

Carlton Primary School

Local Offer

(Schools Information Report)

WHAT IS THE SCHOOL LOCAL OFFER?

The Carlton 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 detail about our day to day procedures – for example how we plan the most effective support for children with special educational needs and/or disabilities (SEND) and how we review their progress.

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

Camden Local Authority* also publishes on its website a Camden Local Offer

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

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

- where to go for advice and guidance on SEN and Disability matters: support for parents and carers: <http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>
- health and care services, e.g.: <http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children> and <http://www.kids.org.uk/>

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

THE PURPOSE OF OUR LOCAL OFFER

- The purpose of our 'Local Offer' is to inform parents and carers about:
 - o how we welcome, support and make effective provision for children with Special Educational Needs and Disabilities – SEND;
 - o How we support them in all aspects of school life and remove barriers to achievement;
 - o How we work in close partnership with parents/carers and children;
 - o How we make effective provision for all of our children with special educational needs and disabilities – SEND.

KEEPING OUR LOCAL OFFER UNDER REVIEW

- o We will keep our 'Local Offer' under review – asking parents what is working well and what they want to improve.
- o The next review date for our Local Offer is July 2015.

WHAT KIND OF SCHOOL IS CARLTON?

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

There are two classes in each Year Group.

We have a nursery for children aged 3-4 with 52 full-time places – 29 hours 45 minutes per week (Mon-Thurs 8.45-3.15, Friday 8.45-12pm)

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

Our most recent OFSTED report was in 2010 judging us good with many outstanding areas. We are currently awaiting a new inspection.

On December 7th 2011, the Achievement for All Quality Mark Accreditation Review stated:

"An inclusion team monitors the progress of SEND pupils and evaluates the impact of teaching and targeted interventions. As a consequence of this drive for progress many SEND pupils are on track for 3 sublevels of progress per year."

Camden Award for Inclusion (20/11/12), Neil Smith - SEND and Inclusion and Una McCall – EYFS Consultant said:

"We believe that other schools can learn from what you are doing and take back to their leadership team, governing body, classrooms and playgrounds."

Chris Womald, Education Permanent Secretary, and Brian Lamb OBE Chair of Achievement for All 3A's came to Carlton Primary School and said:

"I was delighted to visit Carlton School to see the great work being carried out by the school and Achievement for All – an invaluable project which is helping some of our most vulnerable and

disadvantaged children realise their potential. The great strides of progress being made here at Carlton Primary School just goes to show what is possible when pupils are given the support they need to strive."

In July 2014, a parent of a child in Year 6 (who had been identified as having SEN up into KS2, no longer categorised owing to accelerated progress and age related achievement) said: *"This school is like the John Lennon song – Imagine - all the people living life in peace... the world will be as one. What a beautiful school. Everyone belongs here. Thank you."*

In January 2014, Andrew Read – Consultant and Ofsted Inspector said:

"This is clearly a special school: leadership is strong, the pupils recreate a global village representative of the enormous range of nationalities from which they originate, and the teachers are highly committed. PS: Would I want a child of my own to attend this school? Yes, yes, yes!"

OUR VISION - WHAT WE THINK IS IMPORTANT

Our vision is that all children leave Carlton ready for the next stage in their learning and are able to make the most of the opportunities that lie ahead at secondary school and beyond.

As well as a firm foundation in reading, writing and mathematics, they will have a broad and deep knowledge and understanding of the wider curriculum.

Throughout the school, children will be confident and self-regulating, and feel able to ask questions. As learners, they will be able to evaluate and self-reflect on their own style of learning. They will be able to identify and utilise the most effective strategies that will enable them to rise to any challenge. They will not be afraid to take risks in their learning.

They will have a sense of responsibility as global citizens, and will be curious about the world around them.

Children will be physically, mentally and emotionally healthy and able to make informed choices and build positive relationships.

They will be ambitious, with an awareness of their own goals, and a strong sense of possibility, embodying the school motto: If you believe you CAN achieve.

WHAT CARLTON VALUES

- We welcome difference and diversity – learning from and about diversity strengthens our community.
- We value, respect and celebrate the achievements of ALL children.
- We have high expectations of **all** of our children's social, emotional and academic development.

- We value and respect the parents/carers because they are the first educators of their child and we will always involve them in the planning and reviewing of their child's progress.
- We know that the earlier we provide support for children with SEND, the more successful they will be.
- We aim to develop high levels of self-esteem and confidence in all of our children so they view themselves as successful, independent learners.
- We welcome and respect all members of the school community and value everyone equally.
- We aim to promote justice, fairness and equality in all areas of school life.
- We will provide specialist support and resources for children with SEND to be the best possible learner that they can be.
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff has the knowledge and skills to support all children with SEND in our school.

HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We also share and discuss what is considered to be our best practice with other schools: for example, Achievement for All published some of our Case Studies. We are working with other schools across Camden using the Lesson Study model to develop our pedagogical practice and further our professional understanding about teaching and learning.

- A. Characterisation of Effective learning in Early Years.
- B. Maths – Subject Knowledge.
- C. Science/Literacy making links and transition with the school.

We undertake visits to local schools to share our practice and look at aspects of their practice. Recently we shared ideas about support for writing, lesson planning for children with Autism and making best use of Teaching Assistants.

Our Deputy Head is on secondment one day a week supporting other schools with developing SEN and working with a team of SENDCOs developing the Camden Local Offer exemplification.

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

Our teachers and teaching assistants are given opportunities to observe other colleagues and discuss good practice on how to enhance children's learning as individuals or in groups. (This occurs in school and visiting other schools.)

BLP LEARNERS VISION

We believe in, practice and deliver a curriculum that meets the foundations for learning for every child supported by a creative curriculum underpinned by the pedagogical beliefs that our children learn how they learn to ensure they become better learners. We believe this in turn creates active thinking, independent learners ready for the next stage in their life.

AN INCLUSIVE SCHOOL FOR ALL

At Carlton Primary School we welcome pupils with Special Educational Needs, 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 (NB: however, the school does not currently have a lift to allow access to the whole building).
- Visual and hearing impairments
- Complex health needs
- Communication difficulties, including autism

COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website www.carlton.camden.sch.uk. We have tried to make sure everything is clear and helpful.
- You will also find our new SEN Policy on the website. <http://carlton.camden.sch.uk/our-school-2/policies-developing/>
- You can pick up a summary of our SEN policy from our office.
- We will be providing leaflets and summaries on issues such as:
 - o identification of children with SEND and
 - o 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.
- **On our website we also have a video of how we meet special educational needs in our classroom every day (<http://youtube/7dGPCXHj85I>)**

NB: contact the school for the password

- Carlton 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.camdenlocaloffer.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 (**available mid-Autumn**).

WHO TO CONTACT FOR MORE INFORMATION

All members of staff can be contacted by e mail: admin@carlton.camden.sch.uk.

- Our Head Teacher **Ms Jacqueline Phelan** – provides leadership on inclusion and high achievement for all
- Our SENDCOs are the first people to talk to about any SEN questions or concerns, lead on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice. **Ms Mandi Howells & Mr Shayne Davids & Ms Georgina Harcourt-Brown**. Our lead SENDCO is Georgina Harcourt-Brown.
- Our Deputy Head: Inclusion – **Ms Mandi Howells** – has overall whole school responsibility for SEN and inclusion.
- Our Assistant Head: Inclusion – **Mr Shayne Davids** leads on the day to day operations of Inclusion and has responsibility for Year 4 – Year 6 learners with SEND.
- Our SEND Governor - **Ms Noella Bello-Castro** – has responsibility for monitoring and supporting the school on SEN matters on our governing body.
- Our School Office Manager - **Mrs Mary Lerner** – can give you copies of our policies.
- Our site Manager – **Mr Michael Hollis** – ensures that the school is clean and safe and has oversight of site access projects.

Parent Governors:

Mrs Marianne Pringot
Mr Tim Cole
Mr Nick Bethune
Ms Noella Bello-Castro
Ms Maimuna Mukthar
Ms Noorjahan Hussain

School Admin. Officers:

Mrs Mary Lerner
Mrs Marianne Pringot
Miss Mia Carvell

OUR LOCAL OFFER

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEND provision.

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

1. WHAT DO SCHOOL LEADERS & GOVERNORS (INCLUDING THE SENDCOS – Special Educational Needs & Disability Co-ordinators) DO TO MAKE SURE THAT ALL CHILDREN FEEL WELCOME, FEEL INCLUDED AND ACHIEVE THEIR POTENTIAL

Our Deputy Head Teacher has overall responsibility for SEND and Inclusion – this means that SEND issues are regularly discussed and kept under review.

Our 3 SENDCOs* manage day to day provision. They are:

- | | |
|---------------------------------|---|
| Mandi Howells: | Overall responsibility |
| Georgina Harcourt-Brown: | lead SENDCO and responsible for SEND children in EYFS – Year 3. |
| Shayne Davids: | Inclusion and responsible for SEND children in Year 4 – Year 6. |

They keep a register of children we identify as having SEND.

