



SEND Information Report The School's Local Offer

	Name	Signature	Date
Prepared by:	Karen Filiz, Acting Deputy Head teacher		5.2.21
Checked and Reviewed by:			
Approved by:	Name:		
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WHAT IS THE SCHOOL LOCAL OFFER?

The West Hampstead Primary 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 details about our day to day procedures-for example how we plan the most effective support for children with special educational needs and/or disabilities (SEND) and how we review their progress.

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

[Camden Local Authority*](#) also publishes on its website a Camden Local Offer

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

This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It explains the procedures for requesting an Education Health and Care Plan (EHCP)* which has replaced the [SEN statement*](#). You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Leisure activities for children with SEN/D
- 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:

- How we welcome into our school children with special educational needs and/or disabilities.
- How we support them in all aspects of school life and remove barriers to achievement.
- How we work in close partnership with parents/carers and children.
- How we make effective provision for all our children with special educational needs and disabilities-SEND.

KEEPING OUR LOCAL OFFER UNDER REVIEW

- We will keep our Local Offer under review-by asking parents and children what is working well and what they want to improve.

What kind of school is West Hampstead?

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

Children start school in our Reception Class in the school year they turn 5 years old (they do not have to attend our Nursery).

There are 60 places in Reception to Year 6. As a school we aim to provide high quality adult support to ensure the best progress for all children. In reception and year 1 the class teacher is supported by a learning support assistant or another additional adult to support differentiation in the class. In years 3 – 6 there are two classes of 30 children with 2 teachers in the year group. Across these year groups we have a team of Inclusion Teaching Assistants and Higher level teaching assistants (HLTAs), who provide interventions for children who need extra support.

The West Hampstead Vision

At West Hampstead Primary School, we believe that all pupils have the right to an education of the highest standard. Where pupils have learning difficulties and/or disabilities, we aim to provide the support necessary to enable them to access the curriculum and fulfil their potential. We make every effort for this to be achieved within the classroom alongside other pupils.

Our aims for pupils with SEND are to:

- To identify pupils needing SEND provision as early as possible
- To provide a differentiated curriculum appropriate to the pupil's needs that will enable them to make good progress from their starting point
- To ensure that pupils with SEND have access to a broad and balanced curriculum
- To ensure that pupils with SEND participate fully in all the activities that the school offers
- To keep parents fully informed about their child's progress and attainment and to involve them, as far as we can, with decisions about their child's SEND provision
- To involve pupils with SEND, as far as we can, about decisions about their SEND provision

What West Hampstead Values

- We embrace and celebrate the difference and diversity in our community and make all the members welcome.
- We aim to promote justice, fairness and equality in all areas of school life.

- We respect, value and celebrate the achievements of ALL children.
- We have high expectations of ALL of our children's social, emotional and academic development.
- We believe that parents are a fundamental part of their child's learning journey. We will always involve them in the planning and reviewing of their child's progress.
- We will strive to develop confidence and resilience in all of our children so they view themselves as successful, independent learners.
- We recognise that the earlier we provide support for children with SEND, the best possible learner they can be.
- We ensure a whole school approach to making provision for children with SEND, making sure all our staff members have the knowledge and skills to support all children with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS.

At West Hampstead, we are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date.

We have a Partnership with Swiss Cottage Teaching School Alliance to look at best practise in inclusion in both mainstream and special schools

Our teachers and teaching assistants are given opportunities to observe colleagues through a lesson study program, enabling them to reflect on their practice and discuss good practice.

West Hampstead is a part of the Mental Health Hub and meets regularly to share good practice on supporting the children and parents well-being during the pandemic.

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

AN INCLUSIVE SCHOOL FOR ALL

At West Hampstead Primary School we welcome pupils with special educational needs and disabilities, and make every effort to support them. All our classes are

fully inclusive and we have high expectations for all our children. We aim to meet the needs of pupils with:

- Specific learning difficulties
- Moderate learning difficulties
- Social, emotional and mental health needs
- Physical disabilities
- Visual and hearing impairments (NB our school is a Victorian building with very high ceilings, it can be a difficult environment for the hearing impaired but we would embrace the use of technology and any other adjustments required to welcome a child with a hearing impairment).
- Complex health needs
- Communication difficulties, including autism.

COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website- www.westhampstead.camden.sch.uk and have tried to make sure everything is clear and helpful.
- You will also find our SEND policy on the website: www.westhampstead.camdensch.uk
- You can pick up a summary of our SEND policy from our office.
- We will be providing leaflets and summaries on issues such as:
 - Identification of children with SEND and
 - Personal plans

You will be able to collect these from our office.

- If you want to talk to a member of staff, we will arrange for a member of staff to meet you and answer your questions: let us know if you need an interpreter or British Sign Language* signer – we will do our best to provide this support.

- West Hampstead Primary School Local Offer links to the information which Camden Council provides for parents and carers of children with SEND. You can see this on its website: www.localoffer.camden.gov.uk
- We have a summary of Camden Local Authority information in our school office; office staff will be pleased to give you a copy.

WHO TO CONTACT FOR MORE INFORMATION

All members of staff can be contacted by email: admin@westhampstead.camden.sch.uk

- Our Headteacher- **Sam Drake** -provides leadership on inclusion and high achievement for all.
- Our Assistant Head of Inclusion and SENDCo – **Karen Filiz** has overall whole school responsibility for SEN and Inclusion and will be able to help you with any questions you may have on SEN or SEN procedures.
- Our School Business Manager- **Paul Dougan** can give you copies of our policies.
- Our school Governors with responsibility for Inclusion- **Danielle Blanchard**

OUR LOCAL OFFER

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

Our Assistant Head of Inclusion and SENDCo, Karen Filiz, has overall responsibility for SEND and Inclusion-this means that SEND issues are regularly discussed and kept under review. Karen Filiz manages the day to day provision for children in Nirsery to Year 6. She plans the programmes of support for individuals and small

groups of pupils with SEN/D. She keeps a list/profile of children we identify as having a SEN and/or a disability.

She also keeps a record on the West Hampstead Primary School Provision Map of all the different ways that we provide extra support for children with SEND. Each child on the SEN register has a personal plan which is discussed with both the adults supporting the child and the parents. Each child is set three targets and then provision is planned accordingly. These are reviewed three times a year.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. Senior leaders observe lessons and hold discussions with teachers and support staff; quality first teaching is the most important thing we can provide for our pupils SEND.

We are always looking for ways to improve our provision – we describe these changes in our School Improvement Plan.

The Governing Body is there to challenge us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve and to contribute to the review of our inclusion policies and local offer.

We have several parent governors who amongst other things represent the views and concerns of all parents, including those with children with SEND. Our Inclusion governor, Danielle Blanchard, meets with our inclusion lead once a term and makes visits to school looking at learning and teaching. They report termly to the curriculum committee.

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 and resources does the school have for my child with SEND?

A. We receive funding at the start of the financial year for supporting children with SEND. The amount of funding is designed to reflect the level of needs in each school. For children with ENG's (exceptional needs grants) statements or Education. Health and Care plans (EHCP*). We claim money back from the Local Authority on a monthly basis. For more detailed information, contact Karen Filiz at the school.

Q. How are the school's resources allocated and matched to children's Special Educational Needs?

A. We have to make sure that we use this funding as effectively as possible. Our SENDCO consults and discusses it with parents/carers, the child and the class teacher before making a decision about each support programme.

We review with parents/carers how well each child is doing and agree changes if we need to.

Q. What happens if my child's needs change as he 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: <http://www.localoffer.camden.gov.uk/>

2. HOW DO WE DEVELOP THE SKILLS, KNOWLEDGE AND EXPERTISE OF WEST HAMPSTEAD?

All staff have regular training and guidance to meet the needs of our children. Our Inclusion Assistant head /SENDCO has a responsibility to arrange and provide this training.

Much of our training allocation has a SEND focus where we make sure that Teachers and support staff

- have an awareness of the different Special Educational Needs and Disabilities in our school.
- are able to plan and teach/support lessons which meet the needs of all children.
- understand the social, emotional and mental health needs of children with SEND

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

Each year we hold a Disability Awareness Week, to focus in on disabilities in our school and heighten awareness beyond our curriculum.

