



St Aloysius Catholic Primary

In Jesus we learn, love and grow together

SEND Local Offer

Policy Revised: September 2018

Review Date: September 2019

Signed:..... Chair of Governors

Signed:..... Executive Headteacher

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WHAT IS THE SCHOOL LOCAL OFFER? (SEN INFORMATION REPORT)

Our 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 this website or comments please contact Camden Local Authority Officers. Their email: SENDreforms@camden.gov.uk

THE PURPOSE OF OUR LOCAL OFFER

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

KEEPING OUR LOCAL OFFER UNDER REVIEW

- We will keep our Local Offer under review – by asking parents and children what is working well and what they want to improve
- The next review date for our Local Offer is September 2019

WHAT KIND OF SCHOOL IS ST ALOYSIUS' CATHOLIC PRIMARY SCHOOL?

We are a Catholic School belonging to the Diocese of Westminster.

We are a Camden Primary school for the 3-11 age range. We are an inclusive school.

Our most recent Diocesan Inspection report noted that:

“All children including those with special educational needs are being very well cared for and the curriculum is fully accessible to all pupils... A large number of pupils with special educational needs are being very well supported in all years and this is a major strength of the school.” (Diocesan Inspection Report, 2014)

In addition, OFSTED found that:

“Pupils’ spiritual, moral, social and cultural development is promoted effectively and reflects the school’s ethos and Catholic principles..” (OFSTED, 2018)

Parent views:

www.acps.camden.sch.uk

Parents of children with SEND feel that there is a helpful, friendly and approachable community feel at St Aloysius Catholic Primary School. One Year 5 parent commented that her daughter *“loves coming to school and speaks very positively about the staff in her class and how they help her.”*

Parents are happy with the progress made by their children in many different areas. For example one Year 6 Parent said that she had noticed how her son’s *“reading has really improved and he is now able to read in different contexts without support or being told to, such as watching football (subtitles), reading news reports, texting and reading books.”*

Another parent remarked that she was so pleased at the increase in her son’s confidence this year. *“He is talking much more in and out of school. He is able to follow a conversation and give appropriate responses and he will chat happily with friends.”*

Parents feel that children are treated fairly and equally. One parent commented that their child *“feels like he’s home when he’s at school”*. Consistently, parents say that they are happy with the support their child receives at school and they feel that this is helping their child to be the best that they can be. They also appreciate that the school gives their child opportunities to become a more independent learner as this is so important for secondary school and adult life.

Pupils’ views:

Children feel happy and safe at St Aloysius Catholic Primary School. Pupils with SEND express the view that learning is fun and accessible at our school.

“You do fun lessons.” (Year 3 pupil)

“History is my favourite subject and we get to go to lots of history trips.” (Year 4 pupil)

“The things I use to help me is my word basket, Numicon, number lines, 100 square, number strings, a calculator and my partner!” (Year 4 pupil).

They feel that help is always available for those who need it.

“Adults help you if you’re stuck.” (Year 5 pupil)

Children understand the importance of education and enjoy talking about their own aspirations for the future.

“It’s good to get an education so that you can get a good job and a good life” (Year 6 pupil)

“We all have a right to an education and a right to learn and this school respects that.” (Year 5 pupil)

“They (adults in the school) give you a better life and a better future.” (Year 4 pupil)

One of the things children love about school is playtimes and the opportunity to play with their friends.

“I like playtime because you get to relax after all the hard work” (Year 3 pupil)

“I have enjoyed making new friends.” (Year 6 pupil)

Through their conversations with pupils, OFSTED found that:

“Pupils feel safe and well cared for. Their personal development and behaviour are good.” (OFSTED, 2018)

OUR VISION – WHAT WE THINK IS IMPORTANT

- It is important to us that every child is happy and safe at school giving them the best chance to reach their full potential
- We welcome difference and diversity – learning from and about diversity strengthens our community

- We value, respect and celebrate the achievements of all children
- We will always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEND to fulfil their potential
- We ensure there is a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school

