



Fleet Primary School

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SEND Information Report – September 2019

WHAT IS THIS DOCUMENT?

The Fleet SEND 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 (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND policy* gives more detail about our day to day procedures – for example how we plan the most effective support for children with special educational needs and/or disabilities (SEND) and how we review their progress. 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:

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

This sets 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 SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP)* – which is replacing the SEN statement*. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters: support for parents and carers: <https://www.camden.gov.uk/ccm/content/education/services-for-children-and-parents/special-educational-needs-and-disability-information-advice-and-support-service/>
- health and care services, e.g.: <http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=NeVbg95FOFM&localofferchannel=0> and <http://www.kids.org.uk/>

If you have any queries about information on this website or comments please contact Camden Local Authority Officers. Their email: SENDreforms@camden.gov.uk

THE PURPOSE OF OUR SEND INFORMATION REPORT

- The purpose of our school's SEND Information Report is to inform parents and carers about:
 - how we welcome into our school children with special educational needs and/or disabilities (SEND);
 - 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 – SEND.

KEEPING OUR SEND INFORMATION REPORT UNDER REVIEW

- We will keep our SEND Information Report under review – by asking parents and children what is working well and what they want to improve
- The next review date for our SEND Information Report is September 2020

WHAT KIND OF SCHOOL IS FLEET?

We are a Camden primary school for the 5-11 age range.

There is 1 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.

In 2012 our OFSTED report noted:

“Disabled pupils or those with special educational needs make good progress because of well targeted support and intervention“

The parent of a child with special educational needs recently wrote a letter of appreciation which stated:

“Throughout the years at Fleet, she has grown into a happy, hardworking and honest young lady. With the help of all the amazing staff at Fleet she has gained strong confidence in her abilities which massively boosted her self-esteem.

More than anything else I am grateful to all the help she received regarding her mobility needs. The support enabled her to equally participate in all school activities and trips and especially the Gower journey which she will remember for the rest of her life.”

OUR VISION – WHAT WE THINK IS IMPORTANT

- We aim to provide a nurturing, secure environment for all children in our care, in which each child can develop a love of learning that can continue through and beyond their education.
- We strive to develop each child’s confidence, self esteem and inter personal skills, instilling respect for others and an understanding of their role as part of a community.
- We will always endeavour to work in partnership with parents and carers to ensure the best outcomes for **all** children throughout their time at the school.
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEND to fulfil their potential

An Inclusive School

At Fleet we welcome pupils with special educational needs and make every effort to support them. All of our classes are fully inclusive and we have high expectations for all of our children.

We aim to meet the needs of pupils with;

- Specific learning difficulties
- Moderate learning difficulties
- Social, emotional and health needs
- Physical difficulties
- Visual and hearing impairments
- Complex health needs
- Communication difficulties, including autism

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 SEND issues are up to date.

We are currently part of the Camden Teaching School Alliance which involves eight good or outstanding Camden schools. This collaborative community allows us as a school to share and learn from best practice in order to support and develop our provision for pupils with SEND.

Our SENDCO attends the Local Authority SENDCO forum which keeps all schools up to date with national developments and local projects on inclusion.

COMMUNICATING THE SEND INFORMATION REPORT

- We have placed this information here on our website –: we have tried to make sure everything is clear and helpful - (www.fleet.camden.sch.uk)
- You will also soon find our new SEND Policy on the website. (www.fleet.camden.sch.uk)
- You will soon be able to pick up a summary of our SEND policy from our office: this policy provides more details about how we are implementing the new SEND Code of Practice
- We will be aiming to provide leaflets and summaries on issues such as:
 - identification of children with SEND and
 - personal plans

You will be able to collect these from our office.

- If you want to talk to a 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
- Fleet School SEND Information Report [links to the information which Camden Local Authority*](#) provides for parents and carers of children with SEND. You can see this on its website
www.localoffer.camden.gov.uk
- We have a summary of Camden Local Authority information in our school office; office staff will be pleased to give you a copy.

WHO TO CONTACT FOR MORE INFORMATION

- Our Head Teacher – who provides leadership on inclusion and has overall responsibility for SEND is **Mr Don M^cGibbon**- email head@fleet.camden.sch.uk
- Our SENDCO – (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEN procedures following guidance in the SEND Code of Practice is **Rhian Mulji** - email r.mulji@fleet.camden.sch.uk
- Governor with Responsibility for SEND
Onnagh Pierce – contact via the school office on the details below
- Our School Office Staff - who can give you copies of our policies
email admin@fleet.camden.sch.uk Tel: 02074852028

OUR SEND INFORMATION REPORT

We present our SEND Information Report in order to inform parents/carers about twelve important aspects of our SEND 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 SEND
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 and governors do to make sure that all children feel welcome, feel included and achieve their potential

Our Head teacher has overall responsibility for SEND and inclusion – this means that we regularly discuss SEND issues in the Leadership Team meetings. We keep support for children with SEND under constant review.

