



HOLY TRINITY CE PRIMARY SCHOOL
*Strength for today,
Bright hope for tomorrow*

Policy: SEND Report and Policy

Previous Review: September 2023

This Review: July 2024

Next Review: July 2025

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Responsible Committee: Full Governing Body

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1. Aims

This policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Our vision at Holy Trinity is for all children to 'soar on the wings of eagles', regardless of any barriers they might face. We are an inclusive school and help all children to learn and play together whatever their abilities, differences or individual needs.

Raising Aspirations

We raise aspirations for our pupils with SEND by pursuing academic excellence in all areas, according to individual need. We provide all pupils with access to a broad and balanced curriculum and are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We enrich our curriculum with opportunities locally and across London.

Children are taught explicitly about the successes and achievements of people with SEND through our PSHE curriculum. We have also chosen our English texts carefully so that there are books that reflect people with SEND and their achievements.

Reaching Our Potential

For pupils to reach their potential, we offer a safe, welcoming and inclusive environment, where everyone has the opportunity to contribute and flourish. We aim to encourage a personal love for learning alongside high quality teaching and support. We are committed to making sure all our pupils have the chance to thrive, and support them to meet their full potential.

We ensure that all staff have the knowledge and skills to support all children with SEND in our school and dedicate INSETs to SEND training where necessary. We believe that progress in wider skills, such as speaking and listening, maintaining friendships, developing independence and keeping safe and healthy is just as important as progress in academic learning.

We know that parents are the first educators of their child and help children meet individual progress through strong partnership. We do this by: listening to their concerns, discussing their child's strengths and individual needs; planning provision and reviewing progress. We also work in partnership with external professionals, linking them with families and acting on their advice.

Learning to Live Well Together

Pupils learn to live well together through our school's Christian values of: significance, peace, compassion, respect, forgiveness and courage. These engender a sense of community and belonging for all. If appropriate, the children engage in whole school Worship in which we work together towards these values and encourage children to ask questions. By celebrating diversity in this way, our children learn to be respectful and compassionate towards children with SEND.

2. Legislation & Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

We recommend that parents read this policy in conjunction with **Camden's Local Offer**. This provides information about SEND services and support offered by the local authority and can be found at: www.localoffer.camden.gov.uk

3. Definitions

3.1 Special educational needs

The Code of Practice 2015 defines SEND as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.2 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ● Moderate learning difficulties ● Severe learning difficulties ● Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles & Responsibilities

Special Educational Needs Coordinator- SENDCo

Jess Dillon is the school SENDCo and has completed the National Award for Special Educational Needs Coordination (NASCO).

Jess Dillon's duties as SENDCo include:

- Overseeing the day-to-day operation of this policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's SEND budget and other resources to meet children's needs effectively
- Monitoring the progress of children with SEND, including overseeing annual reviews
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition period is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

She can be contacted via the school office on 020 7435 9089.

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Our School Governor with responsibility for SEND is Belle Santos.

The Class Teacher

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

The Head Teacher

Both the executive head teacher, Laura Hall, and the head of school, Keeley McCleave, have completed the NASCO. They work closely with the SENCO and the SEN Governor to ensure that the needs of SEND children are at the forefront of any decision making.

5. SEN information report

Our school publishes a SEN information report on our website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains

5.1 The kinds of SEN for which provision is made at Holy Trinity

Our school currently provides additional and/ or different provision for a range of needs including:

- **Communication and Interaction** e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and Learning** e.g. Specific Learning Difficulties (SpLD), moderate learning difficulties (MLD), Severe Learning Difficulties (SLD)
- **Social, Emotional and Mental Health** e.g. attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Physical and Sensory** e.g. Visual impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.

Whilst each child's needs are unique, the above categories help the school to broadly plan provision. Some children may have needs in more than one category.

4.2 Identifying pupils with SEND

At Holy Trinity CE Primary School, we place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. We have clear procedures in place that help us to identify children that need to be monitored or those needing extra or different provision on the basis of the progress they make. Please note that academic progress is not the only measure we look at. Children are also measured against various developmental milestones, especially in Reception.

A child is identified as making less than expected progress, given their age and individual circumstances, when their progress:

- is significantly below than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

We identify the children who are making less than expected progress through a regular and thorough assessment cycle. As part of the cycle, teaching teams and the Senior Leadership Team meet termly to discuss and analyse a range of information, including test data, formative assessment data and wider observations about a child's overall development. We call these meetings **Pupil Progress Meetings**. Whilst additional or different provision is broadly planned from the results of these meetings, teachers are continually assessing the progress of the children in their class and adapting their planning and resources to meet their needs.

