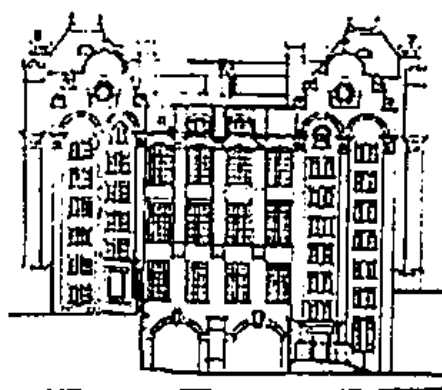




NEW END PRIMARY SCHOOL

LOCAL OFFER

WHAT IS THE SCHOOL LOCAL OFFER?

The New End School local offer 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.

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

Camden Local Authority also publishes on its website a Camden Local Offer – setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which is replacing the SEND statement. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEND
- arrangements for resolving disagreements and mediation

THE PURPOSE OF OUR LOCAL OFFER

- The purpose of our school's local offer is to inform parents and carers about:
 - o how we welcome into our school children with special educational needs and/or disabilities;
 - o how we support them in all aspects of school life and remove barriers to achievement;
 - o how we work in close partnership with parents/carers and children;
 - o how we make effective provision for all of our children with special educational needs and disabilities – SEND.

- We will keep our Local Offer under review – by asking parents and children what is working well and what they want to improve
- The next review date for our Local Offer is January 2026.

WHAT KIND OF SCHOOL IS NEW END?

We are a Camden primary school for the 5-11 age range. There are two classes in each year group. We have a nursery for children aged 3-4. Children start in Reception class in the year they turn five.

The children in our school are happy learners, making the most of opportunities given to them. They make good progress.

We communicate openly and regularly with the parents and carers of children with SEND and have an open-door policy where a member of our SEND team will meet with parents whenever they might flag up a concern. We always aim to find time for parents, hoping to provide reassurance for any small thing they may be worrying about.

OUR VISION – WHAT WE THINK IS IMPORTANT

- We welcome difference and diversity – learning from and about diversity strengthens our community
- We value, respect and celebrate the achievements of all children
- We will involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively
- 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 fulfill their potential
- 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

HOW WE IMPROVE OUR PRACTICE

We are a learning community and believe that it is important to keep up to date with the latest thinking behind special educational needs and any new tried and tested interventions. Our teachers, TAs and LSAs have opportunities to undertake training held by the occupational therapy and speech and language services in school on an annual basis as part of our service level agreement with the local authority. In addition, both services run regular 'surgeries' in school where teachers, TAs and LSAs can share concerns and/or check that they are best supporting children in their classes.

COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website – www.newend.camden.sch.uk/ we have tried to make sure everything is clear and helpful.
- You will find our SEND Policy on the website
- If you want to talk to member of staff we will arrange for a member of staff to meet you and answer your questions: let us know if you need an interpreter or British Sign Language signer – we will do our best to provide this support

- New End's Local Offer 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.camdenlocaloffer.camden.gov.uk.

WHO TO CONTACT FOR MORE INFORMATION

- Our Head Teacher – who provides leadership on inclusion and high achievement for all is **Karyn Ray**
 - o email = head@newend.camden.sch.uk
- Our Deputy Head – who also provides leadership on high achievement for all is **Alan Girling**.
 - o email = a.girling@newend.camden.sch.uk
- Our SENDCO and Assistant Headteacher – (the first person to talk to about any SEND questions or concerns) who leads on the day to day operation of our SEND procedures following guidance in the SEND Code of Practice 2014 and has responsibility for Inclusion at New End is **Heidi Meakin**.
 - o email = h.wilmot@newend.camden.sch.uk
- Our “SEND” Governor who has a responsibility for monitoring and supporting the school on SEND matters on our governing body is Phillip Quinn
 - o email = via_admin@newend.camden.sch.uk Tel = 02074310961
- Our School Office Administrator who can give you copies of our policies is Amanda Connors
 - o email = admin@newend.camden.sch.uk Tel = 02074310961
- Our Site Manager who ensures that the school is clean and safe and has oversight of site access projects is Adam Ronan
 - o email = sitemanager@newend.camden.sch.uk

OUR LOCAL OFFER

The purpose of our Local Offer is to inform parents/carers about twelve important aspects of our SEND provision

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

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

Our Assistant Headteacher has overall responsibility for SEND and Inclusion – this means that we regularly discuss SEND issues in Senior Leadership Team meetings. We keep support for children with SEND under review.