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

COMMUNICATING THE LOCAL OFFER

- You will find our Local Offer (SEN Information report) and SEND policy on the school website www.acps.camden.sch.uk
- Our SEND policy provides more details about how we are implementing the new SEND Code of Practice.
- 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.
- St Aloysius' Catholic Primary School Local Offer **links to the information which Camden Local Authority*** provides for parents and carers of children with SEND. You can see this on its website

www.localoffer.camden.gov.uk

- We have a summary of Camden Local Authority information in our school office; office staff will be pleased to give you a copy (**available mid-Autumn**)

WHO TO CONTACT FOR MORE INFORMATION

- Our Executive Headteacher is **Ms McFlynn** and Head of School is **Mrs McCann**

www.acps.camden.sch.uk

They have the overall responsibility for the achievement of all pupils at St Aloysius' Catholic Primary School.

- Our Assistant Headteacher (Inclusion) is Miss Shevlin and has responsibility for Inclusion of all pupils.
- Our SENDCO is **Ms Voeckler**
She is the first person to talk to about any SEN questions or concerns. She leads on the day to day operation of our SEN procedures following guidance in the SEND Code of Practice and has overall whole school responsibility for SEND and inclusion.
- Our "SEND" Governor is **Mrs Harvey**
She is responsible for monitoring and supporting the school on SEN matters. She is on our governing body and SEND and Curriculum Committee.
- Our School Office Manager is **Mrs Kusneraitis**
All our policies are available on our website but should you need to view a hard copy, this can be arranged in the office.

Contact details:

e-mail: admin@acps.camden.sch.uk

Telephone: 020 7387 9591

In person: Please call to arrange an appointment.

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
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1.

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

Ms Shevlin is our Assistant Headteacher (Inclusion) and has overall responsibility for SEND and inclusion – this means that we regularly discuss SEND issues in the Leadership Team meetings. We keep support for children with SEND under review.

Miss Voeckler manages the day to day provision. She also plans the programmes of support for individuals and small groups of pupils with SEND. She keeps a List of children we identify as having a SEN and/or a disability. She also keeps a record of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEND.

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. We constantly evaluate our policies, procedures and provision. When we identify areas that we can develop, we describe these changes in our School Improvement 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 on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND. We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCO regularly and makes visits to classrooms looking at learning and teaching. She reports termly to the full GB. We fully involve our Governors when we review and revise our SEND policy and our Local Offer at the end of each school year.

FREQUENTLY ASKED QUESTIONS – What school leaders + governors do to make sure that all children feel welcome, feel included and achieve their potential?

Q. What funding does the school have for my child with SEND?

A. We receive funding from the Local Authority at the start of the financial year* for supporting children with SEND. School leaders have the responsibility to use the funding to meet the different needs of our children.

Q. How are the school's resources allocated and matched to children's special educational needs?

A. We have to make sure that we use this funding as effectively as possible. Our SENDCO consults parents/carers, the child and the class teacher before making a decision about each support programme. We review with parents/carers how well each child is doing and agree changes if we need to.

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

A. The starting point is to discuss these changes with the SENDCO. If the level of need is becoming higher, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)*. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website: 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 we develop the skills, knowledge and expertise of school staff

All staff – including Teaching Assistants - have regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange and provide this training. We provide training days with a SEND focus where we make sure that teachers and TAs

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

We know that children will frequently have a range of needs. Every year we do an AUDIT of staff training needs – this includes knowledge and expertise about different SENDs. 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, Autism.

We provide a whole staff briefing on the procedures set out in our SEND policy – so that all staff understand their roles and responsibilities with regard to provision for SEND pupils. We use the eight national Teaching Standards* to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

FREQUENTLY ASKED QUESTIONS - Skills, Knowledge and Expertise of school staff

Q. How do you make sure that staff new to the school are able to meet my child's needs?

A. All staff new to the school have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support. We use the knowledge of parents/carers to do this.