They also keep a record of all the different ways that we provide extra support for children with SEND – our Provision Map.

A copy of our SEND Provision Map is available for parents/carers – this shows the way we provide support for different needs, such as reading, communication and maths.

You can also see it on our website – hyperlink to Provision Map coming soon.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example, Senior Leaders observe lessons and hold discussions with Teachers and support staff on a half-termly basis.

“The teachers, senior leaders and the SENDCOs together carefully monitor the progress and well-being of children with SEND and the quality of our provision. This is achieved through termly pupil progress meetings and senior leaders observing lessons to support the teachers and teaching assistants. We participate with other schools for moderation assessments. The teachers plan carefully for the children with SEND as well as for the other children. If something is not working well, we reflect on why that provision is not working and strive to change and improve it.”

If something is not working well, we change and improve our provision. We describe these changes in our School Development Plan*.

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

We have several Parents/Carers on the Governing Body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND.

We have a specialist SEN Governor: Her name is Ms Noella Bello-Castro.

She meets with our Deputy Head once a term, makes visits to classrooms looking at learning and teaching and reports termly to the School Improvement Committee and full Governing Body.

We fully involve our Governors when we review and revise our SEND policy.

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 statements or EHCP* we claim money back from the LA on a monthly basis. For more detailed information contact Mandi Howells at the school.

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

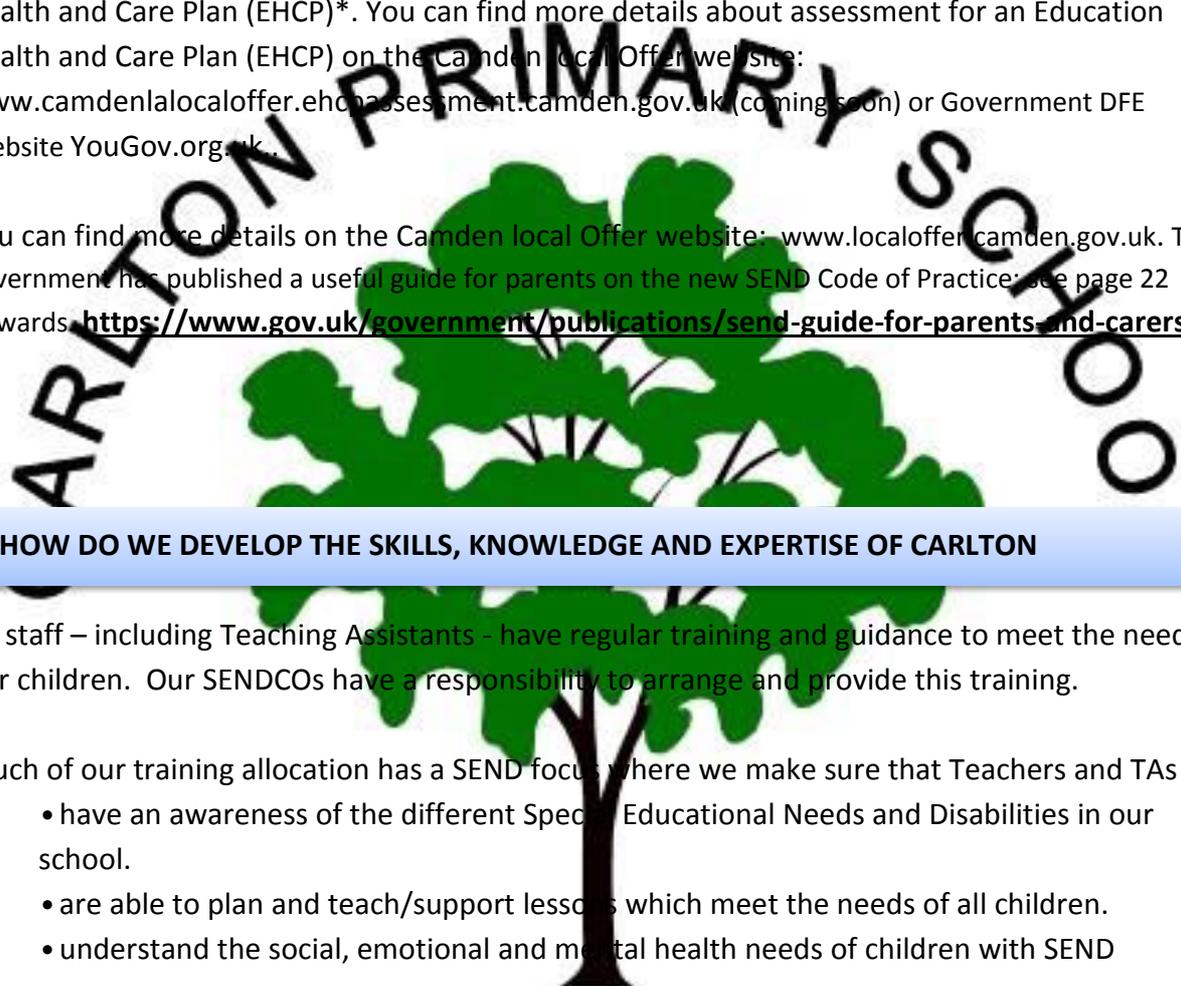
A. We have to make sure that we use this funding as effectively as possible. Our SENDCOs consult and discuss it with parents/carers informally or formally at their SPC meeting, which we hold termly. We review with parents/carers how well each child is doing and agree changes if we

need to. If the level of needs is high or significantly increases we can make an application to the Local Authority for extra funding to meet these needs. From September 2014, the Deputy Head will report to the School Improvement Committee and Resources Committee on how the funding is being allocated/spent to ensure the school is providing the learner with value for money.

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

A. The starting point is to discuss these changes with the SENDCO. If the level of need is becoming higher, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)*. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website: www.camdenlocaloffer.ehcasessment.camden.gov.uk (coming soon) or Government DFE Website YouGov.org.uk.

You can find more details on the Camden local Offer website: www.localoffer.camden.gov.uk. The government has published a useful guide for parents on the new SEND Code of Practice: see page 22 onwards. <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>



2. HOW DO WE DEVELOP THE SKILLS, KNOWLEDGE AND EXPERTISE OF CARLTON

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

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

- 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.

We sometimes take part in National Awareness Days, for example, on Autism, Speech Language and Communication Needs and Down syndrome. We build in a focus on disabilities into our community week to 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 a whole staff briefing on the procedures set out in our SEN policy – all staff receive and sign a copy.

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

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs – for example Specific Learning Difficulty, Hearing Impairment, and Autism.

We also provide training for staff new to the school on holding “listening conversations” with parents and carers known as “Structured Parent Conversations SPC”.

Members of our SEN team attend training sessions run by national and local organisations. Carlton is recognised as an Achievement for All School.

We provide in house and coaching sessions for any member of staff to learn more about how to meet the different special educational needs. They all have access to and are encouraged to access online SEN modules, known as Inclusion Development Programmes (IDPs)*.

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. Teaching Standard No 5 focuses on the adaptation of teaching to respond to the strengths and needs of all pupils.

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 Deputy Head and/or the SENDCO. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. 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?

A. As soon as we know that a child is coming to our school with needs requiring new expertise we make a plan to develop that expertise and provide relevant ongoing training. The Head Teacher always offers a second more detailed meeting with you and a member of the Inclusion Team. From here a plan is formulated with you as to how Carlton will meet your child's 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 key worker – what does the Key Worker do?

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



3. WHAT CONTRIBUTION DO SPECIALIST SERVICES AND TEAMS MAKE TO 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/Referrals	Examples of what they do
Occupational Therapy* TOPS (Tavistock Outreach Project in Schools)	If a child is in the borough and it is on their statement or if they have been assessed and identified as having targeted or specialized needs, then they automatically receive OT support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	The OT meets with the SENDCO at the beginning of the year to discuss which children need OT and at which level. The OT assesses the children and creates a programme to be carried out by the staff at school. This is reviewed twice a year depending on the needs of the child.
Speech and Language Therapy	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 S+L support in school. Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	SALTs attend our school in block sessions for group and individual sessions. They meet with the class teachers and SENDCO to plan and review their support for both particular groups of children and 1:1 sessions. 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.
Physiotherapy	All GPs need to make a physio referral.	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 Inclusion TAs. She comes in termly to check the equipment and to monitor the child's programme.