Our Staff Guidance Files and Pathway Documents* provides written guidance about the different SENDs in our school. The Glossary provides a brief explanation of each area of need:

- **Communication and interaction***;

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

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

We provide training for all of our Learning Support 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 Learning Support Assistants who support children with the most complex needs – for example Specific Learning Difficulty, Hearing Impairment, and Autism.

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 (you can find out more about these online).

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 Inclusion Team. We provide detailed information about the range of pupil's in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. Each class has an Inclusion folder with current SEND information. Inclusion and differentiation are built into all leader scrutiny's to ensure practice is constantly being monitored, evaluated and reviewed.

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

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

Depending on the child's level of need a TAC meeting may need to be called in advance of their start date (Team Around the Child) to ensure the correct provision and information is transferred from their previous provision.

Q. Will my child with an Education, Health and Care plan have a Learning Support Assistant - What do they do?

Yes. We will allocate a ***Learning Support Assistant** at the start of the school year or when a SEN support programme is put in place. The Learning Support Assistant will coordinate provision and monitor the achievement and well-being of your child. At West Hampstead the leader who coordinates this is the Assistant Head for Inclusion/SEND/CO- Karen Filiz.

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

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

Specialist Service	Frequency	Examples of what they do
Educational Psychologists (EP)	<p>Every term the Inclusion team and EP meet to discuss potential referrals and support work for staff.</p> <p>With the permission of the parents/carer, the SENDCO makes a referral to the EP through eCAF.</p>	<p>The EP carries out observations of children and cognitive assessments.</p> <p>Give advice to staff on how to best help children with complex needs.</p> <p>Give advice to parents on how they can overcome difficulties at home with behaviour or learning.</p> <p>Give advice to children on how to handle difficult situations.</p> <p>Suggest other services that might be of help to families or schools.</p> <p>Support for statutory assessments leading to EHCPs.</p>
Physiotherapy	All GPs need to make a physio referral.	<p>Our physiotherapist liaises with the child's physiotherapist if they are from out of borough to ensure that we are carrying out the support at school well. She evaluates the level of support and agrees with the parents/carer and professionals a programme of support that is then carried out by one of our SEN LSA's.</p> <p>She comes in termly to check the equipment and to monitor the child's programme.</p>
Speech and Language Therapy	If a child is in the borough and it is on their statement or if they have been assessed and	SALTs attend our school in block sessions for group and individual sessions. They meet with

	<p>identified as having targeted or specialized needs, then they automatically receive S+L support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.</p>	<p>the class teachers and SENDCO to plan and review their support for both particular groups of children and 1:1 sessions. They are able to attend parent meetings termly and all the Annual Reviews. They write a report about the child's progress annually. They carry out staff training regularly.</p>
Occupational Therapy*	<p>If a child is in the borough and it is on their statement or if they have been assessed and identified as having targeted or specialized needs, then they automatically receive OT support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.</p>	<p>Assess the motor skills of individual children and provide advice e.g. how to develop handwriting or jumping. Assess whether a child has sensory needs such as over-sensitivity or difficulties with concentration and attention.</p>
Robson House Outreach Satellite school at Rhyl	<p>On request by school.</p>	<p>Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties</p>
SCAS*	<p>Online referral system</p>	<p>Help schools with identification planning for children with ASD</p>
The Camden Hearing Impaired service (HI) The Camden Visually Impaired service (VI)	<p>Referrals for specific children.</p>	<p>Support and advice to parents, children school staff on meeting the needs of HI and VI children e.g. how to adapt a classroom to ensure that it has good acoustics for those with HI Staff training</p>
Camden Education Welfare Service	<p>The Education Welfare Officer (EWO) visits the school each half term.</p>	<p>They monitor attendance and punctuality. Referrals are made for Penalty</p>