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. There are many factors that can impact on a child's progress and attainment other than SEND. These include:

- Poor attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being the child of a serviceman/servicewoman

Parents/carers, children and staff are encouraged to share any concerns about the progress of a child with the class teacher or SENDCo as early as possible. We listen carefully to what staff, children and parents tell us at any time during the year and will seek to implement support where necessary, as soon as possible.

It is also important that parents/carers make the school aware of any significant changes to their child's family or home situation, as these can equally impact on a child's readiness to learn. Information of this sort can help us to provide the right type of support before it impacts on a child's learning.

Our most recent Ofsted report (2023) stated:

Pupils with SEND are identified swiftly and supported effectively.

4.3 Our approach to teaching children with SEND

The curriculum and related experiences are offered to every child in the school regardless of gender, sexuality, race, culture, background and ability. Tasks and projects are structured in different ways,

providing opportunities for children to work individually or collaboratively to achieve a variety of outcomes, thus making the curriculum as accessible as possible. The school expects teachers to adapt effectively for children with Special Educational Needs and/or Disabilities, so that they have equal access to the curriculum. Adaptation may include the use of special equipment, adult/peer support or tasks that are altered or structured differently.

Our most recent SIAMS (Statutory Inspection of Anglican and Methodists Schools) report stated:

“There is a broad curriculum, complimented through extra-curricular and enrichment experiences. These include artistic, cultural and sporting activities and indicate the aspirational, holistic and inclusive view of education running throughout the school. Consequently, pupils of all abilities and backgrounds value themselves, each other and their learning.”

Our most recent Ofsted report (2023) stated:

Leaders have high expectations for all pupils, including those with SEND Teachers skilfully plan and adapt lessons and resources so that these pupils access the same ambitious curriculum as their peers. Teachers have strong subject knowledge and expertise. They rigorously check how well all pupils understand what they have been taught. Misconceptions are addressed through immediate, clear and consistent feedback.

Most children with SEND are educated with their peers in their classroom for the vast majority of the day and follow the same programme of study, which has been differentiated for them. Some children may need assistive devices to aid this, though most children do not. Where assistive devices are required we will seek expert advice to ensure that we provide the right support. The cost of these devices will be met either through the school’s allocated budget for children with SEND or the child’s individual funding, where they have an EHCP. Some children may have a completely differentiated timetable and follow an individualised curriculum to others, if their needs require this.

Extra-Curricular Activities

All of our children have equal access to breakfast and after school clubs which develop engagement with the wider curriculum. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs, though we may have to make additional arrangements to ensure they are fully supported. In some cases, we may ask parents to accompany the child, depending on the level and type of need.

4.4 The graduated approach to SEND support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil’s class teacher and the SENCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey, and will be made accessible to staff in an individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

4.5 Evaluating the effectiveness of SEND provision

All children with SEND are assessed termly so that their progress and attainment can be monitored. Any summative assessments carried out will be at an appropriate level for the child. We track and monitor interventions using provision maps which are monitored by the SENCO. Children with EHCs are evaluated annually during Annual Review meetings.

Some children with SEND may find it hard to access the same assessment materials as others e.g. test papers. Therefore other assessment methods will need to be used. This may include formative

assessments made against individual or national curriculum targets, observations, 1:1 or group assessment tasks, reviewing completed work, results of interventions.

Where support staff and other agencies are involved, teachers are expected to consult those professionals in order to get a rounded picture of what the child is able to do. Parents/carers and the child should also be asked to contribute.

SATS and Access Arrangements

The focus of all assessments is on what the child **can** do and we aim for this process to be as stress-free as possible. However, we are obliged to administer the SATS tests to most pupils, including those with SEND. A minority of SEND children, with particularly high levels of needs may be exempt, if they are unable to answer the simplest question on a standard test. Where children are required to sit the tests, we are able to support them in accordance with the access arrangements permitted by the Standards and Testing Agency (STA). These include modified papers e.g. Braille or large-print, additional time, breaks and strictly specified types of adult support.

