



WHAT IS THE SCHOOL'S LOCAL OFFER

St Mary and St Pancras CE Primary School's local offer sets out, what we provide for our children with special educational needs and/or disabilities (SEND) throughout their time with us. 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/> 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 SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP)*.

WHAT KIND OF SCHOOL is St Mary and St Pancras CE Primary?

We are a one-form entry primary school with a nursery in the London Borough of Camden. Standards have been rising steadily and the school is very popular in the area of Somers Town.

- We promote a strong Christian ethos.
- We are inclusive. We address each child's individual needs.
- There is a broad and inclusive approach to the whole community.
- The school fosters an inclusive atmosphere in school and at play.
- We are lucky to be part of such an inclusive, vibrant, friendly community.
- We provide a vibrant and secure community for children to thrive within.

WHAT DO OTHERS SAY ABOUT OUR PROVISION FOR SEND & INCLUSION?

Our most recent OFSTED report (2019) noted:

'Pupils with special educational needs and/or disabilities (SEND) do well because care is taken to plan work that meets their individual needs' and 'The school makes excellent provision for pupils' spiritual, moral, social and cultural development. This is helping pupils to acquire a thorough understanding of life in modern Britain. Leaders have worked effectively to instil an ethos of teamwork within the school, with the values of friendship and forgiveness central to their work.'

Parents report that they feel very safe and well supported by the adults around them.

OUR VISION – WHAT WE THINK IS IMPORTANT

- Uphold our commitment to being an inclusive, community school.
- Develop and enhance our broad and relevant curriculum.
- Maintain and enhance the overall quality of teaching and learning, so that it is outstanding.
- Provide every child with the opportunity to develop their own interests and meet new challenges.
- Sustain and enhance high quality provision throughout EYFS in order to maximise learning opportunities and progress.
 - Achieve high standards and rates of progress in core subjects that are above national averages in KS1 and KS2.
- Achieve rates of overall attendance that are above national averages.
 - Develop contexts for learning that are reflected in a high quality, interactive learning environment throughout the school.
 - Encourage all parents and carers to be partners in their children's learning.
 - Develop our extended provision to the whole community and other partners in the local area.

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

WHO TO CONTACT FOR MORE INFORMATION

- Our HeadTeacher provides leadership on inclusion and high achievement for all is **Miss Belton**. Email: Head@stmp.camden.sch.uk
- Our SENDCo who leads on the day-to-day operation of our SEND procedures following guidance in the SEND Code of Practice **Miss Carneiro**.
Email: Admin@stmp.camden.sch.uk
- Our "SEND" Governor, who has a responsibility for monitoring and supporting the school on SEND matters on our governing body is **Father Paschal**.
Email: Admin@stmp.camden.sch.uk

COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website and we have tried to make sure everything is clear and helpful.
- You will also find our SEND Policy on the website.
- You can request a copy of our SEND policy or Local Offer from our office. This policy provides more details about how we are implementing the SEND Code of Practice

OUR LOCAL OFFER

We present our Local Offer 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 for children with SEND
5. Reviewing children's progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms and 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 and health

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

Our Assistant Head Teacher and SENDCo, Miss Carneiro has overall responsibility for SEND and this means that we discuss SEND issues in the weekly Leadership Team meetings as well as in children's progress meetings with the class teachers and the Leadership Team.

She has day-to-day responsibility for the operation of the SEND policy and coordination of the specific provision made to support individuals with SEND including those with EHCP's.

She keeps a profile of children we identify as having a SEND. This list is reviewed and updated regularly after discussion with class teachers.

A Provision Map* that shows all the different ways that we provide extra support, (for example, support for reading, language and communication and number) for children with SEND is held and monitored as needs arise.

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.

Each child in the school is discussed in our Pupil Profile Meetings and each child who has been identified as having SEND is discussed in more detail in a further planning meeting where provision for them is decided.

Each year, areas for development are prioritised and these actions are recorded in our School Development Plan* and monitored and evaluated with the Head Teacher throughout the year.

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

We have a Governor who takes a particular responsibility for SEND matters. He meets with our SENDCo regularly to discuss a range of issues regarding SEND.

We involve our Governors when we review and revise our SEND policy and our Local Offer at the start of each school year.

FREQUENTLY ASKED QUESTIONS – What 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 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 looks carefully at the needs of the children across the whole school and in discussion with the class teachers, makes decisions 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 they get 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) , Exceptional Needs Funding Grant or Cliff funding for children in Nursery. You can find more details about assessment on the Camden local Offer website:

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

The government has published a useful guide for parents on the SEND Code of Practice: see page 22 onwards.