Our Assistant Headteacher (and SENDCO) manages our small SEND team which consists of one part-time SEND teacher and a number of learning support assistants. The SEND teacher helps to plan the programmes of support for individuals and small groups of pupils with SEND which either they, class teachers and/or TAs deliver. They also monitor, manage and plan the interventions which are delivered by TAs. The SENDCO has an overview of this procedure. Our SEND teacher meets regularly with class teachers to monitor and review.

The SENDCO keeps a register/list/profile of children we identify as having a SEND. She also keeps a record on the New End SEND Register of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEND. This is a working document which is constantly updated and reviewed.

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 on a regular basis, forming opinions through an evidence-based and rigorous set of procedures. During pupil progress review meetings which are termly, teachers flag up under-achieving children and ideas on how best to support those children are thrashed out. Resources are directed accordingly. If something is not working well, we change and improve our provision.

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. Together with the SENDCO, she visits classrooms on 'inclusion walks' which allows her to have an overview of SEND in the school. We fully involve our Governors when we review and revise our SEND policy and our Local Offer annually. The SEND governor and Chair of Governors have attended special SEND Governor training to keep abreast of the SEND reforms.

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. A member of our SEND team meets with class teachers 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 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)*. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website:

www.camdenlocaloffer.ehcpassessment.camden.gov.uk

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

All staff, including teaching assistants, has regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange and/or provide this training. The deputy headteacher is also involved in organising CPD for TAs.

Training INSETs are provided for teachers and TAs to ensure that they:

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

We audit staff training needs – this includes finding out our staff's knowledge and expertise about different aspects of SEND. Intermittently, we provide training for 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, down's syndrome and medical needs such as diabetes. Members of our SEND team attend training sessions run by national and local organisations.

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 help us do this.

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

A. As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant ongoing training. In particular, we will provide relevant training and guidance for your child's class teacher on meeting her needs.

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

A. A key worker will be identified and allocated to your child at the start of the school year or when an SEND support programme is put in place. The key worker alongside the SEND team will coordinate provision and monitor the achievement and well-being of your child.

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 Psychologist*	Level of need dependent	Observation of children Meeting with parents and staff Information gathering Assessing children, setting targets on a plan, deliver and review model Attending annual reviews Providing help and support with Educational Health Care Plan assessments Advice to staff, parents and children
The Camden Hearing Impaired service* The Camden Visually Impaired service*	By referrals for specific children	Support and advice to parents, children and school staff on meeting the needs of HI and VI children Attending annual reviews Supporting parents with transition Staff training
Occupational Therapists*	Referrals made by school, G.P., blocks of therapy written in statements	Provide staff training to equip all staff with the necessary knowledge for supporting children OT needs Provide 1:1 therapy with children Meet with parents Attend 'team around the child' meetings Attend annual reviews
Camden Language and Communication Service*	Referrals made by school, G.P., blocks of	Provide staff training to equip all staff with the necessary knowledge for supporting children with S and L needs Provide 1:1 therapy with children

	therapy written in statements	Meet with parents Attend 'team around the child' meetings. Attend annual reviews Provide staff training and advice on ASD Makaton training for staff
Camden Physical Disability (PD) Outreach Service*		Provide advice and support in ensuring our children with a physical disability have the best possible educational programme available to them.
Camden Education Welfare Service*		Assess attendance and punctuality and identify trends/concerns in our student population Meet with headteacher Liaise with and meet with parents
The CAMHS Team	One half day per week	Support for the emotional and personal development of children and their parents Meet with parents Work with individual children Work with groups of children Staff training We have a mental health practitioner on site who is a mental health nurse and counsellor. She works at New End for one half day per week
MOSAIC – supporting children with complex needs*		Assess and support the under 5s, carry out joint assessments
Social Services*		Provide support for families and protect children who are vulnerable
Health visitor/school nurse*		Provide training for staff Teach lessons to children on aspects such as 'medicine safety', 'personal hygiene', 'body changes'
Camden Mosaic Social Communication Assessment Service	When the need arises	A community-based service which provides a multi-disciplinary assessment and diagnosis of children who may have Autism Spectrum disorder or related social and communication difficulties.

