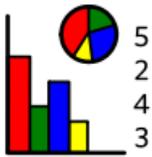


Kentish Town Church of England Primary School

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Special Educational Needs and/or Disability (SEND) Information Report

Article 23- Children with disabilities have the right to a full, dignified and independent life.

 <p>Our School</p>	<p>Kentish Town CE Primary School is a mainstream Church of England primary school in Camden for children aged 3–11, with one class per year group and an on-site nursery.</p> <p>The school is fully inclusive and has additional specialist resourced provision for Autistic pupils and for pupils with physical disabilities. Pupils in the resourced provisions are taught within mainstream classes while receiving specialist support as needed.</p> <p>The school has significant experience supporting a wide range of SEND and was judged by Ofsted (July 2024) to provide <i>exceptional</i> provision for pupils with SEND.</p> <p>The school holds the National Autistic Society <i>Specialist Provision Award</i> at its advanced level.</p>	
 <p>SEND Statistics</p>	<p>We currently have 224 children on role (January 2026)</p> <p>There are currently 63 children on the SEND register with a range of needs.</p> <p>28 children on the SEND register have a SEND Support Plan that can be accommodated through Quality First Teaching and targeted interventions.</p> <p>35 (16%) children on the SEND register require more specialist support and have an EHCP (Education, Health and Care Plan).</p>	
 <p>Meet Our SENDCos</p>	<p>The school's SEND provision is overseen by senior leaders. The Resourced Provision Lead SENDCo is Miriam Nadarajah, who is the first point of contact for SEND concerns. The Non-Resourced Provision Lead is Ryan Kirkpatrick. The SENDCos work closely with class teachers, support staff, parents, governors and external professionals to identify needs, plan provision and monitor progress.</p> <p>Our Special Educational Needs and/or Disability Coordinator (SENCo) for children in Mainstream Provision:</p> <p>Ryan Kirkpatrick Email: r.kirkpatrick@kentishtown.camden.sch.uk</p>	<p>The school's SEND provision is overseen by senior leaders. The Resourced Provision Lead SENDCo is Miriam Nadarajah, who is the first point of contact for SEND concerns. The Non-Resourced Provision Lead is Ryan Kirkpatrick. The SENDCos work closely with class teachers, support staff, parents, governors and external professionals to identify needs, plan provision and monitor progress.</p> <p>Our Special Educational Needs and/or Disability Coordinator (SENCo) for children in Resourced Provision:</p> <p>Miriam Nadarajah Email: m.nadarajah@kentishtown.camden.sch.uk</p>

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Special Educational Needs

The school supports children across the four areas of SEND as set out in the [SEND Code of Practice \(2015\)](#):

	<p>Communication and interaction, including:</p> <ul style="list-style-type: none"> • Autism • Social communication differences • Speech, language and communication needs
	<p>Cognition and learning, including:</p> <ul style="list-style-type: none"> • Learning difficulties • Dyslexia • Dyscalculia
	<p>Social, Emotional and Mental Health (SEMH), including:</p> <ul style="list-style-type: none"> • Attention Deficit and Hyperactivity Disorder (ADHD) • Anxiety • Trauma
	<p>Sensory and/or physical needs, including:</p> <ul style="list-style-type: none"> • Physical disability • Deafness or partially hearing • Blind or visually impaired • Sensory regulation differences

Children may receive SEND support within the school or, for more complex needs, support through a Camden Exceptional Needs Grant (ENG) or an Education, Health and Care Plan (EHCP).

Some children have more than one type of need.



Identifying and Assessing Needs

Identification begins with conversations with parents/carers, recognising that they are a child's first educators.

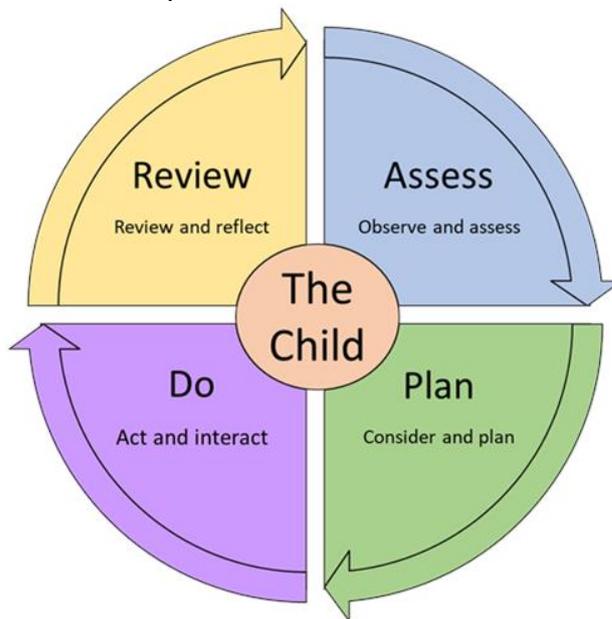
The school gathers information from early years settings and carries out careful observation and assessment when children start school.