Educational Psychologist*	Every term the SENDCOs and EP meet to discuss potential referrals and support work for staff. With the permission of the parents/carer, the SENDCO makes a referral to the EP through eCAF.	The EP discusses a child's learning barriers with the class teacher and the parents. She will recommend some strategies on how to support that child's learning.
School Nurse	Based in school weekly. Referrals are made via paper referrals with permission from parents/carer.	The school nurse attends our school once a week. She helps with making medical referrals. She discusses with the parents and professionals any issues, concerns that may have arose and also provides feedback.
The Camden Hearing Impaired service* The Camden Visually Impaired service*	By referrals for specific children	
Camden Education Welfare Service*	Present at the school half termly. Referrals are made for Penalty Notices, unauthorized holidays and poor attendance.	Meets with the school every 4 weeks including partnership work with school's attendance officer and reviews all children whose attendance falls below 95% with the Inclusion Team.
The CAHMS Team		Support the emotional and personal development of children* Staff training
MOSAIC – supporting children with complex needs		
Family support and Social Services*		
Schools and Family Support Worker		
SCAS		Help schools with identification planning for children with ASD
Outreach Primary Learning Support		

Services		
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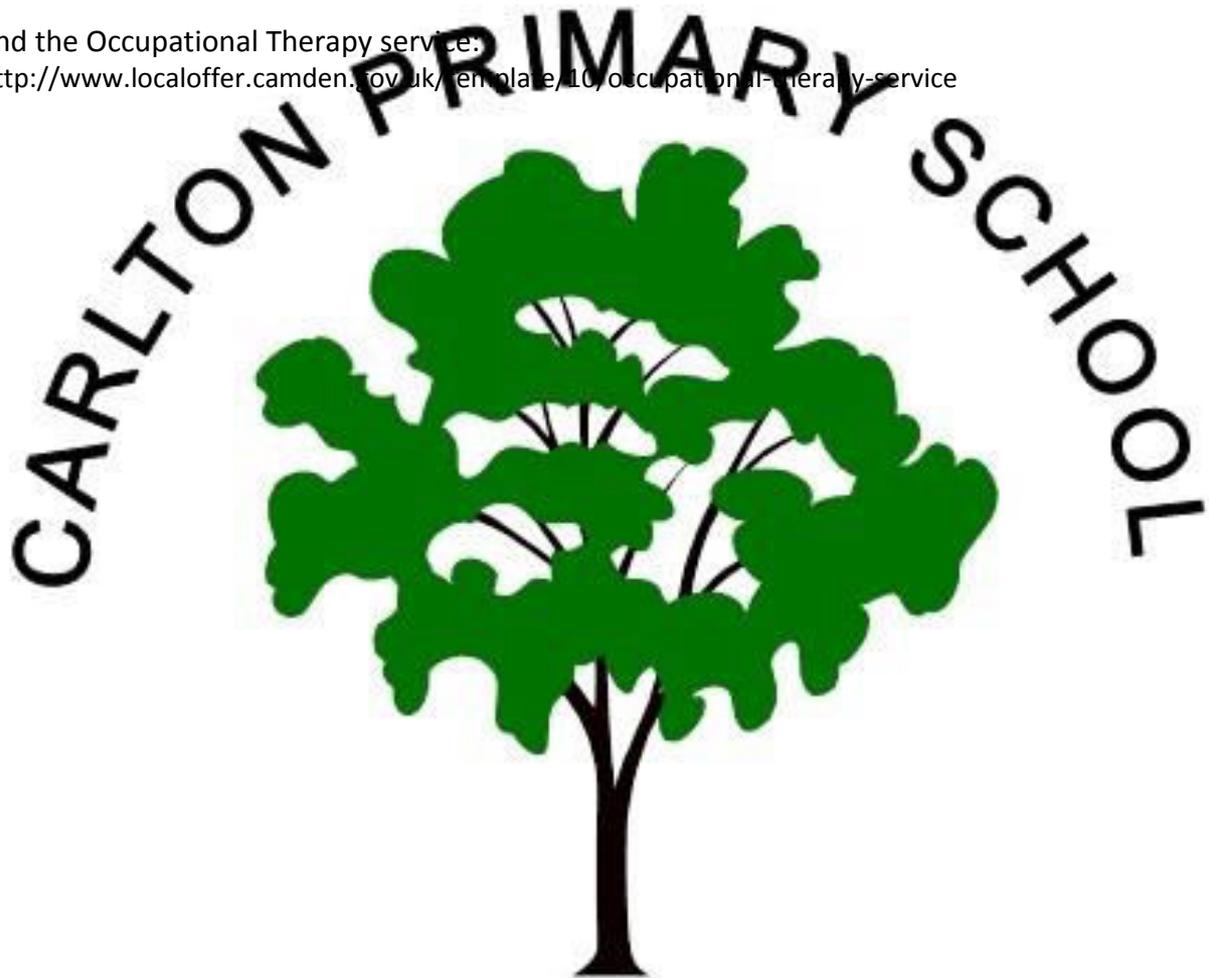
The glossary at the end of this document explains what each of these teams does. Each service has referral and eligibility criteria* -this means that service support is targeted on children with higher levels of need.

For example, speech and language therapy service:

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

and the Occupational Therapy service:

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



These services provide a range of support including:

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

We **will always** involve you in any decisions about whether your child has a Special Educational Need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage: we will ask you to sign a referral form before the support can go ahead.

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

FREQUENTLY ASKED QUESTIONS - SPECIALIST SERVICES AND TEAMS

Q. Will I be able to meet the professional 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. They will always notify you via telephone and/or letter when they commence support. You can also ask for their contact details from the SENDCOs or Class teacher..

4. HOW DO WE IDENTIFY AND ASSESS CHILDREN WITH SEND – WORKING CLOSELY WITH PARENTS/CARERS

Our starting point is to have a conversation with parents/carers from the moment their child starts school: they are the first educators of their child. We need to know how to plan effectively. On home visits and initial meetings with the head teacher we ask whether parents/carers have any concerns about their children - for example if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

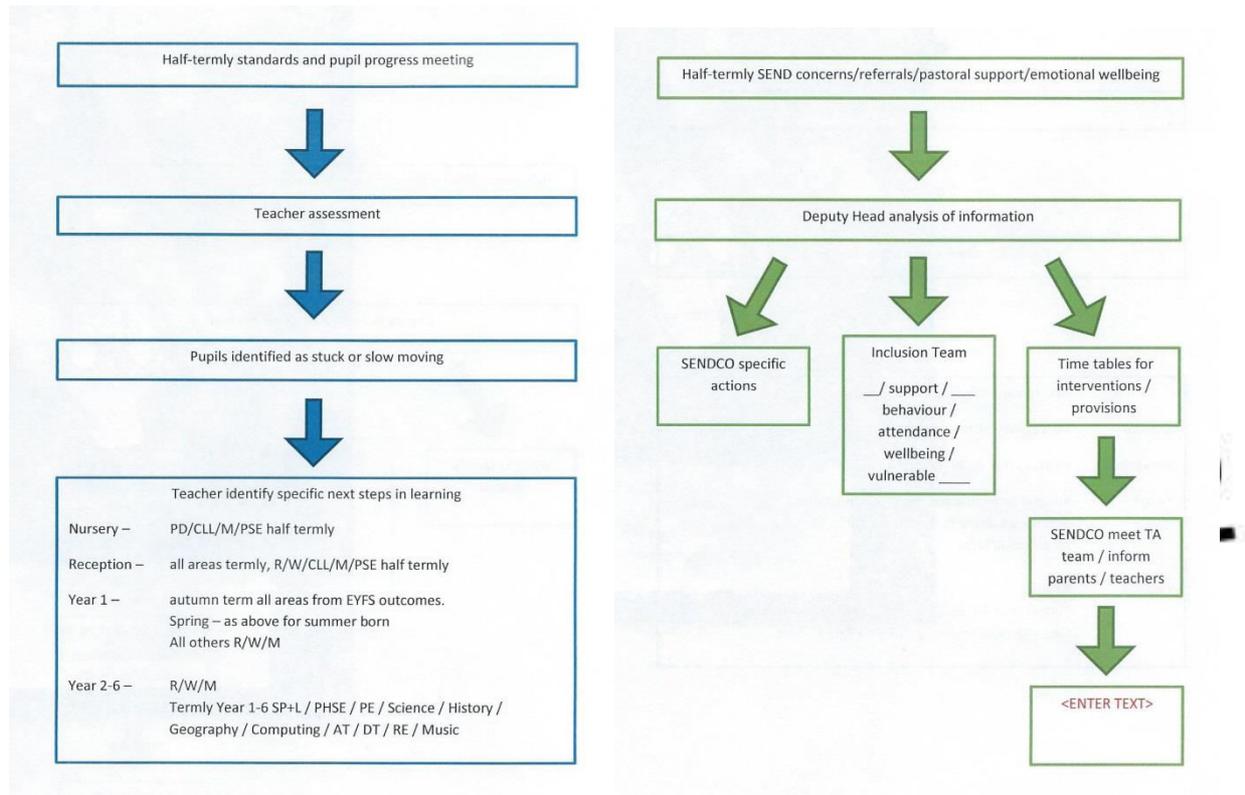
If a child has attended a Nursery School or Children's Centre we use information to plan from day one the best programme of support. This will involve a **Transition Plan**.

In addition we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress. In the Nursery and Reception classes we give children six weeks to settle in before assessing. In Years 1-6 we assess children after three months to ensure we don't miss anything. With children transferring from other schools, we

always call the previous school for a discussion with the class Teacher, SENDCO and/or Head Teacher depending on the level of need.

We also listen to children to find out how they are settling in to school.

