



**St Aloysius  
Catholic Primary**

*In Jesus we learn, love and grow together*

# **Special Educational Needs and Disability (SEND) Policy/ SEND Information Report**

Policy Revised: September 2018

Review Date: September 2019

Signed:..... Chair of Governors

Signed:..... Executive Headteacher

**THIS POLICY HAS BEEN WRITTEN TO COMPLY WITH THE  
SEND CODE OF PRACTICE 0-25, JULY 2014 AND THE EQUALITY ACT 2010**

## **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 aim to provide a welcoming, caring, happy, safe environment where all children have access to a broad and balanced curriculum, through appropriate teaching and learning strategies.
- We are concerned with the development of the whole child and therefore have high expectations of all children, in all respects, promoting positive attitudes to themselves and others.
- We will always involve parents and children in planning and reviewing progress; we know that parent 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

## **OUR LOCAL OFFER**

**We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEND provision. This is available to view on our website [www.acps.camden.sch.uk](http://www.acps.camden.sch.uk)**

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| <ol style="list-style-type: none"> <li><b>1. Effective Leadership, Management and Governance</b></li> <li><b>2. Developing the skill and expertise of staff</b></li> <li><b>3. The contribution of specialist services</b></li> <li><b>4. Identification, assessment and planning - children with SEND</b></li> <li><b>5. Reviewing children's progress</b></li> <li><b>6. Inclusive teaching and effective support</b></li> </ol> | <ol style="list-style-type: none"> <li><b>7. Ensuring access to the curriculum</b></li> <li><b>8. Providing accessible classrooms + special resources</b></li> <li><b>9. Working in Partnership with parents and carers</b></li> <li><b>10. Listening to Children and Young People</b></li> <li><b>11. Managing transitions – joining and leaving our school</b></li> <li><b>12. Providing support for safety, personal well-being, attendance + health</b></li> </ol> |
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## **DEFINITION OF SEND**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

## **TYPES OF SEN THAT ARE PROVIDED FOR**

### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **4. Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS**

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 pupils with SEN/D make progress. 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.

Every child who enters our school with special needs already identified from local nursery providers is known to the SENDCO through the continuous liaison that exists between schools. When children transfer from other schools reports will be reviewed and where necessary assessments will be carried out by the SENDCO who will liaise with the previous school to establish a clear picture of the child's educational history.

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.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Those pupils who do call for special educational provision to be made for him or her in order to meet their needs are placed on the School SEND List. This means they require Additional SEND Support. Pupils who have a Statement of SEND or Educational, Health and Care (EHC) Plan are also on this list.

Statutory Assessment will be requested when the child demonstrates a significant cause for concern and a strategy or programme has been implemented for a reasonable period of time without success. The following written evidence will be considered:

- the school's action
- Provision Maps and IEPs of the children
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and numeracy
- Educational and other assessment, for example from an advisory specialist support teacher or and educational psychologist
- Views of parents/carers and the child
- Involvement of other professionals
- Any involvement by the Social Services or Education Welfare Service
- The child's medical history where relevant

This evidence will be considered by the LA to ascertain whether an Education, Health and Care Plan is necessary. This plan would be reviewed on an annual basis.

### **CONSULTING PARENTS/CARERS OF PUPILS WITH SEND**

Parents/carers are involved as soon as there are any concerns expressed about a child. Regular consultation takes place between staff and parents/carers, but additional appointments (formal and informal) are offered to provide time for in-depth discussion involving the child. During a meeting the class teacher and parent/carer will discuss the strengths, progress made and needs of the child. Individual targets are discussed with the parent and a record will be made on the plan of the home support that will be provided by parent/carer in order to help their child achieve each target.

Parents/carers of pupils with a Statement of SEN or EHC Plan are involved in their child's annual review by having the opportunity to read all the reports relating to their child's progress, provide their own views and help to set targets/goals for their child with the professionals involved.

The SENDCO seeks the views of parents and carers through discussion, questionnaires and parent workshops to ensure that they are consulted for the review of the SEND policy and school Local Offer.

