>

<http://www.shacklewell.hackney.sch.uk/our-school/policies/send-inclusion-policy/>

<http://www.woodberrydown.hackney.sch.uk/our-school/policies/send-inclusion-policy/>