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

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

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

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

Specialist Service	Frequency	Examples of what they do
Educational Psychologists*	12 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
The Camden Hearing Impaired service* The Camden Visually Impaired service*	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists*	Varies depending on individual need	Observation of children Devise programmes for individual children and support staff in delivering them Staff training
Camden Language and Communication Service*	Weekly (3 half terms per academic year)	Individual 1:1 speech and language therapy Support for assessments Advice to staff, parents + children Language groups Staff training
Robson House Outreach	By referrals for specific children	Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties
Camden Education Welfare Service*	Half termly	Support for children and families to improve attendance and punctuality
The CAMHS Team	Biweekly	Support for the emotional and personal development of children* Staff training
MOSAIC – supporting children	By referrals for	Observation of children

with complex needs*	specific children	Advice to staff, parents and children Direct referrals to most appropriate service
Social Services*	By referrals for specific children	Support for families
Health visitor/school nurse*	Biweekly	Medical assessments Staff training Advice to staff, parents and children

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

We will always involve you in any decisions about whether 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 Local Offer website: Health and Care Services Section - www.localoffer.camden.gov.uk

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

Q. Will I be able to meet the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

4. How we identify, assess and plan support

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

In addition we assess all children in the first term in our school through careful and sensitive classroom observation and an early review of progress. We also listen to children to find out how they are settling in to school. We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on. We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL)*, for example by talking

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

FREQUENTLY ASKED QUESTIONS – How we identify, assess and plan support

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

A. Class teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the SENDCO and discuss what the next steps will be. Sometimes this will mean extra support from the Class Teacher and/or Teaching Assistant or through a small group intervention*. Sometimes we will involve a specialist service.

Q. Will my child have a personal plan?

A. All children with SEND will have a personal plan: we use a variety of approaches. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

Q. What should I do if I think my child has a SEND?

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

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 we review your child's progress

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning. We use the information we have about each child who has been identified as having SEND to plan a personal programme of 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 and how you can support them at home to achieve these targets.

Once a term staff review how well all children – including those with SEND – are progressing. We call this our Pupil Progress Meeting. In addition, we arrange a meeting with parents of children with SEND about how well their child has progressed. These are called AfA (Achievement for All) conversations. During this conversation we will review a pupils' progress, agree new targets and ways that the pupil can be supported at home. We make sure that parents/carers know the next steps for learning for their child. We will report formally once a year on the progress of all children, including those with SEND and for some pupils we will provide more frequent reports.

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

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

A. You will be able to meet your child's Class Teacher each term at the parents' evenings. We will also invite you to a meeting once a term to discuss your child's progress (AfA). If you have concerns and worries about your child at any time please contact your Class Teacher and we will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone if you would find this helpful.

6. How we make sure that teaching and support help your child to learn and make good progress

We know that high quality teaching and well-matched support will make a big difference to the progress of children with SEND. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

St Aloysius' Catholic Primary School school leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully differentiated* (taking account of different needs) planning which ensures that all children are able to make progress
- supporting the Class Teacher to take full responsibility for the learning and progress of all children
- using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- using our marking policy to make sure that children know how to improve their work
- providing additional adult support from well-trained and well supervised Teaching Assistants

- making available specialist equipment and digital technology to support access and participation in learning

We help all children to develop their skills as learners – and to persevere when they find learning difficult. You can read more about how we support good learning in our Teaching and Learning Policy (available online or from school office)

FREQUENTLY ASKED QUESTIONS – How we make sure that teaching and support helps your child to learn and make good progress

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

A. We will make sure that when we meet we share your child's next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example, through Parent Workshops. Our school website contains further guidance for parents on how to help their children with home based learning – 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.

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

- Museums
- Art Galleries
- Theatre
- Opera
- Ballet
- Sports/ outdoor activities
- Beach
- Farm
- Forest

Year 6 have a five day school journey to the Isle of Wight 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* details 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 (for example four sessions a week) and short (for

example 20 minutes). They are well taught by a trained Teacher or Teaching Assistant. Our SENDCO monitors the quality and effectiveness of these interventions.

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

- Providing quiet time out for student with emotional needs
- Providing visual timetables* and clear explanations of tasks where appropriate
- Providing assistive technology

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 include Teaching Assistants, 1:1 tutors, group tutors and a Reading Recovery teacher.

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

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

A. We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we 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, we will run some lessons during an assembly.

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

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

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 two years we have improved the acoustic/sound qualities in our classrooms. We have made sure our Learning Environments allow for the flexibility needed in order to meet the needs of all pupils.