Our SENDCO* is an experienced member of staff. She works four days a week, with dedicated SENDCO time three days a week.

She manages the day to day provision. She plans the programmes of support for individuals and small groups of pupils with SEND.

She keeps a List/Profile called the SEN register of children we identify as having a SEN and/or a disability.

She also keeps a record on our Provision Map* of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEND.

You can also see our Provision Map in the 'Virtual Office' – 'Policies and Procedures' section of our website – [link to website](#)

We carefully monitor the progress and well-being of children with SEND 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 Development Plan*

The Governing Body* challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve.

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 SEND

We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCO once a term and makes visits to classrooms looking at learning and teaching. She reports termly to the full Governing Body.

We fully involve our Governors when we review and revise our SEND policy and our SEND Information Report at the end of each school year.

The review and updating of the SEND Information Report is undertaken by the SENDCO and SEND governor along with a small working party of staff within the school. This is then brought before the full governing body and reviewed, finalised and agreed.

FREQUENTLY ASKED QUESTIONS – What school leaders + 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 SEND?

A. We receive funding from the Local Authority at the start of the financial year for supporting children with SEND. School leaders have the responsibility to use the funding to meet the different needs of our children.

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. Our SENDCO consults parents/carers, the child and the class teacher before making a decision about each support programme. We review with parents/carers how well each child is doing and agree changes if we need to.

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

A. The starting point is to discuss these changes with the SENDCO. If the level of need is becoming higher, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)* or Exceptional Needs Grant (ENG). You can find more details about assessment for an Education Health and Care Plan (EHCP) or Exceptional Needs Grant (ENG) on the Camden local Offer website: www.localoffer.camden.gov.uk The government has published a useful guide for parents on the new SEND Code of Practice: see page 22 onwards.

<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 – including Teaching Assistants* - have regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange + provide this training.

At least one of our training days has a SEND focus where we make sure that teachers and TAs

- have an awareness of the different special educational needs and disabilities of children in our school
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEND

Every year we do an AUDIT of staff training needs – this includes knowledge and expertise about different SENDs.

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

We know that children will frequently have a range of needs.

We provide a whole staff briefing on the procedures set out in our SEND policy.

We provide training for all of our Teaching Assistants who are working with children with particular SENDs, for example, slow progress in reading, number and communication.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs - for example general Learning Difficulty, Hearing Impairment, Autism. Members of our SEND team attend training sessions run by national and local organisations. The SENDCO runs weekly drop in/surgery sessions for advice and resourcing for both teaching and support staff working with children with SEND. We use the eight national Teaching Standards* to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

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. We use the knowledge of parents/carers to do this.

Q. Will there be someone in the school who understands my child’s needs as soon as he/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 her needs.

Q. Will my child with an Education Health and Care Plan have a key worker – what does the Key Worker do?

A. Yes. We will allocate a Key Worker* at the start of the school year or when a SEN support programme is put in place. The Key Worker will coordinate provision and monitor the achievement and well-being of your child.

3. The contribution that specialist services and teams make to the progress and well-being of children with SEND

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:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists*	Approximately 6 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
The Camden Hearing Impaired service* The Camden Visually Impaired service*	By referrals for specific children.	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists*	If a child is in the borough and it is on their statement or if they have been assessed and identified as having targeted or specialized needs, then they automatically receive OT support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	The OT meets with the SENDCO at the beginning of the year to discuss which children need OT and at which level. The OT assesses the children and creates a programme to be carried out by the staff at school. This is reviewed twice a year depending on the needs of the child. Attendance at progress meetings and annual reviews. Written reports are provided for children. Staff training and INSET

Camden Language and Communication Service*	If a child is in the borough and it is on their statement or if they have been assessed and identified as having targeted or specialized needs, then they automatically receive OT support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	SALTs attend our school in block sessions for group and individual sessions. They meet with the class teachers and SENDCO to plan and review their support for both particular groups of children and 1:1 sessions. Attendance at progress meetings and annual reviews. Written reports are provided for children. Staff training and INSET
Robson House Outreach	On request	Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties
Camden Education Welfare Service*	Half termly visits	Attendance monitoring with Headteacher. Meetings with parents.
The CAMHS Team	Half day per fortnight	Support for the emotional and personal development of children* Staff training Sessions with children Meetings with parents Support and advice for SENDCo and Learning Mentor.
MOSAIC – supporting children with complex needs*	As per referral for specific children.	Provide integrated support for children with complex needs.
Social Services*	On referral	Child protection meetings and plans. Meeting with staff/parents and children.
Health visitor/school nurse*	Weekly visit	Weight/height checks Monitoring of health and well being of children on Child protection plans. Support/advice and training for staff. Support with individual health care plans for children with medical needs.