	They can also make home-visits.	Notices, unauthorized holidays and poor attendance.
The CAMHS Team	On request by school or parents. GP's also make referrals.	Support for the emotional and personal development of children. They Staff training
MOSAIC – supporting children with complex needs*	Referrals usually made by nurseries or GP as MOSAIC works with the under 5's	Assess the needs of children with complex difficulties and ensure that families can get the help they need quickly.
Social Services	Upon request by school. Automatically allocated to children with complex needs or disabilities e.g. children with Down's Syndrome.	Protect children and risk and offer support for families.
Health visitor/school nurse	Upon request by school or parents. Visits school every 2 weeks. Referrals are made via paper referrals with permission from parents/carer.	She can check hearing and eyesight if there is a concern from class teachers or parents. She ensures that immunisations are up to date. She carries out the Reception and Y6 height and weight checks to ensure that children are a healthy weight.
Families in Focus	Referrals accepted from schools or social workers.	Run parenting courses. Visit families at home to offer advice/support.
TOPS (TAVI)	Based in school weekly. Referrals are made with permission from parents/carer.	TOPS psychotherapists meet with parents/carers to think about what is happening for children and families and how to help. Therapists see children one to one, sometimes with their parents or carers or in small groups with other children. Therapists also meet with teachers, teaching assistants and other key professionals to think about how to best

		support a child. Before a child starts therapy there is a careful process involving parents, carers, teachers and sometimes other professionals, to find out if therapy is likely to be helpful for the child.
Dyslexia specialist teacher	Based in school. Referrals are made internally.	She will assess children using an IQ test, a general ability test and a phonics assessment. The three tests together provide information on the child's strengths and weaknesses. This will enable a specific support program to be put into place.
SLCN specialist teacher	Based in school. Referrals are made internally.	He will assess children using a range of SLCN assessment. This will enable a specific support program to be put into place.

Each service has referral and eligibility criteria; this means that service support is targeted on children with higher levels of need. Not all children with needs in one area meet the criteria for the involvement of the professional but advice is always available.

These services provide a range of support including:

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

We **will always** involve you in any decisions about whether to investigate the possibility that 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 or assessment goes ahead.

You can find more information about specialist services who work with Camden schools in the Local Authority website: <http://www.localoffer.camden.gov.uk/>

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

Q. Will I be able to meet the 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. You can meet them in school and discuss the matter over the phone if needed.

4. How we identify, assess and plan support for children with SEND?

Our starting point is to have regular conversations with parents/carers from the moment children start school: they are the first educators of their child - we need their knowledge to plan effectively. On home visits (reception and nursery) 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. We also talk to the children directly to find out what they need and how they are settling in.

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. This will involve a "transition plan". This plan can include a wide range of things depending on the child's needs. It will detail things such as the start date for the child; any pre-visits they might make; giving parents a photo transition book of the school to share with the child; discussion of any targets the child might have. The aim of the plan is to make sure that the child has a happy and successful start in school.

Assessment in the nursery and reception is based on careful continuous observation throughout the year. After a few weeks of settling into nursery and reception we establish "a baseline" for your child's level of development. This helps us to track their progress through the EYFS and helps us to identify children who may need extra support. In Y1-Y6 children assessment is again an on-going process in every lesson and at the end of each term we summarise this assessment information so that it can be discussed at "pupil progress meetings". These are held once a term when class teachers meet with senior leaders to discuss progress of every child in

each class. It is in these meetings that we discuss whether a child may have a special need.

If there is a lack of progress, we take great care to establish whether this is because the pupil has is still at the early stages of English. We might talk to them and their parents in her/his home language.

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

We follow Camden's guidance for the identification of SEND.

You can see more details on how we identify children with SEND and how we plan for transition in our SEND policy.

FREQUENTLY ASKED QUESTIONS- How we identify, assess and plan support.

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

A. Class Teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the SENDCo and discuss what the next steps will be. Initially this will mean extra support from the Class Teacher and/or Learning Support Assistant and sometimes we will involve a specialist service or further intervention beyond the class Teacher's adaptations/provision.

Q. Will my child have a personal plan?

All children with SEN/D will have a 'Personal Plan'. 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 SEN?

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the Inclusion Lead about possible next steps. The Inclusion Lead 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?