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

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

These services provide a range of support including:

- working one to one and with small group work with children

- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

We will 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 website www.camden.gov.uk/localoffer/specialistservices

FREQUENTLY ASKED QUESTIONS - The contribution that specialist services and teams make to the progress and well-being of children with 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 able to meet a member of the team to discuss your child's progress

How we identify, assess and plan support

On our admission form, 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, on our admissions' form we ask whether your child is a sibling of a child with SEND. This ensures that we are aware of family situations and well-equipped to provide 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 child's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We follow Camden's guidance for the identification of SEND. 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: www.newend/SENDpolicy.camden.gov.uk

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 an individual education plan/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 SEND teachers and SENDCO about possible next steps. The SEND teacher or 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.

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 SEND support. We develop this in partnership with parents and the child – working with the SEND teachers, class teacher and SENDCO. 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.

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.

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?

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.

New End School leaders 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 policy:

www.newend/teachingandlearningpolicy.camden.gov.uk

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 with reading, writing and mathematics.

We send out the dates for these events in our weekly newsletter.

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. Some of our playground buddies have a special educational need and taking this responsibility is helping them to communicate more confidently with other children.

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

Our Extra Support Menu* shows additional specialist interventions to accelerate children's progress in, for example, reading, writing and mathematics. Our interventions run for a limited time – sometimes 12 or 24 weeks, frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained teacher or teaching assistant. Our senior Leadership Team together with our SEND teachers, monitor the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEND, for example:

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable and clear explanations of tasks for children with aspects of ASD (autistic spectrum disorder)
- Providing assistive technology (including where necessary Augmentative and Alternative Communication - communication methods used to supplement or replace speech or writing for those with impairments in the production or comprehension of spoken or written language) to ensure effective communication

Additional members of 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 include include:

Staff	Available	Examples of what they do
SENDCo and Teacher with SEND responsibility point teachers		SEND advice to teachers
Child psychotherapist	½ a day per second week	Provides support to the SENDCO via telephone

Teaching Assistants	Full time equivalent	Working across classes in the mornings to assist with the teaching and learning of all children. Running interventions in the afternoons in English and Maths with individual children or groups of children. 1:1 specific interventions
Unlocking Potential - a school-based mental health service providing high-quality therapeutic support to children and families struggling with social, emotional and mental health needs (SEMH). It is led by a Team Manager, a qualified Child Therapist, who assesses the level of need and formulates a targeted intervention plan.	Two days per week	We draw from a broad range of interventions such as: 1-1 therapy (including play and art therapy) and short-term targeted therapeutic interventions. Their work is three-fold: with children, with parents and caregivers and with school staff.
Learning Support Assistants	One with each child with an EHCP	Work 1:1 with the child they support who has an EHCP
Volunteers providing English and maths support	Regularly throughout the week	1:1 and small group support for English and Maths 1:1 support for children with emotional difficulties

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.

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

A. We will try to make sure that a child does not miss important parts of a lesson. As much as possible, children will not miss their English and maths lessons. This is unavoidable at times however

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

A. The curriculum includes a wide variety of clubs and activities that take place before and after school and we monitor the attendance of our most vulnerable children at these activities. If a child needs help to get involved we 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. Over the past five years we have improved the acoustic/sound qualities of our school: for example we have a sound field system in over half of our classrooms. We have an Accessibility Plan through which we are making improvements to the school environment over time – for example, we are removing minor barriers to movement around the school for our pupils with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment.

Specialist teams, for example physiotherapists, occupational therapists and the Camden hearing and visual impairment support service provide guidance, advice and equipment for a child with particular access or support needs. We have a range of equipment designed to support the development of children's coordination and motor skills. For some children with special educational needs, we provide specialist equipment including digital technology: IPADs and laptops

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?