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.

For example, speech and language therapy service:

http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=WHGqY_Ay6Ts&communitychannel=0#localoffer

and the Occupational Therapy service:

<http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=ZAx43AVuCJU#localoffer>

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.

You can find more information about specialist services who work with Camden schools in the Local Authority Local Offer website: Health and Care Services Section - www.localoffer.camden.gov.uk

FREQUENTLY ASKED QUESTIONS - The contribution that specialist services and teams make to the progress and well-being of children with SEND

Q. Will I be able to meet the 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

4. How we identify, assess and plan support

Our starting point is to have a "listening" conversation with parents/carers in the summer term before children start school: 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 also listen to children to find out how they are settling in to school

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

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.

This link explains how the Educational Psychologist team support our school

http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=XMciA_dWiiM&localofferchannel=0#localoffer

We follow Camden's guidance for the identification of SEND <http://www.localoffer.camden.gov.uk/>

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 SEND in our SEND policy:

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

Q. If my child has been assessed as having a SEND, 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.

Q. Will my child have a personal plan?

A. All children with SEND 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.

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

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.

Q. I am a Carer of a boy in Year 5 – he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?

A. Arrange a meeting with our SENDCO. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated teacher* for LAC and with services and link workers to make sure that we "join up" our 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 SEND to plan a personal programme of support

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

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children – including those with SEND – are progressing. We call this our Pupil Tracking Meeting. These meetings are held with the Headteacher and SENDCO.

We will arrange a meeting with parents of children with SEND 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 SEND 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. We will also invite you to a meeting once a term to discuss your child's progress. 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 SEND.

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.

Fleet school leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEND 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

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 whole school 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 next steps in learning. The class teacher and/or SENDCo can give advice and support with ideas and strategies to support learning in Literacy and Numeracy.

Also subject leaders can provide guidance leaflets and have done so for areas such as calculations, reading and spelling.

7. How we make sure that children with SEND enjoy a broad and balanced curriculum*

We provide a curriculum that is broad, balanced, motivating and accessible to all children.

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 SEND to play a full part in the life of our school.

Educational visits are an integral part of the curriculum at Fleet with all classes undertaking at least 3 visits per term. Children go on a week long residential visit in both Year 5 and Year 6. With visits having such importance within the curriculum, careful planning and risk assessments are undertaken to ensure that all children with SEND can be fully included on all visits and enrich their learning experiences.

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, they are frequent (for example four sessions a week) and short (for example 20 minutes). They are well taught by a trained Teacher or Teaching Assistant.

Our SENDCO monitors the quality and effectiveness of these interventions every term.

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 SEND, 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

Additional staff provide support for learning in the Classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These staff include:

Staff	Examples of what they do
Teaching Assistants	In-class support working with a child with an EHCP*/ENG* Small group support for mathematics/literacy
Learning Mentor	Individual and small group work based around language and communication skills and social skills.
Literacy support Teacher	Individual support for children identified as having specific needs in Literacy. Small group in class support for identified groups with reading and writing.

FREQUENTLY ASKED QUESTIONS – How we make sure that children with SEND 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: for example, with the agreement of the child and parent we will run sessions during Assembly time.

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 encourage the attendance of our most vulnerable children at these activities. If a child needs help to get involved we do our best to provide that help.

Q. My child has a SEN statement and works very slowly. Are there any special arrangements to support him during the SATs?

A. Yes, with advice from our Educational Psychologist, we provide specially tailored access arrangements to ensure that he will be able to show what he knows and can do.

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.

We have an Accessibility Plan* through which we are making improvements to the school environment over time.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Sensory Advisory Service provide guidance, advice and equipment for a child with particular access or support needs.

You will find more information about Camden's Sensory Advisory Service on this link to the Camden Local Offer:

<http://search3.openobjects.com/kb5/camden/cd/service.page?id=CwbEH3ffRME#localoffer>

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. The upper floor classrooms are not accessible for wheel-chair users but we will move classes in order to welcome and include a child with long-term limited mobility.

