



## Kentish Town CE Primary School.

# SEN Information Report.

### WHAT IS THE SCHOOL LOCAL OFFER AND INFORMATION REPORT?

The Kentish Town CE Primary School local Information Report sets out in one place - on our website - what we provide for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEN policy\* gives more detail about our day to day procedures.

You will find an explanation about the words **with an asterisk\*** in our Glossary at the end of this document.

Camden Local Authority\* also publishes on its website a Camden Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP)\* – which is replacing the SEN statement\*. It can be accessed at: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

You will also find information about:

- where to go for advice and guidance on SEN and Disability matters: support for parents and carers: <http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>
- health and care services, e.g.: <http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children> and <http://www.kids.org.uk/>

If you have any queries about information on the Local Offer website or comments please contact Camden Local Authority Officers. Their email:

[SENDreforms@camden.gov.uk](mailto:SENDreforms@camden.gov.uk)

## **THE PURPOSE OF OUR SEN INFORMATION REPORT.**

The purpose of our school's SEN Information Report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEN/D
- We will keep our provision under review –by asking parents and children what is working well and what they want to improve
- The next review date for our Local Offer is September 2017

## **WHAT KIND OF SCHOOL IS Kentish Town CE Primary School?**

We are a primary church school in Camden for the 3-11 age range. There is one class in each Year Group. We have a nursery for children aged 3-4. Children start school in the year they turn 5 in our Reception class.

We also have additional provision for children with autism and for children with physical disabilities. These are known as "Resource Bases". The children who receive support from this provision are fully integrated into their class and are educated alongside their peers although they may be withdrawn for specialist support for short periods.

We also have extensive experience in supporting children with a range of SEN including Dyslexia, Specific Language Impairments, Social Communication Difficulties, and Moderate Learning Difficulties.

Our most recent OFSTED report in 2013 noted:

*"Pupils in the two specialist resource bases are particularly well supported to make good progress in their learning and to be fully included in all aspects of school life."*

*"Partnerships with parents are exemplary. Parents frequently learn with their children in school, and are regularly helped to support their children's learning at home. Parents are overwhelmingly positive about all aspects of the school's work. As one parent said, 'The school has offered my children an outstanding and aspirational education.'"*

*"Pupils in the autistic and the physically disabled resource bases make good and sometimes outstanding progress as a result of carefully planned and individualised support plans. "*

*"Other disabled pupils and those who have special educational needs are also well supported and make similar progress to their peers. The same is true of the pupils*

*from different ethnic backgrounds and those for whom English is an additional language.”*

In February 2015 we undertook a full review of our SEND provision. External professionals and senior leaders in the school looked at every aspect of the provision and noted the following:

*Provision for pupils with SEND in Kentish Town C of E School is outstanding. There is a very high level of specialist skill and knowledge amongst the SEND team (and beyond) that has a demonstrably positive impact upon the progress and well-being of children with SEND.*

Two further reviews have also confirmed this view including a review in October 2016 by an external team provided by the Challenge Partners Organisation. The school’s provision once again found to be outstanding in all areas and confirmed the provision of children with SEND as an area of excellence. They noted the following:

*Leaders, teachers and support staff make a real difference to the wellbeing and academic progress of a large number of pupils with a range of complex issues. They offer a flagship provision that many schools around the country would benefit from observing. For that reason alone, it is a pleasure to confirm this as an area of excellent practice.*

## **OUR VISION – WHAT WE THINK IS IMPORTANT**

**At Kentish Town CE Primary our vision is:**

***Excellent teaching, excellent effort, excellent progress: every child, every lesson, every day.***

***Hope - Equality – Love.***

**Our Mission is:**

### **Hope**

Be aspirational for our children and expect them to work hard at all times

Inspire our children and each other with excellent teaching every day

Encourage children to take risks in their learning

Listen

### **Equality**

Celebrate differences in culture, language, appearance and ability

Celebrate small and large achievements

Teach an engaging, creative and fun curriculum where each and every child can achieve and excel

Work closely with parents and carers at all times

### **Love**

Celebrate God's love for each of us

Inspire a love of learning in each child

Demonstrate care and compassion for all children and adults in our community

Catch children "doing the right thing" and celebrate those moments

**The whole school community ensures that all children fully understand and are able to access their rights and responsibilities as defined by the United Nations Convention on the Rights of the Child. (UNCRC) We were assessed as having achieved the Level 2 award as a Rights Respecting School in July 2016.**

### **HOW WE LEARN WITH AND FROM OTHER SCHOOLS**

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEN/D issues are up to date. We also share our best practice with other schools by being part of a teaching schools alliance with other local schools. Our SENDCO also attends the Local Authority SENDCO forum which keeps all schools up to date with national developments and local projects on inclusion.