We are wheel-chair accessible on our ground floor. Whilst our classroom arrangements are carefully thought-through to provide access to all, our building is set on five floors. We are unable to accommodate wheel-chairs on our floors other than the ground floor.

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

We have improved the “visual environment” - for example, the clarity of signs around the school to help our students with visual impairment. We also work closely with the Camden Sensory Support Service* to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for support staff.

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

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.

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.

From our involvement in the Achievement for All project we have developed a style of working with parents/carers - for example, through a regular “listening conversation” - which places parents/carer at the heart of decision-making about their child. We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and regularly with parents and carers of children with 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 use the local authority's translation and interpretation services when holding meetings with parents who do not speak English.

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 SEND teacher and your child's class teacher. 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 our SEND policy on the school's website – www.newend.camden.gov.uk. The SEND team is approachable and available to meet with parents to provide open communication and provide progress reports and allay concerns.

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 website www.camden.gov.uk/localoffer

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

A. From time to time, we run parent forum meetings on aspects of learning such as calculation and support for reading. The headteacher holds regular coffee mornings where all aspects of school life are discussed. Parents can suggest areas to put on subsequent agendas. Class teachers can always help with giving parents advice on home learning; working in partnership with parents is crucial for a child's development.

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

A. Yes. It's called the Parent Partnership. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website www.camden.parentpartnership.com. The person in charge of the service is Victor Baldock
Email = Victor.Baldock@camden.gov.uk Tel number = 020 7974 6264

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

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 www.newend.camden.sch.uk 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

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:

- supporting 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 photo album or powerpoint 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.

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

When a parent is considering choosing us as a school, we always encourage them to visit our Nursery or Reception classes. There is an afternoon each summer term where the parents attend a meeting and the children who are about to start in the September, visit the Nursery or Reception classes. On some occasions, class teachers and a member of the SEND team will visit children in their nursery setting and meeting parents, other professionals. We will collect information and records from previous Nursery provision. We plan carefully to help children to feel safe and settle in to our school.

For the children with EHCPs and other special needs, the SEND teacher creates a pupil passport with each child. This helps all adults know specifics about the children.

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 have a clear understanding of the needs of all children. In some cases, a social story will be created which helps children deal with change and transition. Children always visit their new classroom in July and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This helps her/him settle into their new class and find their way around the school.

Other transitions	The key focus	Who is involved?	What we do
Primary to Secondary	- Support for move to new building and curriculum - Support for friendships and well being - Planning support for learning	- Primary and Secondary SENDCOs - Head of Year - Learning Mentor	- SENDCOs from both primary and secondary schools meet for verbal and written handover - Attend induction days - Hold transition meetings with parents - Invite visits to our schools - Secondary SENDCO attends Year 6 Annual Reviews
Mid-term admissions	- Support for coming to a new school – e.g. learning, friendships and well-being	- SENDCO - Learning Mentor	- Meet pupil and parents - Assess needs - Go through classroom routines and weekly timetable - Tour the school - Team up the new child with a couple of pupil buddies

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: these involve a tour of the school and a meeting with the Form Tutor. We 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. There is always a detailed handover from class teacher to class teacher in late July of each academic year; this is part of school policy and procedure. Therefore, teachers are fully informed and ready for their new class in September.

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

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

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

A. You should request a meeting with the school's SENDCO as soon as possible after your child starts secondary school. The SENDCO holds all the records on children with SEND new to the school and s/he will let you know who the Key Worker will be for your child. Secondary SENDCOs will meet with parents of children with SEND in the summer term before they start at secondary school.

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. You can read more about our approach to behaviour in our policy: www.newend.camden.gov.uk

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again. We have a whole school policy on anti-bullying: www.newend.camden.gov.uk

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 SEND teachers, the SENDCO or school psychotherapist. 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
Child psychotherapist	Half a day a week	
Unlocking Potential - a school-based mental health service providing high-quality therapeutic support to children and families struggling with social, emotional and mental health needs (SEMH). It is led by a Team Manager, a qualified Child Therapist, who assesses the level of need and formulates a targeted intervention plan	Two days per week	Their work is three-fold: with children, with parents and caregivers and with school staff. We draw from a broad range of interventions such as: 1-1 therapy (including play and art therapy) and short-term targeted therapeutic interventions.