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

5. How we review your child's progress.

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning. We use the information we have about each child who has been identified as having a special need and/or disability to plan a personal programme of SEN support. We develop this in partnership with parents and the child – working with the Inclusion Lead and the Class Teacher. This plan will include individual targets for your child and will describe how we will support him/her to achieve these targets.

Once a term we (senior leaders and class teachers) review how well all children – including those with SEND – are progressing. We call this our Pupil Progress Meeting.

If your child has a personal plan, we will arrange a meeting to discuss how well s/he has progressed: we will agree new targets and sometimes different ways of supporting the child. We make sure that parents/carers know the next steps for learning for their child.

FREQUENTLY ASKED QUESTIONS- How we review your child's progress.

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. If your child has SEND, in addition to the parent meeting we will also invite you to discuss your child's progress at a slightly longer meeting. If you have concerns and worries about your child at any time, please contact the 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.

Q. 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; as indeed it does for all children. 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 Learning Support Assistants have a clear understanding of the learning needs of the children in their class.

The Inclusion team 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 Learning Support Assistants
- Planned interventions which target children's needs.
- making available specialist equipment and digital technology to support access and participation in learning

FREQUENTLY ASKED QUESTIONS- Teaching and Support

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

A. We will make sure that when we meet we discuss ways that you can do this. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example we have links to interactive maths resources on our website and hold regular parent evenings such as Curriculum evening on reading and maths amongst other things. We send out the dates for these events in the West Hampstead Bell.

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

We want our curriculum to bring to life our logo and motto. We are helping to develop active world citizens who:

- Have a strong sense of self
- Who know themselves as learners and are able to question understanding
- Who know how to be healthy, both physically and emotionally
- Who have good life skills
- Who understand they are part of a community and are active in it
- Who know about the city and country in which they live
- Who have an understanding of the wider global environment and the issues it faces
- Who see themselves as being able to have a positive impact on their life and 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 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. Children with special needs often hold positions of responsibility in our school e.g. school councillors and playground friends (older children who organise games in the playground and help resolve disputes).

We arrange educational visits and journeys and make sure that all of our children can take part. We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements. An example of a reasonable adjustment would be to book a taxi for a child with limited mobility or complex needs.

Our Provision Map shows the additional specialist interventions available to accelerate children's progress in, for example, reading, writing and mathematics: we chose these after looking carefully at educational research and the impact of interventions.

These sessions run for a limited time – sometimes only 1 term but at other times maybe 2 terms, depending on the child's needs and progress. They are frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained Teacher or Learning Support Assistant.

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

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

- Providing quiet time out for a pupil with emotional needs
- Providing an individual visual timetable (all classrooms have a visual timetable) and task checklist for a boy with autistic spectrum disorder
- Providing assistive technology to ensure effective communication e.g. use of laptops for those who struggle with handwriting.

Additional staff members (teaching assistants or specialist teachers) 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.

7. 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?

We will always try to make sure that a child does not miss important parts of a lesson. For interventions that require removal and are ongoing we attempt to vary the time each day or week to avoid the same lessons being missed. We will never take children out of lessons during the morning.

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

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

We work in partnership with Sidings community centre and West Hampstead community centre to provide a variety of stimulating and diverse after school activities at a low affordable cost for all.

These clubs range from: football, multi skills, basket- ball, netball, musical theatre, art, gardening, and Spanish.

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

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

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

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

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

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

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 e.g. spring loaded scissors for children having difficulty using standard scissors.

For some children with special educational needs, we provide specialist equipment including digital technology: ipads and lap-top computers. These are available to all pupils but we are sometimes able to provide pupils with one of their own to use.

8. 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?

The school is accessible for wheelchair users. Although the building is a tall Victorian building, the lift enables children to access all floors. We will also look at the layout of classes and make adaptations as necessary. We also have two care areas with changing facilities.

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

A. We work closely with the Camden Sensory Advisory Service to make sure that we provide the right kind of support and specialist resources needed for a child with visual impairment to access the curriculum. We

also provide training for support staff and teachers when they have a child in their class with a visual impairment.

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

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school. We will endeavor to provide any specialist equipment recommended by professionals working with a child that will be of benefit to them in school.