We continue to assess and monitor all through the child’s time in school so that we can look out for any Special Educational Needs that might arise later on. We discuss all our children every six weeks through Standards and Pupil Progress Meetings. Below are the procedures for Teaching and Learning:



We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL)*, for example by talking to the child (and parents) in his/her home language.

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

This link explains how the Educational Psychologist team support our school
<http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

We follow Camden’s guidance for the identification of SEND ([hyperlink to criteria](#)).

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify children with SEND in our SEN policy:

<http://carlton.camden.sch.uk/our-school-2/policies-developing/>

You can see our policy on transition at: <http://carlton.camden.sch.uk/our-school-2/policies-developing/>

FREQUENTLY ASKED QUESTIONS - HOW WE IDENTIFY AND ASSESS CHILDREN WITH SEND

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

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

Q. Will my child have an individual plan?

A. All children with SEND will have a 'My 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 a SEND?

A. You should contact the school and ask to talk to your child's Class Teacher. S/he will then talk to the SENDCO about possible next steps. The SENDCO will always talk to you about your concerns and may begin an assessment of need. If there is an agreement that your child has a Special Educational Need the school will work with you to plan a programme of support.

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

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

5. HOW DO 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 and their overall development.

We use the information we have about each child who has been identified as having SEND to plan an individual programme of support.

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

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

Once a term we review how well all children – including those with SEND – are making progress. We call this our Pupil Tracking Meeting.

We will arrange a meeting with parents of children with a SEND about how well she/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child.

We will report formally twice a year on the progress of all children, including those with SEND and for some pupils we will provide more frequent reports. At Carlton we provide you with a mid year report in February/March. This includes aimed levels and next steps for your child to work on over the second half of the year.

FREQUENTLY ASKED QUESTIONS - REVIEWING 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 Structured Parent Conversation (SPC) meetings where we discuss your child's progress. If you have concerns and worries about your child please contact your Class Teacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

Q. What are the triggers for additional needs?

A. The triggers for Additional Needs (excerpt taken from our [SEN Policy](#))

Could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of pupils of similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service.
- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

6. HOW WE MAKE SURE THAT TEACHING AND SUPPORT HELPS YOUR CHILD TO LEARN AND MAKE GOOD PROGRESS

We know that high quality teaching and skilful support will make a big difference to the progress of children with SEND.

Making sure that this happens in all classrooms is one of the most important things that our school leaders do.

We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

Carlton school leaders – including the SENDCOs – 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.
- making sure that the Class Teacher takes full responsibility for all children's learning and progress.
- using a wide variety of teaching approaches, including guiding learning through demonstration.
- 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: our marking policy makes sure that children know how to improve their work.

- providing additional adult support from well-trained and well supervised Teaching Assistants or other Learning Support Staff.
- making available specialist equipment and digital technology to support access and participation in learning.

We help all children to develop their skills as learners – and to persevere when they find learning difficult. This is based on our school pedagogy. We call this Building Learning Power, BLP. You can read more about how we support children to be better learners in our Teaching and Learning school policy: www.carlton.camden.sch.uk/policies

FREQUENTLY ASKED QUESTIONS – TEACHING AND SUPPORT

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

A. We will make sure when we meet that you know your child's next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics. We send out the dates in our newsletter and also publish on our website.

Our school website contains further guidance for parents on how to help their children with home based learning – home learning projects and weekly expectations
<http://www.carlton.camden.sch.uk/our-pupils/homework/>



7. HOW WE MAKE SURE THAT CHILDREN WITH SEND ENJOY A BROAD AND BALANCED CURRICULUM

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school!

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEND to play a full part in the life of our school. Many of our Playground Friends and School Counsellors have a special educational need and taking this responsibility is helping them to communicate more confidently with other children.

We arrange educational visits and journeys and make sure that all of our children can take part.

Visits include;

- Museums
- Art Galleries
- Theatre
- etc.

Year 6 take part in a three day journey where they take part in a wide range of outdoor activities.

We do a risk assessment and when necessary make reasonable adjustments* to plans and arrangements.

Our Provision Map* shows additional specialist interventions* to accelerate children's progress in, for example, reading, writing and mathematics: we choose these after looking carefully at the research on "What works?".

These sessions run for a limited time – sometimes 24 weeks, frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained Teacher or Teaching Assistant.

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

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

- Providing quiet time out for student with emotional needs,
- Providing a visual timetable* and clear explanations of tasks for a boy with autistic spectrum disorder,
- Providing assistive technology (including where necessary Augmentative and Alternative Communication*) to ensure effective communication.

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

Staff	Examples of what they do
Teaching Assistants	In-class support working with a child with an EHCP Small group support for mathematics
Reading Recovery Teacher	Small group and individual reading sessions, activities around reading.
Literacy/Numeracy support Teacher	Small group support for phonics/number facts e.g. 3 times a week for 6 weeks

FREQUENTLY ASKED QUESTIONS – OUR CURRICULUM

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

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

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

A. We will always try to make sure that a child does not miss important parts of a lesson - for example, with the agreement of the child and parent we will run some lessons early morning or during an assembly. We don't run any interventions before 12.00pm to ensure children don't miss reading, writing and maths lessons.

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

A. The curriculum includes a wide variety of clubs and activities that take place before and after school and we monitor the attendance and access of our most vulnerable children at these activities. If a child needs help to get involved we provide that help. We ask our children what they would like us to provide and try to ensure these clubs are provided by the school.

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

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

8. HOW WE MAKE SURE THAT OUR SCHOOL AND CLASSROOMS ARE SAFE, ACCESSIBLE AND STIMULATING

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

Over the past five years we have improved the acoustic/sound qualities of our school - for example, we have a Sound Field System in all of our classrooms.

We have an Accessibility Plan* through which we are making improvements to the school environment over time – for example, we are removing minor barriers to movement around the school for our pupils with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs.

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

<http://www.localoffer.camden.gov.uk/template/3/camden-sensory-advisory-service>

We have a range of equipment designed to support the development of children's co-ordination and motor skills.

For some children with Special Educational Needs, we provide specialist equipment including digital technology: IPADs and lap-top computers.

FREQUENTLY ASKED QUESTIONS – ACCESSIBLE SCHOOL AND CLASSROOMS

Q. How accessible is the building for a child who uses a wheel chair?

A. We are not accessible for wheel-chair users but we will move classes in order to welcome and include a child with limited mobility. We have a lift as part of our accessibility plan – we are working hard to achieve this.

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

A. We have improved the "visual environment" – for example, the clarity of signs around the school to help our students with visual impairment. We also work closely with the Camden Sensory Support Service* to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for support staff and have "Sensory champions" who is developing specialist knowledge of visual and hearing impairment.

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

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.



9. HOW WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS

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

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

From our involvement in the **Achievement for All*** project we have developed a style of working with parents/carers - for example, through a regular "listening conversation" - which places parents/carers at the heart of decision-making about their child.

We will always involve parents and children in planning and reviewing progress. We communicate clearly and regularly with parents and carers of children with SEND about, for example:

- how we support their children
- their achievements and their well-being and
- their participation in the full life of our school

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback – for example on Parent View – on how well we are working with our parents.

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in Somali, French, Albanian, Bengali, Arabic and Urdu.

FREQUENTLY ASKED QUESTIONS – PARTNERSHIP WITH PARENTS/CARERS

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

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/Inclusion Managers Mandi Howells, Shayne Davids and Georgina Harcourt-Brown 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 with the SENDCOs / Class Teacher. The SENDCOs keep 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. We call this your child's 'My Plan'.

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

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

- our SEND policy on the school's website – <http://carlton.camden.sch.uk/our-school-2/policies-developing/> our newsletter contains information about meetings with teachers and presentations about how to help your child
- our weekly bulletins – contain information about meetings with teachers, presentations about how to help your child

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

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

A. We provide training on early Reading, Building Learning Power (BLP), Family Learning, Mathematics, Higher Attainers & Gifted Learners, Internet Safety, Healthy Eating and send home spellings weekly, reading books daily, number bonds and time tables.

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

A. Yes. It's called the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).

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

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

The person in charge of the service is Victor Baldock

Email = Victor.Baldock@camden.gov.uk

Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters* - who 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.localoffer.camden.gov.uk/template/50/independent-support-service>

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

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website

<http://carlton.camden.sch.uk/our-school-2/policies-developing/> or from our office.

Information on Complaints:

Here at Carlton Primary School it is our vision that special needs provision is most successful when the school, pupils and parents work in partnership. However if there are queries or concerns raised, the SENDCOs should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put into place or the situation rectified.

Following this consultation, if the situation is not resolved the parent/carer should contact the Deputy Head Ms Mandi Howells or Assistant Head Mr Shayne Davids (responsible for Inclusion). If the situation is still not successfully resolved, it is advised that the parent/carer should contact the Head Teacher, Ms Jacqueline Phelan.

If the matter is still not resolved, it is advised the parent/carer should send in a written complaint to the SEN Link Governor Ms Noella Bello-Castro.

