

# SEND Information Report

The Integrated Learning Space



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## How will The ILS provide support?

At The ILS we see each pupil as an individual. When children first arrive at school we spend time getting to know them. We talk to parents and all the other professionals who know them. Methods of best supporting the individual child are discussed with parents and agreed with therapists.

## Identifying additional support

As a special school all the pupils who attend The ILS have special educational needs and therefore have significant additional adult support. This support is matched to each individual's needs, including if it only required on a temporary basis. The support is usually requested following observations by a range of staff and discussions with therapists, parents and other agencies.

## How is the curriculum matched to individual needs?

The ILS has a curriculum which provides a framework to address each individual's needs. Descriptions of the curriculum can be found on the school website.

## How will both parents and school know how well each pupil is doing?

We are continually gathering information on the achievements pupils are making. We do this informally and share information with parents through phone calls, e-mails and the home-school book. Three times a year we collect formal information, using assessments matched to our curriculum. This is discussed with parents at parents' evenings and reviews of statements/Education Health and Care plans. At these meetings the assessment information is used to inform the setting of new targets.

## Support for well-being

Everything we do in school looks to promote the well-being of all the pupils. We are presently taking part in a research project which is mapping the support and looking to find ways of measuring progress in this area.

## Specialist services

At The ILS we have access to speech and language therapists, occupational therapists, a dietician, and a health care assistant. We also work very closely with the Child and Adolescent Mental Health Service (CAMHS) and Social Care. We link closely with providers of after school and holiday provision. We will work closely with any agencies involved with our pupils so that a multi-agency approach can further our work.

## Training

All staff at the school have a continual programme of training, which is focused on supporting the pupils. The ILS part of a Multi Academy Trust which also includes The Bridge School which is a Teaching School. This offers a number of courses relevant to the pupils in our school. Our staff can access these courses.

## Trips

Trips and activities are planned to be accessible for all. We differentiate the activities and trips pupils attend according to their individual needs.

## Accessibility

The ILS site is fully accessible to the pupils in attendance. We also look to enable the environment to be supportive of pupil's communication and sensory needs.

## Transitions

Transitions are very important and are carefully managed to support children and young people and their families. There are two key transition points at The ILS, entry to school and leaving school. At all times the approach taken is matched to individual need. Transitions commonly involve, visits, multi-agency meetings involving parents and social stories.

## Resources

As a special school the resources we have available to us are all focused on pupils with special educational needs.

## Who to contact

Executive Headteacher  
Head of The ILS

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