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

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

Parents are the first educators of their child and we need their knowledge to plan effectively. We will always put parents at the heart of decision-making about their child. In our meetings we like to bring parents and children together to plan and review progress.

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

- How we support their children.
- Their achievements and their well-being.
- 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 – for example on parent surveys – on how well we are working with our parents.

9.FREQUENTLY ASKED QUESTIONS – Working in partnership with parents and carers.

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

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

Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the school's SENDCo will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support. It will also be possible to meet members of the specialist services who are working with your child – the SENDCo will organise this meeting.

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

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENDCo. The SENDCo keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

Q. What can I reasonably expect from the school?

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you

what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEND which you can look at and contribute to.

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

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

- our SEND policy on the school's website:
<http://www.westhampstead.camden.sch.uk/>
- our weekly newsletter often contains information about meetings with teachers, presentations about how to help your child, and learning that has been going on in school that week.

You will also find lots of information about how different services in Camden provide help and support to children with SEN/D and their parents – on Camden Local Authority web site <http://www.localoffer.camden.gov.uk>

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

We are happy to help with any questions or difficulties parents may have with helping their child with homework. We send home spellings weekly, reading books daily, number bonds and time tables. The children also have a logon for Maths with Parents, Mathematics and the Virtual learning platform 'My learning' which is part of their weekly homework.

If you need help with parenting or behaviour then there are services who can help you e.g. Families in Focus can help with managing difficult behaviour at home.

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

You will find information on their website: www.sendiasscamden.co.uk

Email: sendiass@camden.gov.uk

Telephone number: 020 7974 6264

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](#) 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

Camden uses a SEND mediation service – details below.

<http://www.kids.org.uk/Event/sen-mediation-service>

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

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

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

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

10. FREQUENTLY ASKED QUESTIONS – How we listen to children and young people with SEN/D?

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

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

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

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

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

When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in, this might involve half-days and inviting parents to stay in the classroom.

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 Learning support Assistant (LSA) have a clear understanding of the needs of all children. We also provide an opportunity for parents and their children with SEND to meet the new teacher and LSA before the start of the school year. Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them

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

Other Transitions	The key focus	Who involved	What we do
Primary to Secondary	Support for move to new building and curriculum - Support for friendships and well being - Planning support for learning	Primary + Secondary SENDCOs - Head of Year	Attend induction days with parents - 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 -	Meet pupil and parents - Assess needs - Go through classroom routines and weekly timetable - Tour the school - Assign a pupil buddy

11. 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 Statement/Education Health and Care plan in year 6. We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor. We then discuss with the secondary SENDCO any extra support for each child depending on her or his needs.

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

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

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 who the new point of contact will be in the new school?

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

12. How we will 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 SEN/D are particularly vulnerable when it comes to making and keeping friendships. 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 behaviour policy.

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 bully and the child who is being bullied to make sure that it does not happen again.

We have a whole school policy on anti-bullying.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's Inclusion Team, TOPS (outreach and psychotherapist) and Educational Psychologists.

We will always consult and involve parents in the decision to offer this support. Our specialist help includes:

Specialist Support	Available	Examples of what they do
Tavistock Outreach in Primary Schools – TOPS*	1 day a week	Lead Psychotherapist + 2 Trainee Child Psychotherapists - Works with children and sometimes parents to help children manage their emotions/feelings that may create barriers to learning, for example, at

		times of crisis such as bereavement.
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When a child returns to school after a fixed-term exclusion, the Head teacher or member of the leadership team 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 a “playground friends” system - older children (and some of these have SEN/D) help children in the playground to join in games and activities and “mediate” when there are arguments and disputes.

We make sure that our school council is representative of the population of the school – we currently have four children (20%) with SEND serving on the Council.

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

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

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

The Inclusion Team in partnership with the school nurse has responsibility for the Individual Health Care Plans and carries out staff training in order to meet the specific medical needs of the child.

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

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

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

Our Child Protection Officer is Samantha Smith. All of our staff are trained in safeguarding which is updated regularly.

12. 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?

We have a well-trained team of Playground Assistants who organise games and related 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. They follow the school's Behaviour Policy by using the restorative conversation script.