If there is still an unsatisfactory outcome the parent/carer will be advised to contact the Special Educational Needs Department at Camden and follow its complaints procedure.

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

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

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

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

Once Camden commences the transference of statements, we will use the WIKI website project* with pupils who have an Education Health and Care Plan - this helps everyone supporting the child and family to share information and listen to their views.

FREQUENTLY ASKED QUESTIONS – LISTENING TO CHILDREN

Q. Who can my child talk to if she/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. Every class has a weekly Circle Time, each class has a Mumble Box. Some children prefer to use diaries and children are encouraged to talk directly to any staff member or use the Mumble Box outside the Head Teacher's Office.

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

A. It's important that you encourage your child to try to explain why. It's important you do not put words in their mouths like "who's bullying you?" – but to rather approach it in a calm open way.

Contact the Class Teacher or any other staff member you feel comfortable talking to. You can always call or come to school to talk with Ms Jacqueline Phelan (Head Teacher) or Ms Mandi Howells (Deputy Head). Whatever you do – don't do nothing.



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. We have “Settling in” days, “Lunch-time visits” and “Playground visits”.

We create a Passport* to help the child get to know Teachers and support staff and become familiar with the building.

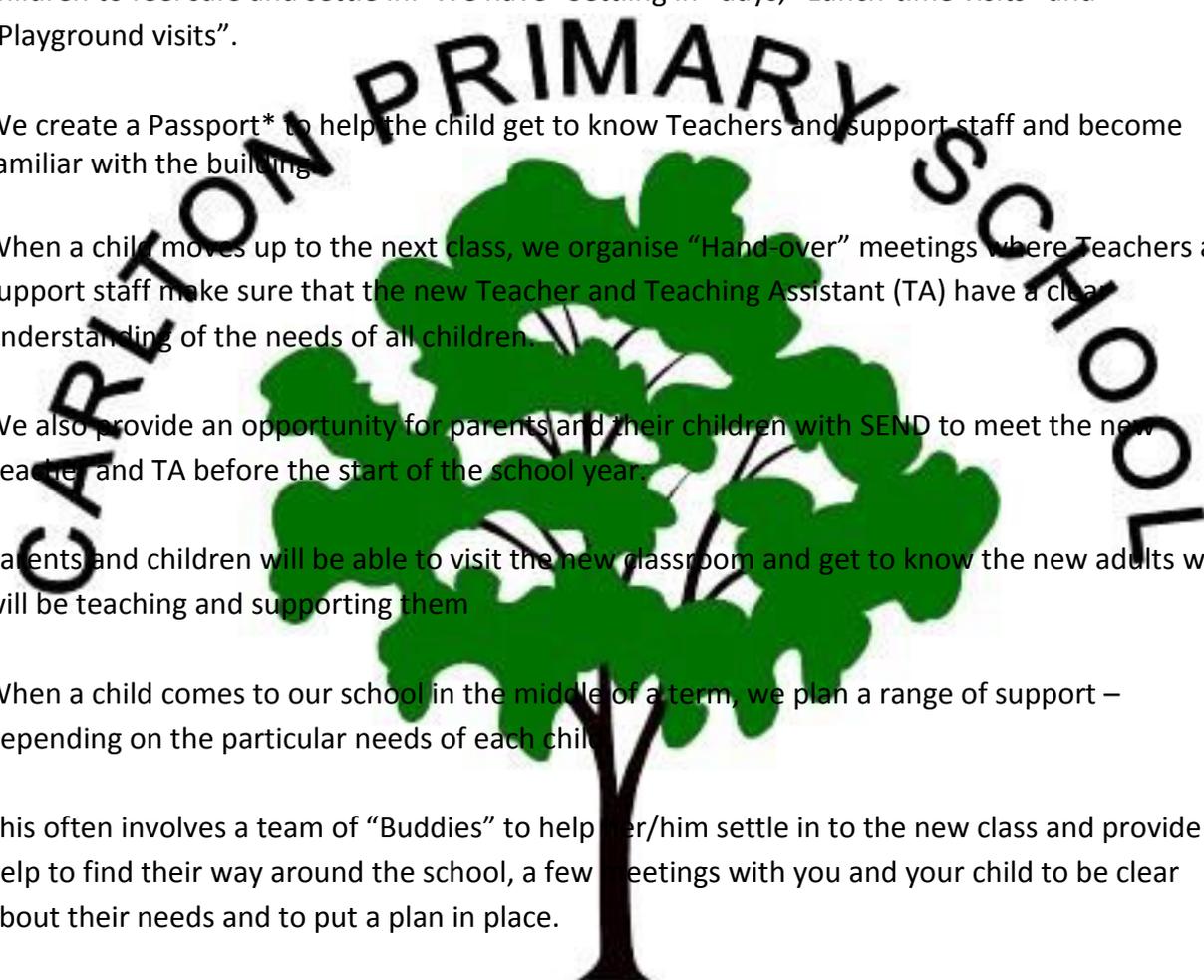
When a child moves up to the next class, we organise “Hand-over” meetings where Teachers and support staff make sure that the new Teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new Teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

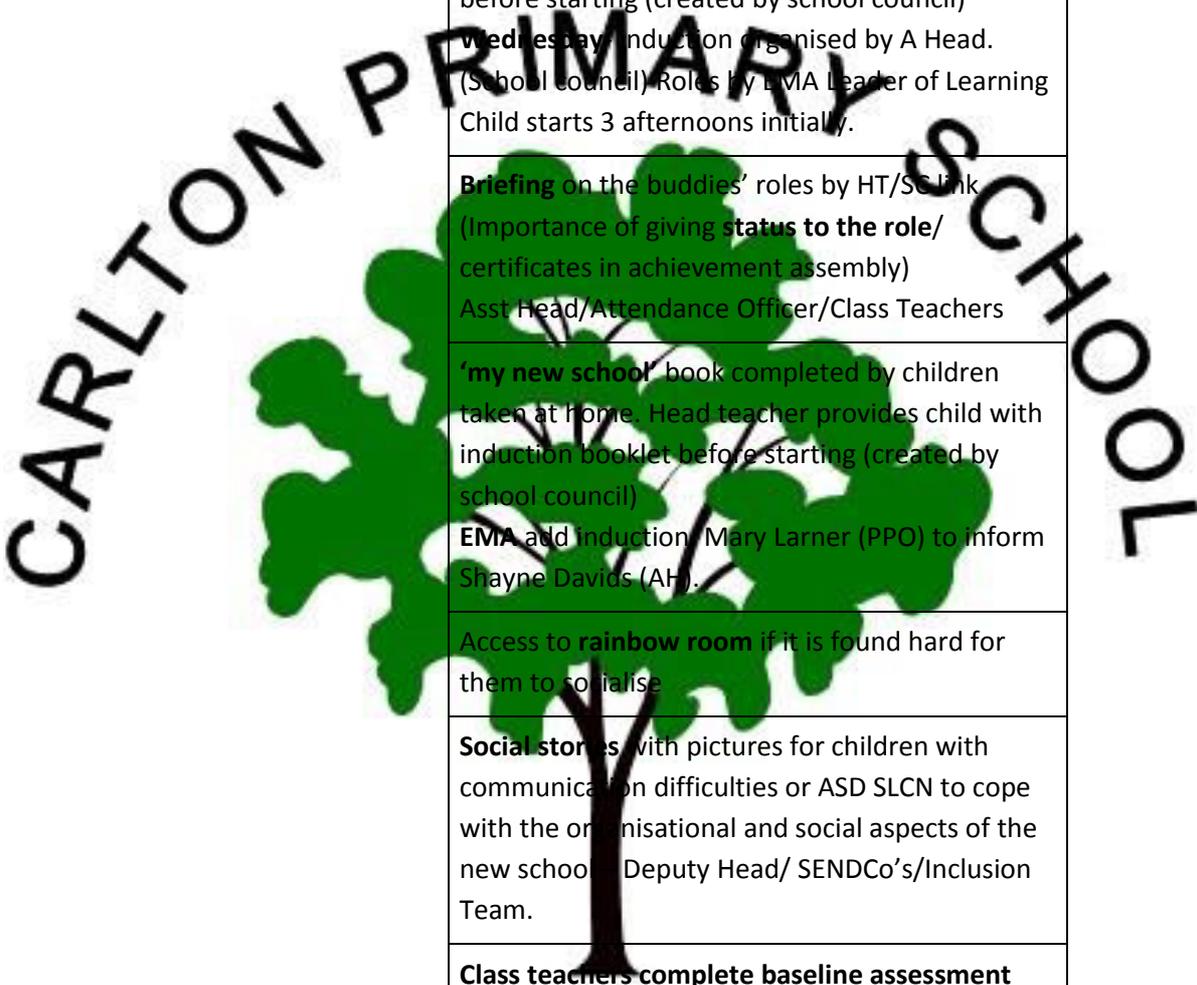
When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child.

This often involves a team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school, a few meetings with you and your child to be clear about their needs and to put a plan in place.