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

We have an “anti-bullying” system - older children (and some of these have SEND) who are given the responsibility and training to become anti-bullying champions, help children in the playground to join in games and activities and “mediate” when there are arguments and disputes.

We make sure that our school council is representative of the population of the school – we currently have two children with SEND serving on the Council – and we encourage and support children with SEND to take on whole school responsibilities.

We have an up to date policy on how we manage medical needs. See our website www.newend.camden.sch.uk

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

Children with serious medical needs have an EHCP. This will set out:

- The medical condition and resulting needs, e.g. medication and 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.

Our school nurse regularly trains staff on the use of an epipen, epilepsy and asthma. The school nursing service has an agreed level of support with the school and is involved in hearing and sight testing and taking height and weight statistics from children in Reception and Year 6. The school nurse also runs the flu inoculations. We have regular training from the hearing advisory service to keep us in touch with technology and the specific needs of the children with hearing impairment. We have been trained, as a full staff, on internet safety.

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. www.newend.camden.sch.uk

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 CRB/DBS* check.

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

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

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

- Their academic standards and good progress
- Their behaviour – for example, few exclusions
- Attendance – high
- Their 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:

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

GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
1. Leaders, Managers and Governors	
SENDCO	Special educational needs and disabilities coordinator – Heidi Meakin
SEND REGISTER/PROFILE	A list of children who are currently receiving additional support with a specific learning difficulty
EXTRA SUPPORT MENU	A list of interventions which are run by teaching assistants and volunteers
2. How we develop the skills, knowledge and expertise of school	
TEACHING ASSISTANT (TA)	Some teaching assistants, with the relevant training, deliver interventions to children who need a small catch-up boost
LEARNING SUPPORT ASSISTANT (LSA)	LSAs support children with EHCPs in a 1:1 capacity
3. The contribution that specialist services and teams make to the progress and well-being of students with SEND	
Educational Psychologists	Provide school with support in the way children learn, different strategies to teaching and supporting learners. Provide written reports, meet with parents, contribute to statutory assessment, attend parent meetings including annual reviews
The Hearing Impaired service	Provide school with expert advice and support on hearing difficulties and teaching strategies to employ. Are responsible for the up-keep of specialist equipment. Attends meetings including Annual Reviews. Helps parents with transition including advising on best schools for the hearing impaired. Attends visits where appropriate. Provides emotional support for parents.
The Visually Impaired service	Provide school with expert advice and support on visual difficulties and teaching strategies to employ. Are responsible for the up-keep of specific specialist equipment. Points school in the direction of resourcing, big print books etc.
Occupational Therapists	Provides support to school in the form of training in aspects of movement such as fine motor skills and gross motor skills. Trains staff in sensory circuits. Provides 1:1 direct therapy

Word	What this means
	when the need arises and children fit the criteria. Helps school implement interventions such as 'handwriting without tears'. Hold teacher/TA surgeries as advice-giving sessions.
Speech and language therapists	Provide in-school training as part of the support package. Hold regular teacher/TA surgeries. Meet with SEND team to identify needs, plan support. Work 1:1 with children when the need arises. Sets up speaking and listening groups etc.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students
MOSAIC	Supporting students with complex needs
Social Services	Social services have a statutory obligation to safeguard and promote the welfare of vulnerable children and can provide a wide range of services to children and their parents, usually within the own home environment and coordinated by a social worker.
SCAS	Helping schools with identification of and planning for children with autism
Health visitor/school nurse	Checks children's hearing and sight, weight and height at intervals. Teaches in classrooms about pertinent topics such as safety with medicines, personal hygiene.
4. Other terms referred to	
CRB/DBS	Criminal Record Bureau/Disclosure and Barring Service Certificate

Heidi Meakin
Inclusion Manager
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