13. 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 SEN/D

- Their academic standards and good progress
- Their behaviour – for example, reduced incidents, few red letters, few exclusions
- Attendance – high
- Parental complaints – few + resolved
- Parent view – positive feedback, online questionnaires, structured parent conversations, face-to-face meetings.
- Their involvement in activities, visits and clubs
- Taking responsibility- involved in school life
- Destinations and smooth transitions – e.g. feedback and tracking into Secondary School

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

- Children's sense of inclusion
- Positive attitudes to self, peers and school
- Their personal resilience and confidence as learners
- Confidence and trust of parents/carers in the school

GLOSSARY

Augmentative and alternative communication

Methods of communication that can help people who are unable to use verbal speech to communicate – often using technology.

British Sign Language – BSL

A visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments. The most common form of Sign Language is BSL

Child and Adolescent Health Service - CAMHS

Supporting the emotional and personal development of students

Cognition and Learning

Characterised by difficulties in thinking, attention and concentration skills – dyslexia, learning difficulties etc.

Communication and Interaction

Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people – Autism, speech and language difficulties etc.

Differentiated

Adapted and changed for children based on differing levels of need and ability

Disclosure and Barring Service Check (DBS)

The government check all people working with children must complete

Educational Psychologists

A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.

Education Health and Care Plan

The document that replaced

Eight National Teaching Standards

The standards which teachers are expected to meet – see here for more info

Eligibility criteria

The individual criteria a service states must be met before they can work with an individual/family.

English as an additional language (EAL)

Someone whose first language at home is not English.

Early Years and Foundation Stage – EYFS

Nursery and Reception classes

Financial Year

A year as reckoned for taxing or accounting purposes, which runs from from April to April.

Governing Body

Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.

Health visitor/school nurse

Health Professional who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.

Hearing Impaired service

Camden service of specialists who give advice, support and monitor children with HI.

Key stage 1 – KS1

Years 1 and 2

Key Stage 2 – KS2

Years 3 to Year 6

Key Worker

The person assigned to be the day to day contact point for a child with an education health care plan. They are tasked with the day to day delivery of support for the child and to ensure needs are being met.

Local Offer

Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation

This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

MOSAIC

Supporting students with complex needs

Occupational Therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.

Playground buddies

Year5 and 6 children who are given extra responsibility at lunchtimes to support other children in different parts of the playground

Provision Map

A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.

Robson House Outreach

Part of Camden Local Authority's service for children with social, mental and emotional health difficulties, comprising specialist teachers, supported by psychologists, therapists and social workers.

SENDCo

Special Educational Needs Co-ordinator

SEN Register

Special Educational Needs List of children, so the school continually hold them in mind.

SEN Policy

The document that reflects the statutory requirements of special educational needs and how the actual practice of the school meets them.

Sensory Advisory Service

The service who gives advice, assessment and support to children with sensory processing difficulties – covers both hearing and vision impairment

Sensory and/or Physical Needs

Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile – hearing impaired, vision impaired, sensory impairment, cerebral palsy etc.

SEN Statement

A Statement of Special Educational Needs outlines what your child's special educational needs are and the help that will be given by their education placement.

Social Communication and Assessment Service – SCAS

Helping schools with identification planning for students with ASD

Social, Emotional, and Mental Health Difficulties

Characterised by problems with regulation of emotion, social skills – ADHD etc.

Social Services

Services that support the child and the family accessing the correct services and safeguard children.

Specialist Interventions

Support programmes that requires specific training to deliver and targets a specific area of need

Speech and language therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.

Staff Handbook

Document given to all new staff informing of all the processes and procedures in school and signposting to relevant school policies.

Tavistock Outreach in Primary Schools – TOPS

Service bringing CAMHs services into school. Delivered by Child Psychotherapists carry out individual, parent, and group therapy.

Teaching Assistant

Additional adults who support the learning process, social behaviour and needs of children.

Visually Impaired service

Camden service of specialists who give advice, support and monitor children with VI.

Visual Timetable

A timetable showing the days events/lessons in pictorial or photograph form for children who struggles with sequencing their day and/or have difficulties with communication and/or reading