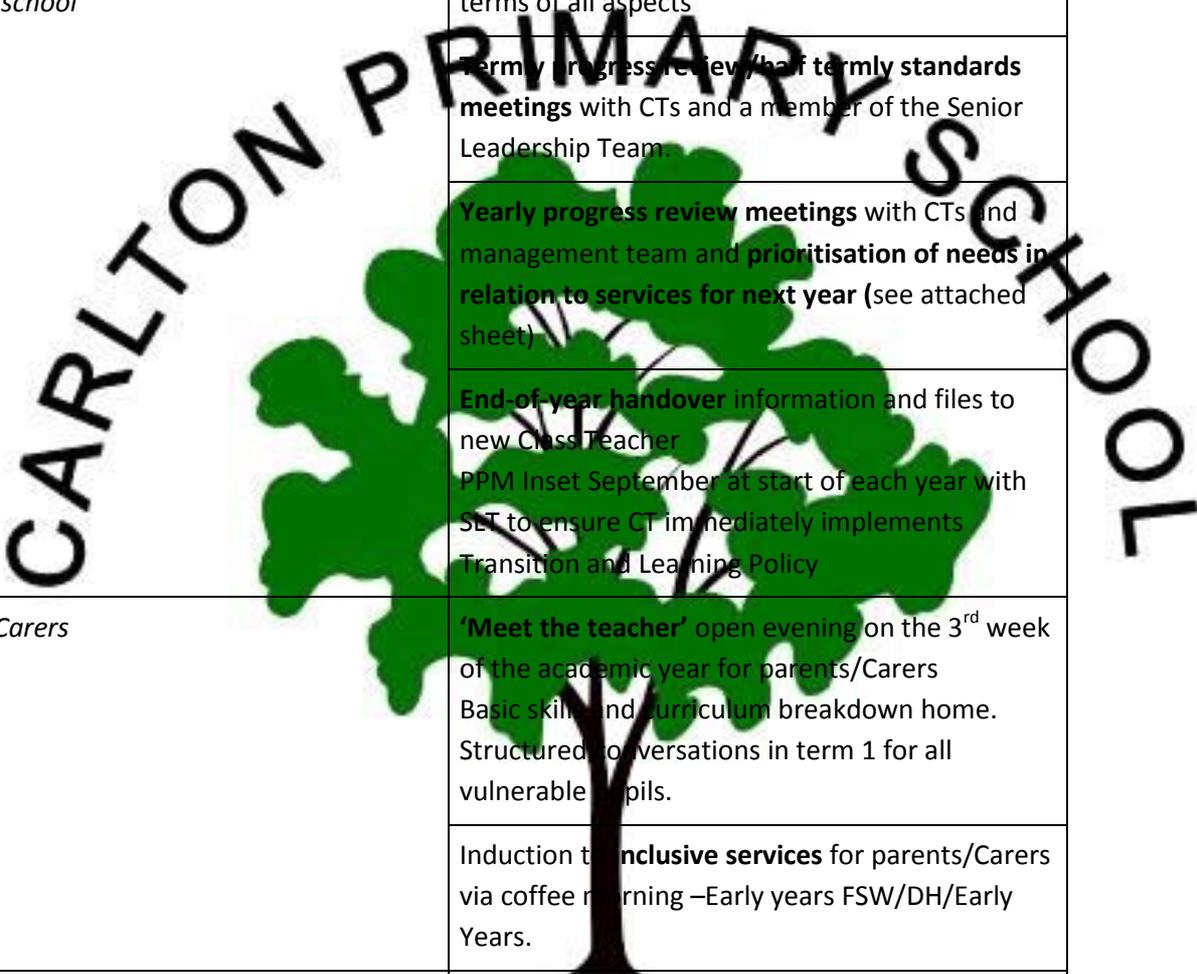
Carlton Primary School Transition Procedures

Induction and admission procedure (administrative aspect of transition)	Integris system/ transference of CCT files etc. All files should be received within 14 days.
	Communication with previous school and services involved if child is on CP/SEND/AEN

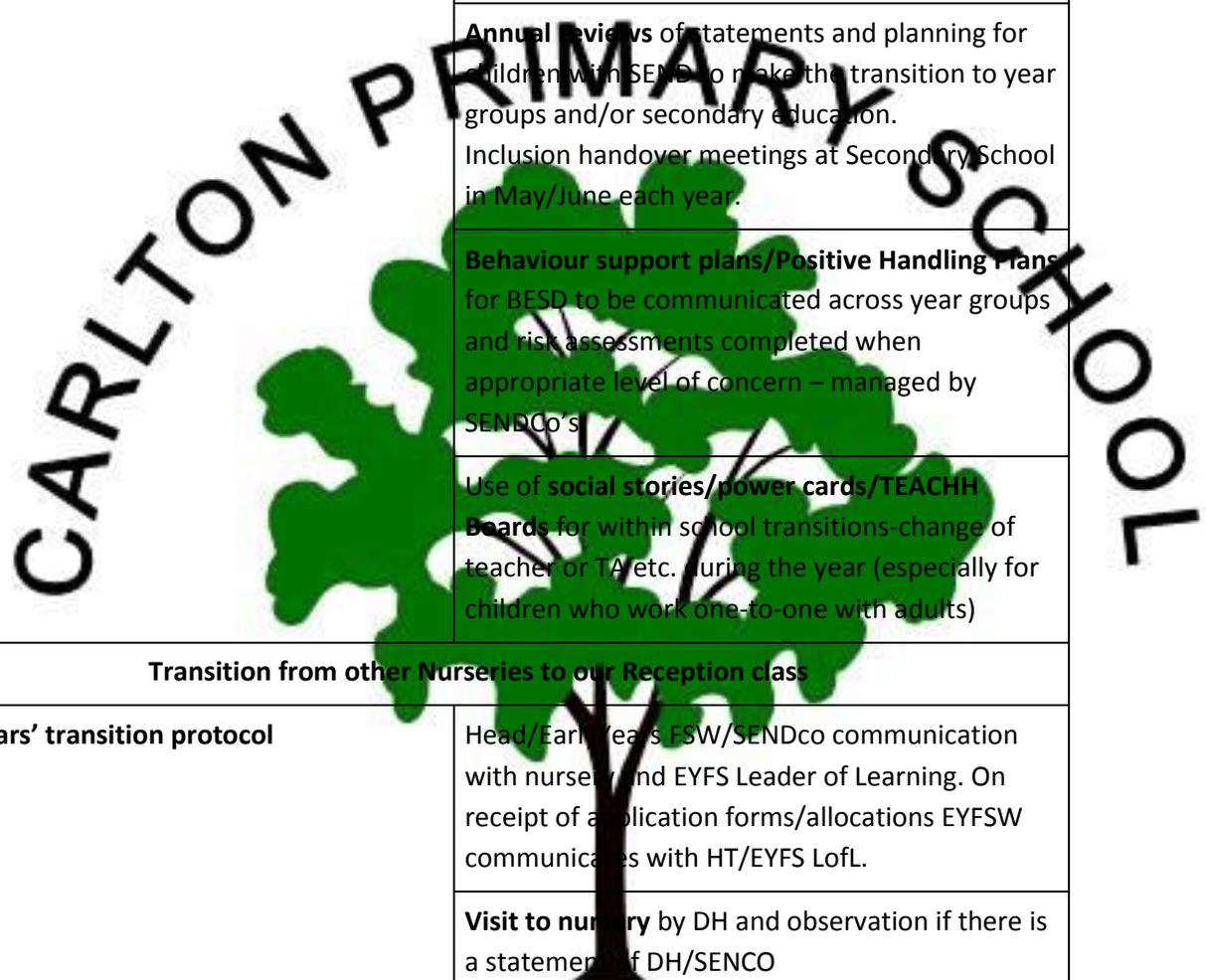


	<p>Initial interview to be administered by the Head and then appointment with DH/ SENCO on a set date within the first 3 weeks/ redrafting of admission form/ Home School agreement as per admission Policy/ Welcome Booklet given by Headteacher for child to take away and return when starts</p>
<p>Induction of Newcomers (pupil centred aspect of transition)</p>	<p>Buddying system (School Council Rep) Head teacher provides child with induction booklet before starting (created by school council) wednesday induction organised by A Head. (School council) Roles by LMA Leader of Learning Child starts 3 afternoons initially.</p> <p>Briefing on the buddies' roles by HT/SC Link (Importance of giving status to the role/ certificates in achievement assembly) Asst Head/Attendance Officer/Class Teachers</p> <p>'my new school' book completed by children taken at home. Head teacher provides child with induction booklet before starting (created by school council)</p> <p>EMA add induction Mary Larner (PPO) to inform Shayne Davids (AH).</p> <p>Access to rainbow room if it is found hard for them to socialise</p> <p>Social stories with pictures for children with communication difficulties or ASD SLCN to cope with the organisational and social aspects of the new school. Deputy Head/ SENDCo's/Inclusion Team.</p> <p>Class teachers complete baseline assessment completed and recorded on trackers following 3 week settling in period. Ahead to monitor and ensure CT complete accurate/appropriate baseline assessments.</p>
<p>Children with medical needs that have been off school</p>	<p>Liaison and termly meetings with medical staff involved, home parents. Creation of care plan and risk assessments (before arrival) conducted in order for children to attend full time. SENDCo's</p>