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

A. We have improved the "visual environment"* - for example, bright step makers were put in place to support a pupil with a visual impairment recently. We also work closely with the Camden Sensory Advisory Service* to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for support staff who work closely with pupils who have a visual/hearing impairment.

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 and this is completed on a termly basis through a formal parent and teacher meeting. Fleet also has an open door policy where children and parents are welcome into classrooms between 8:30-9:00am each day. The class teacher is always available during this time which enables parents to chat to teachers in a more relaxed forum.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND 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.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and will support parents with interpreter services if required.

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 SEND?

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 – the SENDCO will organise this meeting.

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 with the SENDCO. The SENDCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEND which you can look at and contribute to.

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

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

- Our SEND policy on the school's website shows how we support and work with families of our SEND children.

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

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

Q. How can you help me to help my child at home?

A. We will make sure that when we meet we will share your child's next steps in learning. The class teacher and/or SENDCo can give advice and support with ideas and strategies to support learning in Literacy and Numeracy.

Also subject leaders can provide guidance leaflets and have done so for areas such as calculations, reading and spelling.

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 **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**.

It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on their website:

www.sendiasscamden.co.uk

The person in charge of the service is Julie Bidgway

Email = SENDIASS@camden.gov.uk Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters* - who work directly with young people and the parents of children being assessed for an EHC/ENG plan. There is more information on these links to the KIDS organization:

<http://www.kids.org.uk/camden-independent-support>

<http://www.kids.org.uk/>

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

You may wish to use a SEND mediation service if you cannot agree with Camden – details below.

<http://cindex.camden.gov.uk/kb5/camden/cd/advice.page?id=f-D-eTvb3Lg&localofferchannel=0>

10. How we listen and respond to children and young people with SEND involving them in the full life of the school

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, for example, through a video montage or power point presentation
- 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 SEND

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.

Q. What should I do if my child says that they do not want to come to school?

A. Talk to your child about any worries or concerns they may have. The first point of contact is the Class Teacher, who can address any concerns your child has shared or use their relationship with your child to encourage them in to the class. The Class Teacher will seek appropriate support if the issues are wider.

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 offer to meet with parents 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 transition booklet 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 SEND 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 arrives during a school year, 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.

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

			- Give Learning Mentor support if required for first term and a pupil buddy
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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.

This often involves a “Buddy” arrangement* - a Year 8 child makes friends with the new pupil and helps her/him through the first term.

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

Q. What might change about my child’s support when he/she moves to secondary school?

A. Our SENDCO will make sure that the Secondary school is fully aware of his/her 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 SEND 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 and 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 SEND 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 promote positive behaviour as part of our philosophy of learning – for example, through group and paired work.

The SENDCo and leadership team work closely to monitor vulnerable pupils across the whole school. Any children identified as being vulnerable in terms of well-being are assigned a mentor who meets with them weekly for 20 minutes to talk and discuss any issues, worries etc. This is often with the learning mentor, an LSA trained as an ELSA (emotional literacy support assistant) or a member of senior management.

We have a zero tolerance approach to 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.

We have a whole school policy on anti-bullying:

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
Tavistock Outreach in Primary Schools Service (TOPS)	1 day a week – lead psychotherapist + 2 trainee child psychotherapists	Works with children and parents for example, at times of crisis such as bereavement, or for longer pieces of work support mental health and wellbeing of whole family.
Learning Mentor	3 days a week	Works with children, parents and staff – with a focus on learning
Art Therapist	As required	Works with children to enhance self-esteem, develop more positive behaviour patterns.

When a child returns to school after a fixed-term exclusion, the Head teacher meets the parents and child together to agree a support plan to help him or her settle back into school and make good progress in learning.

We make sure that our school council is representative of the population of the school and we encourage and support children with SEND to take on a range of whole school responsibilities.

We are currently updating our medical needs policy to reflect how we manage medical needs. This will be available on the website soon.

A senior leader has responsibility for Health and Safety concerns across the school.

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. In some cases an outreach worker can be provided to support the pupil with learning at home.

Our School Nurse is Beverley Haynes. The SENDCo in partnership with the school nurse has responsibility for the Individual Health Care Plans and carries out staff training in order to meet the specific medical needs of the child.

We support all children to attend school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our policy on attendance describes why and how we promote high attendance for all children

We provide specialist support and up to date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have **an up to date DBS * check (Disclosure and Barring Service)**.

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 stressed or sad.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL??