4.6 Support available for supporting the emotional, mental and social development of children with SEND

At Holy Trinity we aim to promote positive mental health and wellbeing for our whole school community and recognise how important mental health and emotional wellbeing is to our lives. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

In view of this, Ms Toplis is our dedicated Pastoral Support Worker helping children with social, emotional and/or mental health needs (SEMH) through interventions such as Lego Therapy, Drawing and Talking and Healing Together. Children can be referred to Ms Toplis via the SENDCo or they can self-refer. Ms McQueen also leads some group intervention programs to support children with SEMH needs as directed by the SENDCo.

We support all our children's emotional, mental and social development in the following ways:

- Providing a dedicated Pastoral Support Worker
- Through the teaching and practise of Christian values
- A rigorous PHSE and Citizenship programme of study
- Involving children in decisions that affect them e.g. re-designing the playground
- Giving them responsibilities e.g. House Captains
- Rewards systems and assemblies

Some children, particularly those with SEND, may need further support in this area, which may include:

- Supported interactions with other pupils
- Participation of organised games at playtime
- Interventions that target the development of social skills, self-esteem or resilience
- 1:1 sessions with the Pastoral Support Worker
- Support from external professionals e.g. CAMHS or PLSS

4.6 Supporting children with SEND with transitions

Admissions

We welcome all children into our school, including children with SEND. We follow Camden LA guidelines on admissions of children with SEND. Holy Trinity CE Primary School admission arrangements for children with SEND include the following:

- The SENDCo or class teacher gathers information from the parents/carers and all the outside agencies that are involved with the child's care, (including early years providers) involved with the child
- The SENDCo/Headteacher make appropriate admission arrangements for the child. These may include visiting the child in his/her previous school/ setting, providing the child with visual information about our school, arranging for the child to visit our school prior to starting.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

Transitions within the school

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND:

- The SENDCo ensures that we pass on all records to the next class teacher and that he or she is fully aware of the child's needs
- During all Pupil Progress Meetings and SEND Review Meetings pupils are discussed in detail to ensure continuity of provision.
- At the hand-over meeting in the Summer term, the class teacher shares detailed information with the new class teacher
- We share behaviour support plans for Social Emotional and Mental Health (SEMH) with class teachers and others as appropriate
- At the end of the academic year, provision for the child is reviewed and My Plans are drawn up for the Autumn term to ensure children's needs are targeted, using the resources outlined in the Provision Map. For pupils with an EHCP, their plans incorporate the specific targets and requirements as set out in the EHCP. These are monitored and reviewed through the processes outlined in this policy
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/Pastoral Support Worker support
- When a child transfers to another primary school we pass on the SEND profiles and the SENDCo may speak to the teacher with responsibility for SEND at the new school

Secondary School

There are also arrangements in place that support a smooth transfer of all children to secondary school. In addition to these, we have the following measures for children with SEND

Children from Holy Trinity CE move on to a variety of secondary schools that are closely linked with the school. All Year 6 children have transition visits to local secondary schools. We will also follow the transition protocols set out by the Local Authority. When children with EHC Plans transfer to Secondary School or to a Special school, the SENDCo and Year 6 teacher invite the SENDCo to attend their Annual Reviews. We pass on all the SEND records e.g. personalised planning to the receiving school. If

appropriate some children may make several visits to their new school with their teaching assistant or Pastoral Support Worker as part of an individual transition plan.

Educating Children Outside of their Chronological Year Group

In line with advice from the local authority, as a general rule, we do not place children in year groups other than that dictated by their date of birth. However, there may be rare occasions where children take some lessons in another year group. This is only considered when it is beneficial to the child's academic progress and does not damage the child's social development or self-esteem. When children take lessons outside of their year group, they only do so to receive teacher input at the right level and then return to their own year group to complete the independent tasks set. This ensures that they are not alienated from their peer group.

4.6 Ensuring we have teachers of SEND

At Holy Trinity we encourage and facilitate the professional development of all our staff, so that our children receive the best possible education. Most teaching assistants attend the same training as teachers and senior leaders. Where we have specific expertise, we share it with schools across Camden e.g. through subject leader networks or by sharing staff with other local schools.

We develop staff expertise in a variety of ways:

- A rigorous performance management process
- INSET days
- Weekly professional development meetings
- Regular classroom observations
- Coaching and team teaching
- Being a part of specialist teaching hubs
- Booking staff on training courses provided by the Local Authority or other providers
- Online training and development courses
- Whole school working with external professionals e.g. Language and Communication Teacher
- Supporting staff who are studying for qualifications e.g. with placements

All Teaching Assistants receive training that is responsive to the SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge, for example about particular SENDs or approaches, or individual medical needs.