We have an Accessibility Plan* though which we are making improvements to the school environment over time. The school welcomes staff and pupils with differing physical abilities within the limitations of the school building and the practicalities of the work. We have worked closely with the local authority to make reasonable adjustments in the light of our Access Audit and the requirements of the Disability Discrimination legislation. Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Sensory Advisory 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 coordination 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 – How we make sure that our school and classrooms are safe, accessible and stimulating

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

A. We are not accessible for wheel-chair users but we will move classes in order to welcome and include a child with long-term limited mobility.

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 Advisory Service* to make sure that we provide the right kind of specialist resources needed to access the curriculum.

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/carer at the heart of decision-making about their child.

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

- how we support their children;
- their achievements and their well-being and

- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading. We welcome and value feedback on how well we are working with our parents.

FREQUENTLY ASKED QUESTIONS – How we work in partnership with parents and carers

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

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

Q. How do I raise concerns about my child?

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

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

A. We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the Class Teacher. The SENDCO keeps a record of the provision made for and the progress of your child.

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 contact details are

Email = SENDIASS@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.

If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser, on 0207 974 6264

Camden uses a SEND mediation service – details below.

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

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

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

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

- clear policies and systems to support children in expressing any worries or concerns that they have
- talking to children and/or groups of children in or 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 pupil questionnaire on “pupil voice”* – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

FREQUENTLY ASKED QUESTIONS – How we listen and respond to children and young people with SEND

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

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

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

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

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

When children are joining St Aloysius, we have a number of ways to support their transition into school. These include; a visit to the Primary School and then being taught by their new teacher in their current classroom and then in their new classroom for September. They complete activities like a 'Passport' to the Primary School. Children who need a more detailed transition programme work with the Learning Mentor on transition.

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. 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.

Other Transitions	The key focus	Who involved	What we do
Primary to Secondary	<ul style="list-style-type: none">- Support for move to new building and curriculum- Support for friendships and well being- Planning support for learning	<ul style="list-style-type: none">- Primary + Secondary SENDCOs- Head of Year- Learning Mentors	<ul style="list-style-type: none">- Attend Induction days- Hold Transition meetings with parents- Invite Visits to our schools- Secondary SENDCO attends Year 6 Annual Reviews
Mid-term admissions	<ul style="list-style-type: none">- Support for coming to a new school – e.g. learning, friendships and well-being	<ul style="list-style-type: none">- SENDCO- Learning Mentor	<ul style="list-style-type: none">- Meet pupil and parents- Assess needs- Go through classroom routines and weekly timetable- Tour the school- Give Learning Mentor support for first term + a pupil buddy

FREQUENTLY ASKED QUESTIONS - How we support children joining our school and leaving our school – and making transitions

Q. What happens when my child – who has a SEN 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 Statement/Education Health and Care plan in year 6

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor*. We then discuss with the secondary SENDCO any extra support for each child depending on her or his needs.

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

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

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

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

A. You should request a meeting with the school’s SENDCO as soon as possible after your child starts secondary school. The SENDCO holds all the records on children with SEND new to the school and s/he will let you know who the Key Worker* will be for your child.

12. How we support children’s health and general well-being – including their safety, attendance + positive behaviour

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal Health and Social Education)* and RE curriculum. We encourage children to develop confidence and resilience* through teaching, social play opportunities and through more targeted support where this is needed. We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work. You can read more about our approach to behaviour in Rights Respecting Behaviour Policy.

We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons. We also hold an annual Friendship Week. We have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again. We have a whole school policy on anti-bullying which is available on our website.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's *Learning Mentor* or the SENDCO. We will always consult and involve parents in the decision to offer this support.

When a child returns to school after a fixed-term exclusion, a member of the Senior Leadership Team meets the parents and child together to agree a support plan to help her or him settle back into school and make good progress in learning. We have a "playground buddies" system - older children (and some of these have SEND) help children in the playground to join in games and activities and "mediate" when there are arguments and disputes.

A senior leader has responsibility for Health and Safety concerns across the school. All staff are aware of pupils who have medical needs.

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

- The medical condition and resulting needs, e.g. medication + treatment; environmental issues
- Support for educational and emotional needs
- Who provides support: their role and training and who needs to be aware
- Arrangements for working with parents/carers
- Support for long term absence
- Support on School trips and journeys
- Emergency procedures

When a child with medical needs is absent long term from school we make sure we keep her or him in touch with learning and friendships.