Progress is closely monitored, and concerns are discussed with the SENDCo. Where appropriate, the school works with specialist services such as educational psychologists, speech and language therapists or health professionals.

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We follow a graduated approach to assessment which follows a four-stage cycle of assessment of needs, planning for need, application of planning and then reviewing progress, usually in a 6-week cycle.



Parents/carers are always involved in decisions and referrals.

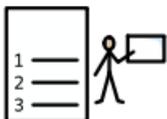


Our Approach to Teaching Children with SEND

High-quality, inclusive teaching is the foundation of SEND provision. Class teachers are responsible for the progress of all pupils and adapt teaching to meet individual needs.

Support Staff work flexibly within classroom teams to support learning, independence and wellbeing.

Support may include small-group work, targeted interventions or specialist input, while encouraging independent learning and preparation for adulthood.



Curriculum Adaptation

The school offers a broad, balanced and engaging curriculum that is accessible to all children. For learners who are not yet accessing the National Curriculum, we use a three-way pathway model to help children access their learning in a meaningful and thematic way.

Where needed, learning is adapted through strategies such as visual timetables, assistive technology, alternative and augmentative communication methods, structured repetition and targeted interventions.

All pupils with SEND are encouraged to take part fully in school life, including trips, clubs and leadership opportunities, with reasonable adjustments made as required.

[Article 23- Children with disabilities have the right to a full, dignified and independent life.](#)

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 <p>Parents/Carers</p>	<p>Parents/carers are partners in their child’s education. The school communicates regularly with parents about progress, wellbeing and support strategies.</p> <p>Parents/carers are involved in planning, reviewing progress and setting next steps. Advice and guidance are offered to help families support learning at home, and translation support is available where needed.</p>
 <p>Children’s Views</p>	<p>Children’s views are central to the school’s SEND approach. Pupils are encouraged to share their thoughts, set personal targets and contribute to reviews, including EHCP annual reviews where appropriate. Each child creates their own Pupil Passport, with the support of their teacher, where their thoughts and opinions are listened to and valued.</p> <p>The school actively promotes pupil voice, inclusion and emotional wellbeing, ensuring every child has a trusted adult to talk to. <i>Article 12 – Every child has the right to be heard.</i></p>
 <p>Support</p>	<p>Parents/carers can access support through the school, Camden’s Local Offer and independent services such as SENDIASS (Parent Partnership), which provides confidential advice on SEND processes and rights.</p> <p>The school also offers workshops, coffee mornings and opportunities to meet specialists involved in their child’s support.</p>
 <p>Staff Training</p>	<p>Staff receive regular SEND training, including dedicated training days focused on the four areas of need. New staff receive SEND-specific induction and ongoing guidance. We are trainers for the Neuroinclusive Education Network (formally the Autism Education Trust) and all staff receive up to date training from them.</p> <p>The school prioritises expertise in Autism, physical disabilities and complex needs and actively works with other schools and Camden Learning through the SEND Hub, led by Miriam, to keep practice current and effective.</p>
 <p>Additional Resources</p>	<p>The school has two specialist sensory rooms and a therapy room. These spaces are available to all pupils with the aim of ensuring children can be both physically and emotionally regulated for learning. The therapy room has a hoist for wheelchair users.</p> <p>The school has accessible toilets, equipped with hoists and changing beds.</p> <p>The school is all on one level and has ramp access to all entrances – including into our wildlife garden.</p>

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Specialist Support

The school works closely with a range of specialists, including:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Educational Psychologists
- Child and Adolescent Mental Health Specialists (CAMHS)
- Behaviour Outreach Teachers
- Early Years Intervention Team

The SENDCos will discuss relevant referrals with parents/carers and they will be involved in joint planning of goals for children.



Transition Support

The school has a transition protocol to ensure all children are prepared and ready for the next stage in their education, within our own school and beyond. We work closely with both early years settings and secondary school to ensure a smooth transition process for children and their families.