### **COMMUNICATING THE SEN REPORT.**

- We have placed this information here on our website – [www.kentishtown.camden.sch.uk](http://www.kentishtown.camden.sch.uk)
- We have tried to make sure all information is presented clearly and helpfully.
- You will also find our new SEN Policy on the website.
- You can pick up a summary of our SEN policy from our office.

### **WHO TO CONTACT FOR MORE INFORMATION**

- Our Headteacher-**James Humphries**.
- Our Deputy Head /SENDCO/Inclusion manger/Physical Disability Resource Base Co-ordinator– (the first person to talk to about any SEN questions or concerns) is **Grant Jacobson**.
- Our Assistant Head who leads on the curriculum is **Daniela Rader**.
- Our "SEN" Governor – **Hawa Ibrahim**- who has a responsibility for monitoring and supporting the school on SEN matters on our governing body.

- The Teachers in Charge of the Autism Resource Base are:  
**Miriam Nadarajah** and **Marcia Freixeiro**. Our parent liaison is **Valerie Driancourt**.
- Our School Office staff are – **Sarah Haag** and **Pam Ansley** - who can give copies of our policies to you but can also let you know when the next open morning is should you wish to visit the school.
- All of the above staff can be contacted via telephone on: **02074851279**  
Or email: [admin@kentishtown.camden.sch.uk](mailto:admin@kentishtown.camden.sch.uk)
- If you want to talk to member of staff we will arrange for a member of staff to meet you and answer your questions: let us know if you need an interpreter or British Sign Language\* signer – we will do our best to provide this support.
- Our school SEN Information report links to the Local Offer information which Camden Local Authority\* provides for parents and carers of children with SEN/D. You can see this on its website [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

## OUR LOCAL OFFER

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEN/D provision

1. Effective Leadership, Management and Governance
2. Developing the skill and expertise of staff
3. The contribution of specialist services
4. Identification, assessment and planning - children with SEN/D
5. Reviewing children's progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms + special resources
9. Working in Partnership with parents and carers
10. Listening to Children and Young People
11. Managing transitions – joining and leaving our school
12. Providing support for safety, personal well-being, attendance + health

### 1. What school leaders + governors do to make sure that all children feel welcome, feel included and achieve their potential

Our Deputy Head teacher has overall responsibility for SEN/D and inclusion – this means that we regularly discuss SEN/D issues in the Leadership Team meetings. We keep support and progress for children with SEN/D under close review.

We keep a list of children we identify as having a SEN and/or a disability in order to ensure that these children's progress is closely tracked.

We also keep records on all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEN/D.

We carefully monitor the progress and well-being of children with SEN/D and the quality of our provision, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff.

If something is not working well, we change and improve our provision – we describe these changes in our School Improvement Plan\*

The Governing Body\* challenges us to make sure we constantly improve the quality of provision for children with SEN/D and the outcomes that they achieve. We have a Governor who takes a particular responsibility for SEN/D matters.

We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEN/D

We involve our Governors when we review and revise our SEN policy and our at the end of each school year.

### **FREQUENTLY ASKED QUESTIONS – What do school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential?**

#### **Q. What funding does the school have for my child with SEN/D?**

A. We receive a small amount of delegated funding from the Local Authority for the forthcoming financial year\* for supporting children with SEN/D. School leaders have the responsibility to use the funding to meet the different needs of all our children with SEN/D. The funding is allocated according to a formula and this funding is not attached to a particular child unless the child has an Education Health and Care Plan (EHCP) or a Statement of SEN. All schools are expected to fund the first £6000 of a child's SEND provision out of the school's main budget.

#### **Q. How are the school's resources allocated and matched to children's special educational needs?**

A. We have to make sure that we use this funding as effectively as possible. The Senior Leadership Team makes decisions on how to use this funding in order to maximise the progress of our children. They decide what additional support will be provided in each particular year group. These decisions are primarily based on the level of need in each year group and the amount of funding available to us. The governors ensure that the school is using the available funding to best effect.