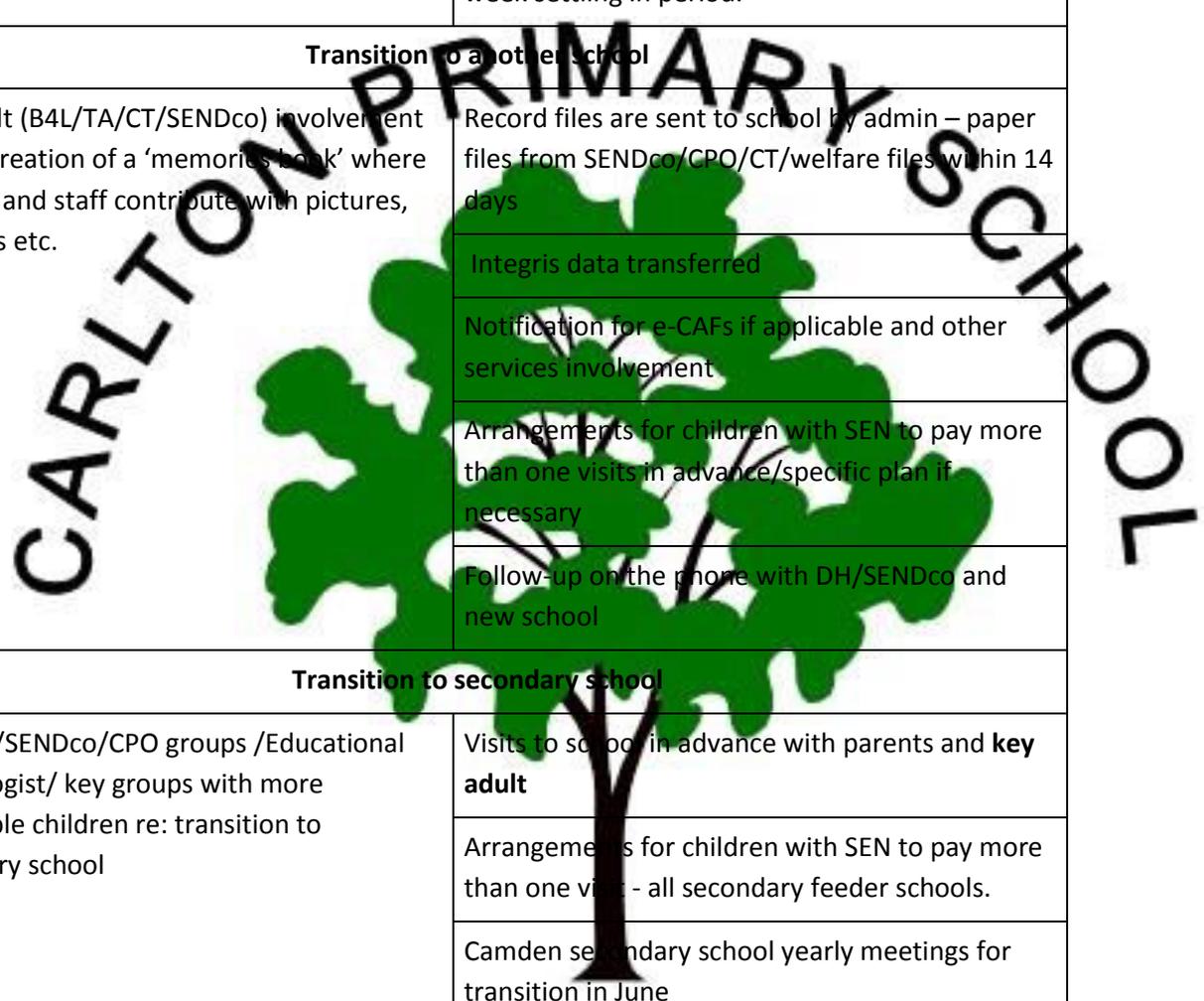
	<p>Reasonable adjustments- alternative timetable for the child according to needs</p> <p>Raising awareness within school (parents and children) through assembly and letters of possible needs or dangers for the child – class circle time</p>
Transition within year groups	
<p>Curriculum continuity <i>Adults in school</i></p>	<p>Tracking system and investigation of needs in terms of all aspects</p>
	<p>Termly progress review/half termly standards meetings with CTs and a member of the Senior Leadership Team.</p>
	<p>Yearly progress review meetings with CTs and management team and prioritisation of needs in relation to services for next year (see attached sheet)</p>
	<p>End-of-year handover information and files to new Class Teacher PPM Inset September at start of each year with SLT to ensure CT immediately implements Transition and Learning Policy</p>
<p><i>Parents/Carers</i></p>	<p>'Meet the teacher' open evening on the 3rd week of the academic year for parents/Carers Basic skills and curriculum breakdown home. Structured conversations in term 1 for all vulnerable pupils.</p>
	<p>Induction to inclusive services for parents/Carers via coffee morning –Early years FSW/DH/Early Years.</p>
<p><i>Children</i></p>	<p>Termly- review meetings with 6 children of each year group with a member of the leadership team discussing their perceptions about learning as part of SRSE cycle. Children on trackers within 3 weeks. (Teacher Baseline Assess). Class Teachers take responsibility to update tracker and tell Mary Larner the office manager.</p>
	<p>School council's input on learning.</p>



	Yearly PASS survey data used for target setting and SDP. Detailed sociograms completed to support class dynamics. Inclusion team plan interventions and support based on findings – parents MUST be informed of all support and concerning findings
Following up individual learning goals	Statutory assessment of a child's SEN and of making and maintaining a statement of SEN for children with severe and complex needs;
	Annual reviews of statements and planning for children with SEND to make the transition to year groups and/or secondary education. Inclusion handover meetings at Secondary School in May/June each year.
	Behaviour support plans/Positive Handling Plans for BESD to be communicated across year groups and risk assessments completed when appropriate level of concern – managed by SENDCo's
	Use of social stories/power cards/TEACHH Boards for within school transitions-change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)
Transition from other Nurseries to our Reception class	
Early years' transition protocol	Head/Early Years FSW/SENDCo communication with nursery and EYFS Leader of Learning. On receipt of application forms/allocations EYFSW communicates with HT/EYFS LofL.
	Visit to nursery by DH and observation if there is a statement of DH/SENCO
	Planning in advance for resources, training for staff and allocation of TA – SENDco's lead
	Communication with parents/ carers , walk around induction on Monday and Wednesday
	Introductory visit of child to our school with previous Key worker Mondays and Wednesdays mornings
	Transference of record files/Care



	<p>Plan/SEN/assessment profile to Mary Lerner</p> <p>Parent to accompany child on their first day for smooth transition and personal communication with new TA for 1hour on a Monday and Wednesday between 2 and 3pm</p> <p>Key worker/Class teachers complete baseline assessment/profile completed and recorded on trackers and set up portfolio within following 3 week settling in period.</p>
Transition to another school	
Key Adult (B4L/TA/CT/SENDco) involvement for the creation of a 'memories book' where children and staff contribute with pictures, drawings etc.	Record files are sent to school by admin – paper files from SENDco/CPO/CT/welfare files within 14 days
	Integris data transferred
	Notification for e-CAFs if applicable and other services involvement
	Arrangements for children with SEN to pay more than one visits in advance/specific plan if necessary
	Follow-up on the phone with DH/SENDco and new school
Transition to secondary school	
B4L/LST/SENDco/CPO groups /Educational Psychologist/ key groups with more vulnerable children re: transition to secondary school	Visits to school in advance with parents and key adult
	Arrangements for children with SEN to pay more than one visit - all secondary feeder schools.
	Camden secondary school yearly meetings for transition in June Transfer form completed on all children by class teachers (see examples)
	Haverstock project with Y9 pupils including creation of video for our current Y6 children that are going in September – looking Back Look Forward Project
	Notification for e-CAFs if applicable and other services' involvement



Transition from mainstream to a special school	
DH/SENDco involvement	Communication of IM/SENDco with Head or support teacher at the new school
	4 visits to the special school, where child is included in the lesson and other routines over the course of a month (Triggered by specific school)
	DH/SENDco creating a 'passport' profile for the child with the equivalent staff in the new school so that appropriate support is allocated according to statement of SEN Portfolios taken to new school
	Current TA working with child is involved in visits
	Picture book created for the child explaining facilities and routines in the new placement creating enthusiasm and confidence
	'Goodbye book', parties for the child and video where possible.



FREQUENTLY ASKED QUESTIONS - TRANSITIONS

Q. What happens when my child – who has a SEND statement/Education Health Care plan - moves on to secondary school?

A. We invite parents and the Secondary School SENDCO to take part in the Annual Review of the Education Health and Care plan in Year 6 to help co-produce a plan for a smooth transition.