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

How we develop the skills, knowledge and expertise of school staff

All staff – including support staff - have regular training and guidance to meet the needs of our children. Our SENDCo has a responsibility to arrange and provide this training.

Throughout the year we hold training sessions in school for teachers and support staff to reflect the needs within the school and to improve our support for pupils with SEND. Staff also attend Camden and national run training to develop their own expertise.

Recent examples include:

- Autism training
- Support and strategies for handwriting
- Training from the school nurse, to inform the staff about asthma and allergies
- Phonics training for KS1

Our Specialist Services provide support and training in a variety of ways including:

- Drop in sessions/teachers surgeries run by the Occupational Therapists, Educational Psychologist and Speech, Language and Communication Team.
- Training by all these services on running specific support programmes with children.
- Teaching assistants supporting children in sessions with the specialist services and completing follow up activities. We carry out audits of staff training needs – this includes knowledge and expertise about different SENDs.

Our SEND Policy provides written guidance about the different categories of SEND in our school and training is targeted to support staff in developing their knowledge in these areas.

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

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 and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the school who understands my child's needs as soon as they start?

A. If children come to us with an already identified special need, then the SENDCo will ensure that she liaises with the previous setting to ensure that the staff provide us with all the information we will need for a smooth transition. The SENDCo will also meet with parents of any new child transferring with SEND in order to get a full picture of their needs. Any relevant training will be put in place for teachers and/or teaching assistants.

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 children and parents and advice for our school. The services which are working in our school this year are:

Specialist Service	Name	Frequency	Examples of what they do
Educational Psychologist	Dr. Trudy Kearney	According to the needs of specific children and referred by the SENDCo	Observation of children. Advice to staff, parents and children Support for assessments
Occupational Therapist (OT)	Farah Jalilvand	School is allocated sessions and children are referred by the SENDCo, GP's and hospital.	Individual intervention with children and also with staff if needed. New Referral assessments. General support for OT issues in school including training staff and parents.
Camden Language and Communication Service*	Neil Ashe	According to the needs of specific children	1:1 and group work with children Staff training In class advice and support.
Speech and Language Therapist (SALT)	Callie Biasco	Fortnightly	1:1 and group work with children. Assessing children and advising on next steps. Meeting parents. General support for SALT issues in school including training staff and parents.
Primary Learning Support Service	Mary McKenzie	According to the needs of specific children	1:1 and group work with children. Training and advising on next steps for improvement in social and emotional needs for children. Meeting parents and the staff team.

Child and Adolescent Mental Health Service (CAMHS)	As needed	According to the needs of specific children	Support for the emotional and personal development of children.
MOSAIC *	Various Non-school based	According to the needs of specific children	Multi agency assessment, diagnosis and support for children & their families from 0-18
Camden Sensory Support Service	Various, as needed	According to the needs of specific children	Support for children and teachers on hearing needs and visual impairment.
School Nurse	Ann Bunko	According to the needs of specific children	General medical support and screening. Staff training on medical issues eg asthma and Epi-pens
Kick London – Mentoring Support	Sam Walford	Weekly	Support for the emotional and personal development of children

The glossary at the end of this document explains what each of these teams does.

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. Each service has referral and eligibility criteria - this means that service support is targeted on children with higher levels of need.

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 speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be provided with regular reports to indicate how your child is doing and you will have the opportunity to talk to a member of the team to discuss your child's progress

How we identify, assess and plan support

Our starting point for new children joining the school in Nursery or Reception is to listen carefully to what parents tell us about their children's development during home visits. We ask whether parents/carers have any concerns about their children - for example, if they have a disability, additional 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

observations and an early review of progress. We also listen to children to find out how they are settling into school.

We continue to assess and monitor throughout the child's time in school so that we can look out for any special educational needs that might arise later on. We hold Pupil Progress Meetings three times a year and this alerts us to any children who might be falling behind or not making the progress that we would expect them to.

We take great care to establish whether a 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 such as Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the child'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:

<https://www.camden.gov.uk/eps>

We follow Camden's guidance for the identification of SEND. This guidance is based on the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014.

When we have identified that a child has a special need, then we plan how we will put additional support in place to help the child.

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 parents/carers and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Support Staff 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 who work with specialist services will have a personal plan called a Person Centred Plan*. Other children will have a Personal Passport* which highlights their strengths and provides strategies for their difficulties. When we have

assessed your child's needs we will meet with you to share the 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.