#### **Q. What happens if my child's needs change as he gets older?**

A. The starting point is to discuss these changes with the SENDCO. If the level of need is increasing, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)\* should the level of need go beyond what the school could reasonably provide. An EHCP is designed to meet the needs of children who have highly complex SEN and disabilities and need a significant level of support in most areas of their development. Children who wish to access any of the Resource Bases will need to have an EHCP in place. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden Local Offer website: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

**You can find further info at:**

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **2. How we develop the skills, knowledge and expertise of school staff**

All staff – especially Teaching Assistants - have regular training and guidance to meet the needs of our children. At least one of our training days has a SEN/D focus where we make sure that teachers and TAs understand the four areas of need and how to support children who may have difficulty in one or more area:

- Communication and interaction\*;
- Cognition and learning\*;
- Social, emotional and mental health\* difficulties;
- Sensory and/ or physical needs\*

We also provide support and training to our staff to ensure that they:

- have an awareness of the different special educational needs and disabilities of children in our school, especially autism and complex physical needs.
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEN/D

We take part in National Awareness Days, for example, on Autism, Speech Language and Communication Needs and Downs Syndrome.

## **FREQUENTLY ASKED QUESTIONS - Skills, Knowledge and Expertise of school staff**

### **Q. How do you make sure that staff new to the school are able to meet my child's needs?**

A. All staff new to the school have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. Staff who know the children well will provide a full handover to the new member of staff. We use the knowledge from parents/carers as a starting point for this handover.



**Q. Will there be someone in the school who understands my child's needs as soon as she starts?**

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant ongoing training. In particular, we will provide relevant training and guidance for your child's Class Teacher on meeting his/her needs. A transition programme is put into place to ensure that new children settle in as quickly as is possible depending on their needs.

**Q. Will my child with an Education Health and Care Plan have a Teaching Assistant (TA)?**

A. All TAs work together with the class teacher in class teams. The number of additional staff in the classroom depends on the level of need and the number of children with EHC plans. All staff work flexibly across a range of children supporting their individual needs in order to achieve the outcomes set in their EHC plans. Children with highly complex needs will attract a higher level of support from the staff. Our main aim is to develop independence in children and to avoid the highly dependent relationships that can occur when a child spends all of their time at school being supported.

**Q. If my child does not have an EHCP but has a SEN, how will they be supported?**

A. The class teacher has the most significant role in meeting the needs of the children in his/her class by personalising their learning. The best support for children in developing their learning is the way in which the teacher provides the highest quality teaching which they can access. The additional staff in the team are there to support any child who has an identified need and to enhance what the teacher provides. Children who are struggling in a particular area will be supported by other members of staff who are running additional support programmes.

**3. The contribution that specialist services and teams make to the progress and well-being of children with SEN/D**

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

<b>Specialist Service</b>
Educational Psychologists*
The Camden Hearing Impaired service*
The Camden Visually Impaired service*
Occupational Therapists*
Camden Language and Communication Service*
Camden Physical Disability (PD) Outreach Service*
Camden Education Welfare

Service*
The CAMHS Team
MOSAIC – supporting children with complex needs*
Social Services*
Health visitor/school nurse*

The glossary at the end of this document explains what each of these teams does. Each service has referral and eligibility criteria\* - this means that service support is targeted on children with higher levels of need.

These services provide a range of support including:

- working one to one and with small group work with children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

We will always involve you in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage: we will ask you to sign a referral form before the support can go ahead.

**Please note that although we work very closely with these services, the school is not responsible for the management of them.**

You can find more information about specialist services who work with Camden schools in the Local Authority website

[www.camden.gov.uk/localoffer/specialistservices](http://www.camden.gov.uk/localoffer/specialistservices)

## **FREQUENTLY ASKED QUESTIONS - The contribution that specialist services and teams make to the progress and well-being of children with SEN/D**

### **Q. Will I be able to meet the speech therapist who is working with my child?**

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child’s progress with them.

### **4. How we identify, assess and plan support**

Our starting point is to have a “listening” conversation with the parents. We know that parents are the first educators of their child - we need their knowledge to plan effectively.

We ask whether parents/carers have any concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

If a child has attended a Nursery school or Children's Centre we use the information they provide to plan the best programme of support.

In addition we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress. We continue to assess and monitor all through the child's time in school.

We also listen to children to find out how they are settling in to school

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL)\*, for example by talking to the child (and parents) in her/his home language.

We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We follow Camden's guidance for the identification of SEN/D

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify children with SEN/D in our SEN policy:

## **FREQUENTLY ASKED QUESTIONS – How we identify, assess and plan support**

### **Q. If my child has been assessed as having a SEN, what happens next?**

A. Class teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the SENDCO and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Teaching Assistant or through a small group intervention\*. Sometimes we will involve a specialist service. We will always discuss any concerns with you in an honest and sensitive manner.