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with their tutor, SENCO or key adult. We then discuss with the secondary SENCO any extra support for each child depending on her or his needs.

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

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

A. It depends on your child’s needs. The starting point would be your child’s current Class Teacher. You might then want to talk to the SENDCO or the senior manager for Inclusion.

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

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

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

A. You should request a meeting with the school's SENDCO as soon as possible after your child starts secondary school. At the transition meeting we always ensure you have a named person to talk to before the move. The SENDCO holds all the records on children with SEND new to the school and she/he will let you know who the Key Worker will be for your child. For children with complex needs we hold a Team Around the Child Meeting (TAC) if they do not have a current statement or Education, Health and Care Plan.

12. HOW WE SUPPORT CHILDREN'S HEALTH AND GENERAL WELL-BEING – INCLUDING THEIR SAFETY, ATTENDANCE AND POSITIVE BEHAVIOUR

The school takes the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships.

We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed.

We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work.

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

<http://carlton.camden.sch.uk/our-school-2/policies-developing/>

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: <http://carlton.camden.sch.uk/our-school-2/policies-developing/>

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* or the SENDCO, Behaviour for Learning Support, TOPS (outreach and psychotherapist), Educational Psychologist, Nurture Group, Outreach.

Specialist support	Available	Examples of what they do
Child/Family therapist (TOPS)	1 for 5 days a week	Work 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.
Behaviour for Learning	5 days a week	Works with children, parents and staff – with a focus on learning
Music Therapist (Nordoff Robbins)	2 days a week	Works with children to enhance self-esteem/social interactions, emotional development
Art Therapist (Camden Futures)	2 days a week	Works with children to enhance self-esteem/social interactions, emotional development and 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.

When a child returns to school after a fixed-term exclusion, the Head teacher meets the parents and child together to agree a support plan to help 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 SEND) 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 - currently 20% of children with SEND serving on the council - and we encourage and support children with SEND to take on whole school responsibilities, for example as Playground Friends, Monitors, and stand for the school council.

We have an up to date policy on how we manage and administrate medicine and a Senior Leader with responsibility for Health and Safety concerns across the school. We have an Intimate Care Policy on <http://carlton.camden.sch.uk/our-school-2/policies-developing/>

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

- The medical condition and resulting needs
- 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 outings
- Emergency procedure

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. On some occasions, an outreach support worker, would teach the child work that s/he is missing from school, at home or in hospital.

Our School Nurse is Ms Carly Townsend. The Assistant Head 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.

<http://carlton.camden.sch.uk/wp-content/uploads/2014/03/Attendance-Policy.pdf>

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 Mandi Howells. Jacqueline Phelan and all of our staff are trained in safeguarding. <http://carlton.camden.sch.uk/wp-content/uploads/2014/04/Safeguarding-and-Child-Protection-Policy-2014.pdf>

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY

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

A. We have a well-trained team of Playground Assistants who organise games and 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.



12. HOW WILL WE KNOW IF WE ARE SUCCESSFUL??

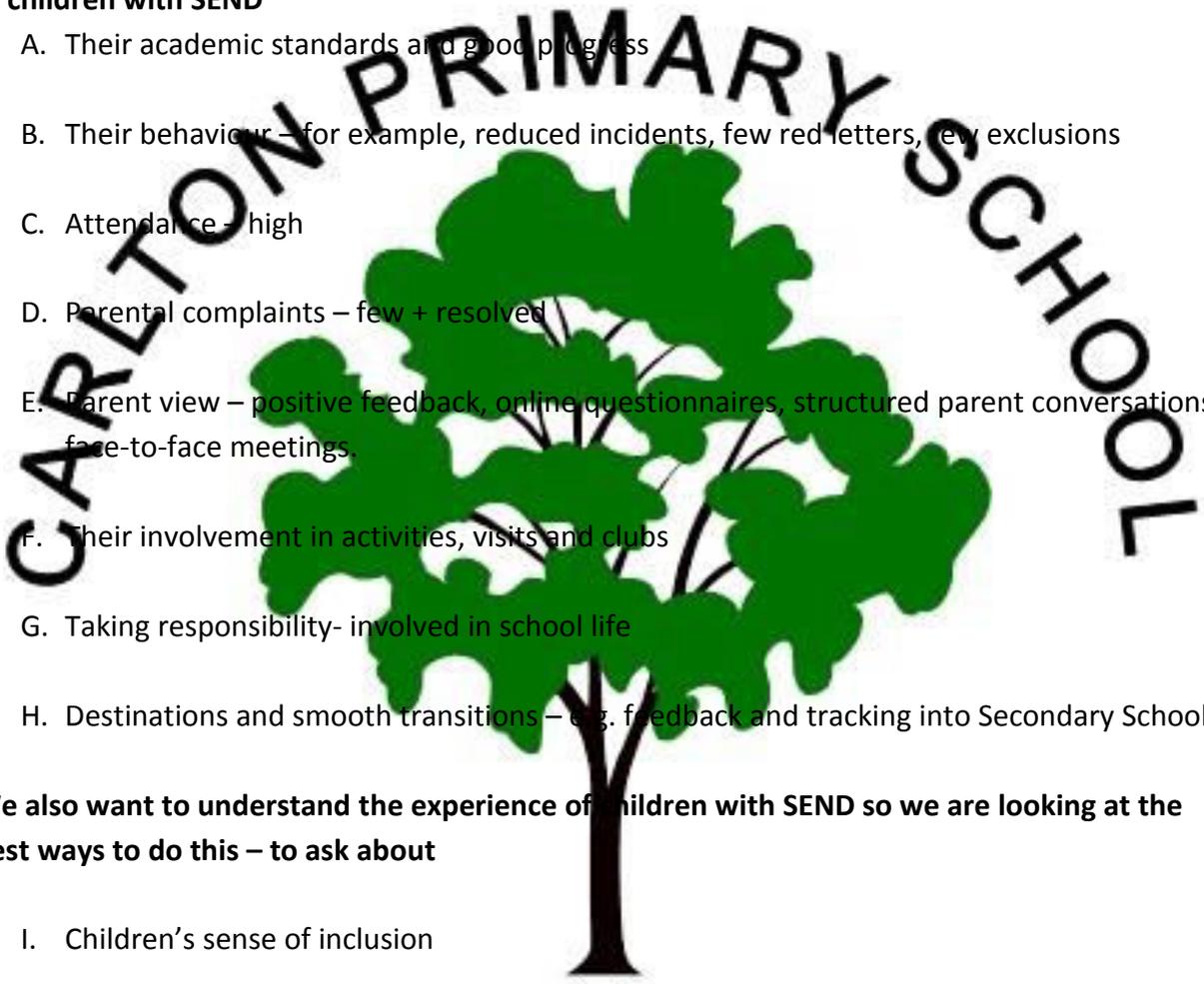
We constantly monitor important evidence for success – we take action where we are not successful

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

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

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

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



Glossary

Word	What this means
SEN policy	
Camden Local Authority	
Education Health and Care Plan (EHCP)	
SEN statement	
mediation	
.1 Leadership and Management	
SENDCO	Special Educational Needs Co-ordinator
SEN REGISTER	Special Educational Needs List of children, so the school continually hold them in mind.
MY PLAN	A plan for each child with SEN that tracks their needs, progress, support parent and child views, targets for everyone to work towards children's needs.
PROVISION MAP	A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.
School Development Plan	
.2 How we develop the skills, knowledge and expertise of school	
TEACHING ASSISTANT	Additional adults who support the learning process, social behaviour and needs of children.
Staff Guidance Files and Pathway documents	
Communication and interaction	
Cognition and learning	
Mental health	
Sensory and physical needs	
Inclusion Development Programme (IDP)	
National Teaching Standards	
Key Worker	

Word	What this means
.3 The contribution that specialist services and teams make to the progress and well-being of students with SEND	
Educational Psychologists	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.
The Hearing Impaired Service (HI)	Camden service of specialists who give advice, support and monitor children with HI.
The Visually Impaired Service (VI)	Camden service of specialists who give advice, support and monitor children with VI.
Occupational Therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.
Speech and language therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.
Physiotherapist	
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students.
MOSAIC	Supporting students with complex needs.
Family Services Social Work (FSSW)	Services that support the child and the family accessing the correct services and safeguard children.
SCAS	Helping schools with identification planning for students with ASD (Autistic Spectrum Disorder)
Health Visitor/School Nurse	Health Professional who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.
Referral and eligibility criteria	
.4 How we identify and assess children with SEND	
English as an additional language (EAL)	
School's designated teacher for LAC	
.7 How we make sure that children with SEND enjoy a broad and balanced curriculum	
Reasonable adjustments to plans	
Specialist interventions	
Augmentative and Alternative Communication	

Word	What this means
Accessibility Plan	
Visual environment	
Camden Sensory Support Service	
“Sensory champions”	
.11 How we support children joining and leaving our school and making transitions	
Passport	
.12 How we support children’s health	
Disclosure and Barring Service (DBS)	