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.

Once a term we review how well all children – including those with SEND – are progressing. We call this our Pupil Progress Meetings. This alerts us to any concerns we might have about children not making enough progress.

We also review the Person Centred Plans once a term. This allows us to see what progress they have made towards the targets we have set and set new targets as appropriate. If a child isn't making progress, we will look carefully at the support that has been put in place and see if anything needs changing or adapting. This plan will include short term targets and will describe how we will support your child to achieve them and what we would expect parents to do at home.

We will share these plans and ask for the contribution of children and parents to them.

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.

The children who have an Education and Health Care Plan have an annual review of their needs and targets yearly, where all professionals involved with the child are invited.

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. If you have concerns and worries about your child at any time, please contact their class teacher and we will arrange a meeting to discuss these concerns. You will be able to meet your child's class teacher twice a year at the parent evenings.

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 support staff have a clear understanding of the learning needs of the children in their class.

Our 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:

- Having high expectations for all our children regardless of their starting points.
- Ensuring there are good school/home links in place so that regular communication happens.
- Offering a broad, balanced, engaging and relevant curriculum for all our pupils to keep them motivated and interested in learning.
- Enriching the curriculum with a range of other experiences to bring the learning alive.
- Using a variety of teaching styles to engage all learners including making available specialist equipment and digital technology.
- Carefully differentiated (taking account of different needs) planning which ensures that all children are able to make progress, because we know that every child is different.
- Ensuring that our planning, assessment and feedback is of the highest quality.
- Making sure that we reflect on our work and improve what we are doing by learning from others
- Providing our children with stimulating and supportive learning environments to celebrate their work and help them learn.
- Providing additional adult support from well-trained and well supervised teaching assistants in order to include all children in lessons.

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 teaching and learning in our whole school policy: <http://www.stmp.camden.sch.uk/school-info/school-policies/>

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. We also provide training and guidance for parents on how to help their children at home, for example our Parents Workshops.

We try and make our homework clear and straightforward and our policy contains all the relevant information.

Teachers are available to talk to parents about how to help their children further. Hearing children read and helping them learn their spellings and timetables are vital for supporting all children.

**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. We want our exciting curriculum to be one of the many reasons our children love coming to school! We know the importance of teaching English and maths but that isn't all we want to offer our children. We are a church school and we therefore have a strong Christian ethos, which at its core, is respect for all.

Our recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) in February 2017 noted:

‘The school’s five Christian values weave a thread through the life of the school and firmly shape its distinctive Christian character. The respect and friendship, shown equally to all pupils and their families, means that pupils feel safe and included in the school’s warm and welcoming environment’.

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. We carefully monitor our provision to ensure that our children with SEND are taking part in a wide range of clubs, sporting and musical activities as well as the other exciting opportunities that the school offers.

We arrange educational visits and journeys and try to make sure that all of our children can take part. When necessary, we make reasonable adjustments to plans and arrangements.

Our Provision Map shows additional specialist interventions to accelerate children’s progress. These sessions run for a limited time, sometimes for a half or a full term. The sessions are often frequent and short, for example, two or three twenty minute sessions a week. They are delivered by either a trained teacher or support staff.

We regularly monitor the quality and effectiveness of these interventions. 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. We also adapt the curriculum to include children with SEND, for example:

- Using Makaton signs to support children with language and communication difficulties.
- Providing visual timetables*
- Providing resources such as sloped writing boards and special cushions for children with occupational therapy needs.

Additional staff provide support for learning in the classroom. This support may include:

- In-class support working with a child or children
- Small group support for reading, writing or maths
- Occupational Therapy or Speech and Language support activities
- Specialised intervention programmes
- Small group support and catch up for phonics
- Educational and Pastoral Support for children in class

FREQUENTLY ASKED QUESTIONS – How we make sure that children with SEND enjoy a broad and balanced curriculum

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. We will often rotate the way that children are taken out so they miss different things.

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 this information is in our newsletter.

If a child needs help to get involved, we will try our utmost to provide that help.

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. The building is fully wheel chair accessible with a lift to the first floor and disabled toilets on both floors.

We have an Accessibility Plan* through which we are making improvements to the school environment over time. We review and respond to relevant disabilities within our incoming pupil population.

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. Some children have a manual handling plan to help them access the areas in the school.

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 laptop computers.