We constantly monitor important evidence for success – we take action where we are not successful

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

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

We also want to understand the experience of children with SEND 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

Head Teacher: Don McGibbon
Issue Date: September 2019

Chair of Governors Signature: Kim Issroff
Review: September 2020

Glossary

Word	What this means
SEN policy	Document which explains how children with special needs are supported at school.
Camden Local Authority	The body that manages and implements provision for schools and SEND within the Camden area.
Education Health and Care Plan (EHCP)	Document which details the specific needs of a person and how they will be supported by different people/agencies such as school, NHS etc
Exceptional Needs Grant (ENG)	Exceptional Need Grant will provide schools with the funding to meet a child with EHCP level of needs for up to two years.
SEN statement	Document which details the specific needs of a person and how they will be supported by different people/agencies such as school, NHS etc.
1 Leadership and Management	
SENDCO	Special Educational Needs Co-ordinator. The person responsible for looking after special educational needs within the school.
SEN REGISTER	Special Educational Needs List of children, so the school can continually monitor and support them.
Personal Plan	A plan for each child with SEN that tracks their needs and progress, supports parent and child views, sets targets for everyone to work towards. Reviewed termly.
PROVISION MAP	A document that shows all of the different ways that the school can support pupils in addition to the usual curriculum available to all.
School Development Plan	School document that shows the areas that will be developed and improved within the next 3 years. The areas can be subjects such as Literacy or the school environment such as the playground.
Governing Body	A group of people who work together and meet regularly to ensure the effective running of the school.
2 How we develop the skills, knowledge and expertise of school	
Teaching Assistant	Additional adults who support the learning process, social behaviour and needs of children.
National Teaching Standards	Standards introduced by the government that cover areas of teaching and learning.
Key Worker	Identified and named person who is responsible for managing and coordinating all care and support in place for a specific child.
3 The contribution that specialist services and teams make to the progress and well-being of students with SEN/D	

Educational Psychologists	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.
The Hearing Impaired Service (HI)	Camden service of specialists who give advice, support and monitor children with HI.
The Visually Impaired Service (VI)	Camden service of specialists who give advice, support and monitor children with VI.
Occupational Therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.
Speech and language therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.
Physiotherapist	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with physical needs.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students.
MOSAIC	Supporting young students with complex needs who require input from a range of services.
Family Services Social Work (FSSW)	Services that support the child and the family accessing the correct services and safeguard children.
SCAS	Helping schools with identification planning for students with ASD (Autistic Spectrum Disorder)
Health Visitor/School Nurse	Health Professional who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.
Referral and eligibility criteria	Set of statements looking at a range of needs that must apply in order to apply for a Statement of special needs.
4 How we identify and assess children with SEN/D	
English as an additional language (EAL)	Where English is not spoken as the main language at home and the child is learning English in addition. Children can be early learners or fluent in English.
Small Group Intervention	A group of up to 6 children working with an adult on a specific programme. This is often time limited and evidence based.
School's designated teacher for LAC	Teacher who is responsible for monitoring the progress and well being of children who are looked after by the Local Authority.
5 How we review your child's progress	
Personal Plan	Document that is written and reviewed termly by SENDCo and class teacher, which is then shared with pupils and parents. This contains short term targets for that term.

6 How we make sure that teaching and support help your child to learn and make good progress.	
Differentiated	Work/tasks that are modified to suit the learner's needs.
7 How we make sure that children with SEN/D enjoy a broad and balanced curriculum	
Reasonable adjustments to plans	Where plans are adapted to ensure that all pupils can be included on a visit.
Specialist interventions	Support provided by a professional to help a child make progress in a subject.
Visual timetable	A plan/outline for the day that is presented pictorially to help a pupil understand routines.
Augmentative and Alternative Communication	Using computers and technology to either support speaking/listening and/or written communication.
8 How we make sure that our school and classrooms are safe, accessible and stimulating	
Accessibility Plan	A plan which shows how the school is improving the environment to ensure equality of access for all learners regardless of disability.
Visual environment	Classroom displays, signs and pathways.
Camden Sensory Advisory Service	A specialist team who help support people with hearing and visual impairments.
9 How we work in partnership with parents and carers	
Independent supporter	A person who can support a family through the EHCP process. They are independent from the local authority. They use allocated time to work with families and liaise between different agencies.
10 How we listen and respond to children and young people with SEND involving them in the full life of the school.	
Pupil voice	Opportunity for the pupils to have their say and express thoughts and feelings. This is collected in many ways: School council, questionnaires, focus groups.
11 How we support children joining and leaving our school and making transitions	
Passport/Transition Booklet	Document which is used within the school to enable all staff working with a specific child with SEND to understand their needs and required support.
12 How we support children's health	
Disclosure and Barring Service (DBS)	Helps employers make safer recruitment choices and stops unsuitable people from working with vulnerable groups such as children.