### **Q. Will my child have a personal plan?**

A. All children with SEN/D will have a personal plan: we use a variety of approaches. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need. We have devised a plan that will be simple and easy for parents to understand.

**Q. What should I do if I think my child has a SEN?**

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the SENDCO about possible next steps. The SENDCO will always talk to you about your concerns and may begin an assessment of needs. If there is an agreement that your child has a special educational need the school will work with you to plan a programme of support.

**5. How we review your child's progress**

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning.

We use the information we have about each child who has been identified as having SEN/D to plan a personal programme of SEN support

We develop this in partnership with parents and the child – working with the SENDCO and the Class Teacher.

Once a term we review how well all children – including those with SEN/D – are progressing. We call this our Pupil Progress Tracking Meeting.

We will arrange a meeting with parents of children with SEN/D child about how well s/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child.

We will report formally once a year on the progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports.

**FREQUENTLY ASKED QUESTIONS - How we review your child's progress****Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?**

A. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. If you have concerns and worries about your child at any time please contact your Class Teacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

## 6. How we make sure that teaching and support help your child to learn and make good progress

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEN/D. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

School leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEN/D in a variety of ways. These include:

- carefully differentiated\* (taking account of different needs) planning which ensures that all children are able to make progress
- supporting the Class Teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work providing additional adult support from well-trained and well supervised Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning
- supporting parents how they can support their child.

We help all children to develop their skills as learners – and to persevere when they find learning difficult.

You can read more about how we support good learning in our Teaching and Learning policy:

## **FREQUENTLY ASKED QUESTIONS – How we make sure that teaching and support helps your child to learn and make good progress.**

### **Q. How can I help my child with learning at home?**

A. We will make sure that when we meet we will share your child's the next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example we provide a Parent Coffee Mornings on calculations etc.

We send out the dates for these events in our newsletter. Our school website contains further guidance for parents on how to help their children with home based learning – homework.

### **7. How we make sure that children with SEN/D enjoy a broad and balanced curriculum\***

We provide a curriculum that is broad, balanced, motivating and accessible to all children. Some children with significant difficulties will be offered a differentiated curriculum that will focus on these children mastering the basic concepts and key skills in Literacy and Numeracy. This will involve a great deal of repetitive learning in order to ensure that key skills are firmly in place before moving on to the next area of learning.

We want our exciting curriculum to be one of the many reasons our children love coming to school!

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEN/D to play a full part in the life of our school. Many of our Playground Buddies\* have a special educational need and taking this responsibility is helping them to communicate more confidently with other children.

We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment\* and when necessary make reasonable adjustments\* to plans and arrangements.

Our Provision Map\* shows additional specialist interventions\* to accelerate children's progress in, for example, reading, writing and mathematics: we choose these after looking carefully at the research on "What works?"

These sessions run for a limited time – frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained Teacher or Teaching Assistant.

Our SENDCO monitors the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEN/D, for example:

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable\* and clear explanations of tasks for a boy with autistic spectrum disorder
- Providing assistive technology (including where necessary Augmentative and Alternative Communication\*) to ensure effective communication

## **FREQUENTLY ASKED QUESTIONS – How we make sure that children with SEN/D enjoy a broad and balanced curriculum**

### **Q. What happens if my child is not making progress in reading? Is there any extra support?**

A. We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child's progress.

### **Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?**

A. We will always try to make sure that a child does not miss important parts of a lesson.

### **Q. How will my child get involved in extra-curricular activities?**

A. The curriculum includes a wide variety of clubs and activities that take place before and after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs help to get involved we will provide that help.

## 8. How we make sure that our school and classrooms are safe, accessible and stimulating

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. Over the past five years we have improved the acoustic/sound qualities of our school.

We have an Accessibility Plan\* though which we are making improvements to the school environment over time – for example, we are removing minor barriers to movement around the school for our pupils with limited mobility.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs. We have a range of equipment designed to support the development of children's coordination and motor skills.

For some children with special educational needs, we provide specialist equipment including digital technology: IPADs and lap-top computers.

### **FREQUENTLY ASKED QUESTIONS – How we make sure that our school and classrooms are safe, accessible and stimulating**

**Q. How accessible is the building for a child who uses a wheel chair?**

A. We are fully accessible for wheel-chair users across the school.

**Q. My child has a visual impairment- will the school be able to meet her needs?**

A. We work closely with the Camden Sensory Support Service\* to make sure that we provide the right kind of specialist resources needed to access the curriculum.