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 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 child's achievements and their well-being
- Their child's participation in the full life of our school

We meet parents regularly to coproduce Person Centred Plans and teachers and the SENDCo are always available to discuss concerns with parents. We will also help and advise parents/carers on how to help their children make progress at home.

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 Albanian, Arabic, Bengali, Kosovan, Polish, Spanish and Russian.

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.

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.

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.localoffercamden.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 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 the website:

<http://www.sendiasscamden.co.uk>

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

<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

<http://www.stmp.camden.sch.uk/school-info/school-policies/>

How we listen and respond to children and young people with SEND

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.
 - 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 two identified adults with whom they can talk and share any worries or anxieties. We are fortunate to have a learning mentor who works with in the school once a week.

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.

How we support children joining our school and leaving our school – and making transition.

In line with Covid 19 guidelines, meeting may take place either in onsite in a socially distance manner in line with our risk assessment or virtually.

When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant will visit, collect information and records from previous Nursery/childcare provisions. Children moving from our Nursery to Reception are discussed in a detailed meeting between Reception and Nursery staff.

When a child starts in Nursery, all parents are given a tour and introduced to the key members of staff. The child will gradually build up the time they spend in Nursery with the parents spending less and less time as the children get used to being left. This is personalised for each child, negotiated with the parents each day and is different according to their previous experiences and how the child is settling.

In Nursery and Reception, a new parents meeting is held in the summer term before the child starts, so that the parents all hear the same messages about how the children will be learning and the expectations of the school. The children have a drop-in afternoon, to get used to their surroundings. For children who are totally new to the school, the first day is just for them so they get used to the staff and the school before the others join them.

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 support staff have a clear understanding of the needs of all children. The children get to spend a small amount of time with their new teacher before the summer holidays so they get to know them.

We try and ensure that the children have a gradual adjustment to the next steps in their school life.

The teachers spend time reading over all the records of the special needs children so they have a good understanding of the needs of the children. They will have discussions with the SENDCo about provision and planning for the new children coming into their class.

Transition to secondary school is taken very seriously and lots of work is done to support the move. This includes visits to secondary schools, nominating children for summer schools, meeting with secondary school year heads and SENDCO’s, lessons about secondary school within the class and specialised sessions for more vulnerable children run by our SENDCo or Speech and Language Therapist. The SENDCo will support parents at the end of Year 5 in choosing secondary schools for children with Education, Health and Care plans.

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. Teachers will meet parents before the child starts to get to know a bit more about them. If the child has special needs, then records are passed over and discussions are had with the previous SENDCo.

Key Transitions	The Key Focus	Who Involved	What we do
Starting school- Nursery and Reception	We want our children to settle and enjoy their	Nursery and Reception staff SENDCo	Home visits New parents tours New parents meetings

	early school experiences	Previous setting, if applicable	Camden EYFS transition day Encourage visits before starting Gradual settling
Key Transitions	The Key Focus	Who Involved	What we do
Nursery and Reception to KS1	We want the children to begin more formal learning, but in a gradual way	Nursery, Reception and Year 1 and 2 staff teams SENDCo	- Visits to the new class - Meet the new teacher Handover meetings Foundation Stage Profile meeting
Primary to Secondary	We want our children to feel fully prepared for their move to a new school.	Year 6 Team Learning Mentor SENDCo	Camden Primary and Secondary SENDCOs meeting Head of Year 7 Attend Induction days Hold Transition sessions run by secondary schools Nominate children for summer school or transition groups Run transition lessons Run groups for vulnerable children Secondary SENDCo attends Year 6 Annual Reviews Additional visits to Secondary school if required and needs discussed with Secondary SENDCo
New Admissions	We support children coming into our school as much as possible in key areas such as learning,	HeadTeacher Office Staff Teachers SENDCo Support staff	Assess needs - Go through classroom routines and weekly timetable - Tour the school – Give the new pupil a ‘buddy’

	friendships and well-being		
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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 an 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 Education Health and Care plan in year 6

We then provide extra escorted and supported visits to the secondary school: depending on the school these can 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.

Q. What might change about my child’s support when they move to secondary school?

A. Our SENDCo will make sure that the Secondary school is fully aware of their needs and will explain what was most effective and successful for them 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 important adults will be for your child.

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 and whole school assemblies.

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.

You can read more about our approach to behaviour in our policy:

<http://www.stmp.camden.sch.uk/school-info/school-policies/>

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 our Educational Psychologist or Child and Adolescent Mental Health.