How we evaluate the Effectiveness of our Provision:

Our provision is evaluated regularly through planned cycles and informal monitoring such as:

- Regular lesson observations
- Observations of interventions
- Book monitoring
- Pupil conversations
- Learning walks

Termly Pupil Progress Meetings are held for each class and the attainment and progress of all children are discussed in detail. In these meetings, support from the past term is evaluated and extra support is agreed depending on children's needs. Targets given for children with SEND are discussed and monitored to ensure progress is being made. In addition, all staff have performance management targets

and the attainment, progress and wellbeing of children with SEND are considered during this process. Support is given where needed to ensure all children (including children with SEND) achieve as highly as possible. Where expected progress has not been made, provision is altered where appropriate and support provided for staff where necessary. Attainment and progress data of children with SEND are reported termly to the Governing Body.

4.7 Parental involvement for parents of children with SEND

To achieve the best for all children, it is vital that the school and parents/carers work in partnership.

We support this by:

- Listening to parents/carers and sharing the knowledge they have of their children
- Providing support for children's learning and personal development at home
- Involving parents/carers in reviewing their child's progress
- Helping parents/ carers to get independent advice
- Communicating frequently on their children's progress, well-being, success and needs.
- Providing workshops to help parents/carers support their child's learning at home.

The school has strong communication links with parents/carers of pupils with special educational needs. We value the involvement and contribution of parents/carers. We encourage parents/carers to share their views within Annual Reviews and during multi-disciplinary review meetings. Parents/carers of pupils with SEND can approach school staff to discuss the progress of their children and to seek information and advice.

We help parents/carers to make a positive contribution to the education of their children through:

- A systematic effort to support parents/ carers at periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone and face to face conversations, Annual Review meetings and school reports. We believe that it is also the day-to-day informal discussions with parents/carers that build the relationships that are vital to close partnership working. We will meet with parents/carers regularly to discuss any questions and/or concerns that they may have about their children's education.

Complaints

It is always best to try to resolve complaints amicably and this is what invariably happens, either through the teacher or SENDCo. We make ourselves as accessible as possible and are always glad to chat informally. Alternatively, we are happy to make an appointment for a more formal meeting where parents/carers are welcome to bring a family member or a person acting as their advocate or translator if required.

You can find more information about this in the schools 'Complaints Policy and Procedure'.

4.8 Learning Environment for children with SEND

At Holy Trinity we take our duties under the Equality Act 2010 towards disabled children seriously and we continue to implement a programme of improvements to the school building in order to make it accessible to more children.

For example, during the Summer 2021 holiday we made alterations to the hall to improve the lunchtime experience for children with sensory needs and created a new 'pod' to facilitate a specific intervention programme.

However, the nature of the school site will make access very difficult for children with some types of physical disability. The school, including the playground, is situated on a steep slope and the upstairs classrooms are all reached via tight staircases. Unfortunately we are unable to change the topography of the site or increase the footprint of the school building. Parents of children with mobility difficulties are advised to visit the school and meet with the SENDCo before applying for a place, so that they can make an informed judgment as to whether the school can meet reasonably meet their child's needs.

4.9 Working with specialist agencies

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The Educational Psychologist meets termly with the SENDCo to agree a programme of support for the children. Visits involve observation, assessment and target setting for specific children. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements.

The Camden's Language and Communication Service include Language and Communication teachers and Speech and Language Therapists. They visit schools, assess children who have been referred or are already on their caseloads. They consult with parents/carers, train teachers and teaching assistants and advise the SENDCo.

The Occupational Therapists and physiotherapists that visit schools, assess children who have been referred or are already on their caseloads. They develop programmes of support that they train a TA to deliver. They consult with parents/carers, train teaching assistants and advise the SENDCo.

Outreach teachers from Primary Learning Support Services can work with individual children, with groups or in class to model appropriate strategies for improving learning.

The Camden Sensory Advice Service offers support and advice where needed. Where adaptations are recommended, they provide support with this and monitor progress.

We have our own dedicated Pastoral Support Worker, Ms Toplis on site, who supports the mental health and wellbeing of our pupils and supports vulnerable parents with issues such as attendance and punctuality.

Our CAMHS (Child and Adolescent Mental Health Service) carries out blocks of work with targeted children at The Tavistock Centre where necessary. We are lucky to have a CAMHS link worker, who supports the work of the Pastoral Support Worker and provides advice for staff as necessary.

There are also links and collaboration with Health Services, particularly through the school nurse.