**Q. What specialist resources and equipment are available for my child?**

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.



## 9. How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one **of the most important factors** in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively

We will always involve parents and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEN/D about, for example:

- how we support their children;
- their achievements and their well-being and..
- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading and we welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in Bengali, Arabic and Albanian.

If a parent wishes to make a complaint regarding their child's provision, we will work with that parent to ensure a successful resolution. All formal complaints will be managed as per the school's complaints policy.

### **FREQUENTLY ASKED QUESTIONS – How we work in partnership with parents and carers**

#### **Q. Who do I talk to in the school if I have questions about my child's SEN?**

**A.** The first person to talk to is your child's Class Teacher who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development.

#### **Q. How do I raise concerns about my child?**

**A.** If you have questions or concerns about the particular special educational needs of your child, the school's SENDCO will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child.

**Q. How will you make sure I am involved in planning and reviewing?**

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps.

**Q. Where can I find information about how the school works in partnership with parents and carers of children with SEN/D?**

A. You will find information and support in several places, for example:

- Our SEN policy on the school's website.

You will also find lots of information about how different services in Camden provide help and support to children with SEN/D and their parents - on Camden Local Authority web site

<http://www.localoffer.camden.gov.uk>

**Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?**

A. Yes. It's called the Parent Partnership\*. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website: [SENDIASS@camden.gov.uk](mailto:SENDIASS@camden.gov.uk)

The person in charge of the service is Victor Baldock

Email: [Victor.Baldock@camden.gov.uk](mailto:Victor.Baldock@camden.gov.uk) Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters\* - who provide work directly with young people and the parents of children being assessed for an EHC plan

[www.camden.independententsupporters.com](http://www.camden.independententsupporters.com).

**Q. What if I am unhappy about my child's provision or progress?**

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser, Victor Baldock on 0207 974 6264

## 10. How we listen and respond to children and young people with SEN/D

We know that the only way we really find out if a child is happy , feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- inviting children to make personal contributions to their Annual Review meetings.
- doing an annual pupil questionnaire on “pupil voice”\* – giving children their say.
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our school Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

### **FREQUENTLY ASKED QUESTIONS – How we listen and respond to children and young people with SEN/D**

#### **Q. Who can my child talk to if s/he is worried about something?**

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. We also have specialist counsellors who can provide support to those children who need time and space to talk about any worries they have.

## 11. How we support children joining our school and leaving our school – and making transitions

When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in. We have “Settling in” days, “Lunch-time visits” and “Playground visits”.

We create a Passport\* to help the child get to know Teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children. We also provide an opportunity for parents and their children with SEN/D to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school.

<b>Other Transitions</b>	<b>The key focus</b>	<b>Who involved</b>	<b>What we do</b>
Primary to Secondary	<ul style="list-style-type: none"> <li>- Support for move to new building and curriculum</li> <li>- Support for friendships and well being</li> <li>- Planning support for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Primary + Secondary SENDCOs</li> <li>- Head of Year</li> <li>- Learning Mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Attend Induction days</li> <li>- Hold Transition meetings with parents</li> <li>- Invite Visits to our schools</li> <li>- Secondary SENDCO attends Year 6 Annual Reviews</li> </ul>
Mid-term admissions	<ul style="list-style-type: none"> <li>- Support for coming to a new school – e.g. learning, friendships and well-being</li> </ul>	<ul style="list-style-type: none"> <li>- SENDCO</li> <li>- Learning Mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Meet pupil and parents</li> <li>- Assess needs</li> <li>- Go through classroom routines and weekly timetable</li> <li>- Tour the school</li> <li>- Give Learning Mentor support for first term + a pupil buddy</li> </ul>

## **FREQUENTLY ASKED QUESTIONS - [How we support children joining our school and leaving our school – and making transitions](#)**

### **Q. What happens when my child – who has a SEN statement/Education Health Care plan - moves on to secondary school?**

A. We invite parents and the Secondary school SENDCO to take part in the Annual Review of the Statement/Education Health and Care plan in year 6

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor\*. We then discuss with the secondary SENDCO any extra support for each child depending on her or his needs.

### **Q. Who do I talk to about my child moving between Reception and Year 1 and between Key Stage 1 and Key Stage 2?**

A. It depends on your child's needs. The starting point would be your child's current Class teacher. You might then want to talk to the SENDCO or the ARB Teachers.