We have a "playground buddies" system - older children (and some of these have SEND) help children in the playground to join in games and activities and "mediate" when there are arguments and disputes.

We have a policy for children with medical needs.

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

- The medical condition and resulting needs, e.g. medication and treatment; environmental issues
- Support for any educational and emotional needs
- Who provides support: their role and training and who needs to be aware of the child's needs/condition
- 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 him/her in touch with learning and friendships.

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.

<http://www.stmp.camden.sch.uk/school-info/school-policies/>

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

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

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

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

A. We have a well-trained team of support staff who organise games and activities as well as 'Playground Buddies'. A very important part of the support staff 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. Quick feedback to teachers ensures that issues are dealt with quickly and effectively.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL?

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

We look at facts and data, to make sure we are meeting the needs of children with SEND.

- Academic standards and good progress
- Behaviour – for example, few exclusions
- Attendance – high
- Involvement in activities, visits and clubs
- Taking responsibility - involved in the full life of the school
- Destinations and smooth transitions – e.g. feedback from secondary schools
- Parent feedback - confidence and trust
- Parental complaints – few and 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

- Children's sense of inclusion

- Positive attitudes to self, peers and school: positive friendships
- Their personal resilience and confidence as learners

GLOSSARY – WHAT WORDS AND PHRASES MEAN

Accessibility Plan

A plan that shows how the school improves access for disabled pupils to the school curriculum, the physical environment of the school and the delivery of written information.

Camden Education Welfare Service

Supports the school with issues over attendance including truancy and issuing parents with penalty notices for poor attendance.

Camden Language and Communication Service

Supports children and teachers where there are issues with speech and language delays and disorders. Work can be direct with children or training and support for staff.

Camden Local Authority

Providing a range of services to the people that live in the borough and has a responsibility for schools.

Camden Sensory Support Service

Staff work with children and teachers supporting children who have a hearing or visual impairment.

CAMHS team

The Child and Adolescent Mental Health Service – now called Open Minds. Provides assessment and treatment when children have emotional, behavioural and mental health difficulties.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties

(SLD) and multiple learning difficulties (PMLD) This area covers a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This area includes children with autism.

Disclosure and Barring Service (DBS)

The Disclosure and Barring Service (DBS) helps schools make safer recruitment decisions and prevent unsuitable people from working with children.

Education and Health Care Plan (EHCP)

The EHC plan is a single plan that shows the support that a child will need for education in school as well as support from health and care services and put all in one plan. They are replacing statements.

English as an additional language (EAL)

Children who do not speak English as their first language and who are learning English in addition. Children can be early learners or fluent in English.

Educational Psychologist

Helps to assess children's learning needs and helps teachers to understand how to adapt their teaching to meet the child's educational needs.

Foundation Stage Profile

All early years providers must complete a profile for each child during the academic year they reach the age of five. The profile describes the child's level of attainment at the end of the reception and identifies their learning needs for the next stage of school. This provides support for safety, personal well-being, attendance and health.

Governing Body

A group of people who work together and meet regularly to ensure the effective running of the school.

Personal, Social, Health and Emotional Education (PSHE)

A non-statutory subject, where the school can decide what to teach. A good PSHE curriculum will equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions

Person Centred Plan (PEP)

A plan that is written and reviewed three times a year for children with special needs that sets targets in order for the child to make progress.

Provision Map

A document that shows all the different ways that the school can support pupils which is additional to or different from the usual curriculum.

Pupil Passport

A passport that outlines the strength and difficulties along with strategies to help the child be successful in their learning.

School Development Plan

A document that shows all the schools priorities for development for the upcoming year.

School Nurse

Provides general support for the school including for children with Individual Health Care Plans. She carries out developmental screening.

SENDCo

The person responsible for looking after special educational needs in the school is called the Special Educational Needs and Disability Coordinator – known as the SENDCo.

SEND Policy

A document that demonstrates how we meet the special educational needs of our children.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. It

would include children with attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/ or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This would include children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) as well as children with a physical disability (PD)

Small Group Intervention

Children are worked with in a small group, usually in areas covering reading, writing, maths or speaking and listening.

Occupational Therapist

The Occupational Therapy service provides assessment and both direct therapy and an advisory service in areas such as motor skills and coordination, self-care and functional skills.

MOSAIC

Service that assess and work with young children who have more complex needs and may need input from several services.

Visual Timetable

The plan for the day is presented in pictures so that children know what to expect at all times during the day.