4.10 The Local Offer

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is funded by Camden Local Authority but is totally independent in terms of giving advice.

Information about SENDIASS can be found on the Camden Local Offer website:

<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>

Information about the following services is also available through the Camden Local Offer website:

The Educational Psychology Service (EPS) provides educational and psychological assessment and advice to families and schools to support the understanding of children's learning and behaviour.

<http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

The Camden Speech and Language Therapy Service offer a service to children from birth to 19 years with speech and language delays and disorders in Camden.

<http://www.localoffer.camden.gov.uk/template/9/speech-and-language-therapy-service>

The Camden Occupational Therapy Service provides assessment and both direct therapy and an advisory service where needed to children from birth - 19 years old.

<http://www.localoffer.camden.gov.uk/template/10/occupational-therapy-service>

The Camden Physiotherapy Service provide assessment and treatment service for children and young people living in Camden who have difficulties related to movement.

<http://www.localoffer.camden.gov.uk/template/11/children-s-physiotherapy>

Camden MOSAIC provides Multi agency assessment, diagnosis and support for disabled children and their families from 0-18.

<http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children>

The Camden Child and Adolescent Mental Health Service aims to improve the emotional health and wellbeing of children and young people in Camden.

6. ENG vs EHCP

Exceptional Need Grants

Camden have recently introduced the Exceptional Needs Grants (ENG). The school will apply for an ENG before an Education, Health and Care Plan (EHCP), unless the parent specifically wishes to secure a plan, or the school in conjunction with the parent feel that this is the best course of action. ENGs can only be applied for when the cost of provision for the child exceeds £11,000 per year. It is intended that Exceptional Needs Grants allow the school to apply for funds in a quicker, more flexible way. Parents retain the right to request an assessment for an Educational, Health and Care Plan at any time.

Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a statutory document that may follow a child up until the age of 25 years and will set out clearly what their needs are, what support they should get to meet those needs, and the expected/desired outcome of the support. This single plan outlines the support that a child will need for education in school, as well as support from health and care services.

The Education element of the plan will explain what is needed for the child/young person to attend school and achieve the best they can in their learning. It will state which school the child will go to and, if applicable, the support the child/young person will receive to travel from home to school. The Health element of the plan will set out any health services or health support that the child needs to ensure they can attend school and participate fully in school life. The Social Care element of the plan will set out any services that the Local Authority will provide to support the child and their family to live as 'ordinary' a life as possible.

If a child is to be assessed for an EHC Plan, the SENDCo will work closely together with parents and children to explain the process and gather their views, including their hopes and aspirations for the future. A number of assessments and reports may occur during this process. These, along with any other evidence the school has collected, will be sent to a panel convened by Camden Council's Special Educational Needs and Disabilities Service, who will decide whether to proceed with an EHC Plan. In some cases, the school may be given help to access the resources in the Local Offer www.localoffer.camden.gov.uk, without the need for an EHC plan.

If Camden SEND Service agree to provide an EHC Plan, the SEND Code of Practice 2014 states that it will be drawn up within 20 weeks from the date of request. A draft Plan is sent to parents/carers for amendments and approval. It will name the school the child is to be educated at and the level of support that Camden will provide. This support varies depending on the pupils' needs and may include:

- Support from a Teaching Assistant;
- Teaching support on a weekly basis;
- Transport support;
- The provision of specialist equipment;
- Advice and direct or indirect support from outside agencies e.g. Occupational Therapists
- Specific intervention programmes

If an EHC Plan is agreed, parents/carers and children will be involved every step of the way, and parents/carers have the right to appeal if they disagree with the panel's decision. Throughout the process, parents' and/or carers' views, supported by professional assessments, will be used to create the EHC Plan. Where the child is old enough and able, we encourage the child to contribute to planning too.

Once an EHC Plan is issued, the SENDCo ensures that all of the actions and provision outlined in the Plan as the school's responsibility are carried through. The outcomes and provision detailed in the EHC Plan are formally reviewed annually (led by the SENDCo), in collaboration with any relevant outside agencies, and with parents/carers and children, and is then submitted to Camden Council for approval.

Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Parents are asked to alert the school office to any medical conditions that their child may have and provide contact details for their GP. Children may require an individual health care plan that will normally specify the type and level of support required to meet the child's medical needs. This should be drawn up by medical staff and shared with the school. Where a child also has SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan.

For further information read the school's policy entitled 'Supporting Pupils with Medical Conditions'.