### **Q. What might change about my child's support when he moves to secondary school?**

A. Our SENDCO will make sure that the Secondary school is fully aware of his needs and explains what was most effective and successful for him in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum.

### **Q. How do I find out about who the new point of contact will be in the new school?**

A. You should request a meeting with the school's SENDCO as soon as possible after your child starts secondary school. The SENDCO holds all the records on children with SEN/D new to the school and s/he will let you know who the Key Worker\* will be for your child.

## 12. How we support children's health and general well-being – including their safety, attendance + positive behaviour

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEN/D are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal Health and Social Education)\* curriculum. We encourage children to develop confidence and resilience\* through teaching, social play opportunities and through more targeted support where this is needed.

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again.

*“Pupils’ behaviour in lessons, around school and in the playground is outstanding. Pupils of all backgrounds get on extremely well together and are welcoming and polite to children and adults alike.” Ofsted 2013*

*“Pupils know about different forms of bullying, including racist and cyber bullying. They value the understanding that they gain during the anti-bullying week and the school has recently done much work to educate pupils about the wrongs of homophobic bullying. Pupils say that on the rare occasion that inappropriate behaviours occur, they are dealt with swiftly and efficiently by school staff.” Ofsted 2013.*

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's Learning Mentor or the SENDCO. We will always consult and involve parents in the decision to offer this support. Our specialist help includes:

Specialist Support	Available	Examples of what they do
Pupil Counsellor-CAMHS	Half a day every 2 weeks	Works with children and sometimes parents, for example, at times of crisis such as bereavement
Learning Mentor	5 days a week	Works with children, parents and staff – with a focus on learning

We have a “playground buddies” system - older children (and some of these have SEN/D) help children in the playground to join in games and activities and “mediate” when there are arguments and disputes

We make sure that our school council is representative of the population of the school – we currently have two children with SEN/D serving on the Council.

Children with serious medical needs have an Individual Health Care Plan which sets out

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers
- Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

**All of our staff and governors have an up to date DBS\* check.**

## **FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY**

**Q. Who will watch out for my child at playtimes to make sure they are safe and well?**

A. We have a well-trained team of Playground Assistants who organise games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling anxious or upset.

## **HOW WILL WE KNOW IF WE ARE SUCCESSFUL??**

**We constantly monitor important evidence for success – we take action where we are not successful. We also ask for outside professionals to come in and review our provision alongside us and share these reports with the school community.**

**These are the things – the facts and data - we look at to make sure we are meeting the needs of children with SEN/D**

- A. Their academic standards and at least good progress
- B. Their behaviour
- C. Attendance – high
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility - involved in the full life of the school
- F. Smooth transitions – e.g. feedback from secondary schools
- G. Parent feedback - confidence and trust
- H. Parental complaints – few + resolved

**We also want to understand the experience of children with SEN/D so we are looking at the best ways to do this – to ask about**

- I. Children's sense of inclusion
- J. Positive attitudes to self, peers and school: positive friendships
- K. Their personal resilience and confidence as learners



## GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
<b>1. Leaders, Managers and Governors</b>	
SENDCO	Special Educational Needs Co- Ordinator.
SEN REGISTER	A list of all children with SEN in the school.
PROVISION MAP	A table which sets out all the school's additional provision.
<b>2. How we develop the skills, knowledge and expertise of school</b>	
TEACHING ASSISTANT	An additional adult in the classroom who is there to support children's learning.
<b>3. The contribution that specialist services and teams make to the progress and well-being of students with SEN/D</b>	
Educational Psychologists	A Psychologist who can provide assessments and advice on children's development to both parents and school staff.
The Hearing Impaired service	Advice and support to staff and parents for children with hearing impairments.
The Visually Impaired service	Advice and support to staff and parents for children with visual impairments.
Occupational Therapists	A specialist who supports children with fine motor difficulties and many other areas of physical development.
Physiotherapist.	A specialist who supports children with gross motor difficulties and many other areas of physical development.
Speech and language therapists	A specialist who supports children with language difficulties motor difficulties and many other areas of communication.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students
MOSAIC	Supporting students with complex needs
Social Services	Supports families to ensure that the needs of children are being met and that they are safe from harm.
SCAS	Helping schools with identification planning for students with ASD
Health visitor/school nurse	A nurse who visits the school and supports staff and parents in accessing advice and support for a range of health needs.