Our school Nurse provides training to help staff deal with medical needs (eg Epi-Pen training). We also ensure adults who are caring for children with specific medical needs receive training from hospital staff dealing with that individual (for example diabetes training).

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

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

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

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 Teaching Assistants who organise games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling stressed or sad.

GLOSSARY

Word	What this means
SENDCO	Special Educational Needs/Disabilities Coordinator
SEND List	List of children who have a special educational need/disability
Governing Body	School governing bodies are responsible for working with the school to ensure that it delivers a good quality education.
Financial Year	A calendar businesses/schools use to calculate revenue and expenses. Most businesses/schools also use their fiscal year as the period their annual budgets operate. This year runs from April to April.
School Provision Map	Provision mapping is a way of documenting the range of support available to children within a school .
Teaching Standards	Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers.
School Improvement Plan	Our School Improvement Plan sets out the priorities and targets for the school during the academic year.
SEND Policy	The SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.
Educational Health and Care Plan (EHCP) <ul style="list-style-type: none"> Replaced the SEN Statement from September 2014 	An EHCP looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes.
SEN Statement	An SEN statement will describe all of your child's SEN and the special help your child should receive. The local authority will usually make a statement if it decides that all of the special help your child needs cannot be provided from within the school's existing resources.
Eligibility Criteria	The criteria for carrying out an Education, Health and Care assessment is the same as it was for carrying out an assessment for a SEN Statement. The child or young person has to have a special educational need that is severe and/or complex and has persisted in spite of the school or other setting taking all expected steps.
Teaching Assistant (TA)	A TA works alongside the teacher to support children's learning and social development, both in and out of the classroom.
Camden Local Authority	The organisation that is officially responsible for all the public services and facilities in Camden.
Educational Psychologists	Educational psychologists are applied psychologists working both within the educational system and in the community. They aim to optimise the learning and development of all children and young people.
The Camden Hearing Impaired service	A service that support children who are deaf, deafened or hard of hearing.
The Camden Visually Impaired service	A service that supports children who have a

Word	What this means
	visually impairment and need support within school
Camden Sensory Support Service	The sensory needs service is a specialist team that supports people who live in Camden who are blind or partially sighted, deaf, deafened or hard of hearing, have both significant hearing and sight loss.
Occupational Therapists (OT)	OTs evaluate children's abilities, recommend and provide therapy, modify classroom equipment, and help children participate as fully as possible in school programs and activities.
Camden Language and Communication Service (CLCS)	CLCS work directly with children and families, providing assessment within 6 weeks of referral and ongoing intervention as needed. In schools CLCS work alongside teaching staff to ensure that the child has a programme, which will enhance his/her access to the educational curriculum.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students
MOSAIC	Supporting students with complex needs
Social Services	Social services are a range of public services provided by any national or regional government organisation for its residents, including such things as health care, public housing and social care.
SCAS - The Social Communication Assessment Service	Conducts specialist Autism assessment and diagnosis of school-aged children with social communication difficulties
Health visitor/school nurse	A health visitor/school nurse is a medical professional that comes into schools to check on the well-being and health of children.
Mediation	Communication between two parties/organisations in order to come to the best outcome for children and families.
British Sign Language (BSL)	BSL is the sign language used in the UK, and is the first or preferred language of some deaf people in the UK.
Robson House	Robson House are a team of professionals who can help some children who find it hard to manage in a mainstream school. They may feel very anxious or get angry. They may have problems getting on with other children. When things get really difficult, some children need extra help in school or need to spend time in a different school where they can get more support.
Accessibility Plan	The schools plan to provide inclusion and fair access to all children and adults.
Achievement for All (AfA)	Achievement for All (AfA) was an exciting and pioneering project that aimed to improve the outcomes of all children and young people with special educational needs and disabilities (SEND). It was an innovative project designed to enable schools and local authorities (LAs) to reflect on existing strategies that were effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will impact on this group of learners.
Disclosure and Barring Service (DBS)	The DBS helps employers make safer recruitment

Word	What this means
	decisions and prevent unsuitable people from working with vulnerable groups, including children.