## **CONSULTING PUPILS 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
- 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, designing a PowerPoint presentation.
- doing an annual pupil questionnaire on “pupil voice” – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

## **ASSESSING AND REVIEWING PUILS’ PROGRESS TOWARDS OUTCOMES**

We follow a 4 step continuous cycle: Assess- Plan- Do- Review

### **Assess-**

In identifying a child as needing ‘Additional SEN Support’ the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour. It should also draw on the views and experience of parents, the pupil’s own views and, if relevant, advice from external support services.

### **Plan-**

The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This will be recorded in an Individual Education Plan (IEP). The plan will include the following information:

- The short term target for the child.....(two or three at most)
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed (IEPs are reviewed twice a year)
- The outcome of the action taken

### **Do-**

The planned adjustments, interventions and support will be put into place. The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

## **Review-**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

A written report detailing each pupils' progress is given to parents annually.

## **RECORDS**

Copies of Provision Maps and IEPs are stored centrally by the SENDCO. Confidential information is stored in a locked filing cabinet.

For children who have medical concerns, relevant information will be filed in the child's medical record folder which is stored in a filing cabinet in the SENDCO's office.

Further advice on Child Protection and safeguarding issues is available in the LA guidelines kept in the Head Teacher's Office.

## **APPROACH TO TEACHING PUPILS WITH SEND**

We know that high quality teaching and well-matched support 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. 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 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.

## **ADAPTATIONS TO THE CURRICULUM AND THE LEARNING ENVIRONMENT**

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, the opera, ballet, sports/ outdoor activities, beach, farm and 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 are short, frequent and run for a limited time. They are 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:

- o Providing quiet time out for student with emotional needs
- o Providing visual timetables and clear explanations of tasks where appropriate
- o 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.

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 through 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. 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.

## **EXPERTISE AND TRAINING OF 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 opportunities 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. We regularly 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.

### **EVALUATING EFFECTIVENESS OF PROVISION**

The SENDCO 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. Support for children with SEND is kept under review in Senior Leadership Team meetings. Some measures of the effectiveness of provision are; SATs results compared with results on entry into the school, the number of children moving on/off the SEND list, the number of children taking part in extracurricular activities and the number of incidents of bullying. 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 staff to make sure they 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.

### **HOW PUPILS WITH SEND ARE ENABLED TO ENGAGE IN ACTIVITIES WITH OTHER PUPILS**

Activities which take place in school are always carefully differentiated to ensure that all pupils can take part in them. This may involve providing resources or support to ensure that all pupils have access. The schools ensures that there is

- Curriculum planning which ensures that all children have access to the full range of national Curriculum subjects.
- Careful planning and evaluation of activities to match the needs of individuals.
- Consistent classroom organisation, expectations and management throughout the school
- An emphasis on active learning strategies, in all curriculum areas to support understanding and stimulate thought.
- The use of a variety of teaching strategies and learning situations including different groupings, independent and collaborative activities.
- Differentiation of activities to ensure access for all.

The school have a large number of extra-curricular activities including before and after school clubs. The selection of pupils for each club is monitored carefully to ensure that the process is fair and doesn't discriminate against pupils with SEND.

The school are committed to ensuring that our pupils have opportunities to compete in competitive sport. While some sports teams are selected on ability through trials, others are chosen on a more inclusive basis. These teams have opportunities to compete in Camden inclusive events.

### **IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**



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 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.

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 Rights Respecting Behaviour Policy. 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 buddies” system - older children (some of whom have SEND) help children in the playground to join in games and activities and “mediate” when there are arguments and disputes.

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.

### **SUPPORTING TRANSITION BETWEEN PHASES OF EDUCATION**

When children are in Year 2, we have a number of ways to support their transition to Year 3. These include; a visit to the Upper 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 Upper School. Children who need a more detailed transition programme work with the Learning Mentor on transition.

For secondary transfer, the SENDCO liaises with the Head of Special Needs of Year Seven at the secondary schools where children with special educational needs in Year Six will be transferring to. The exchange of information that takes place is designed to ease the transition of pupils between the Primary and Secondary Phases of education. All SEND records, documentation and evidence will be passed on to the relevant Secondary School, together with the child's primary School records.

If a child leaves St. Aloysius Primary School during the academic year, all SEND documentation and evidence will be sent with the child's records to the new school.

We have close links with our local secondary schools. Throughout their final year, Year 6 pupils have opportunities to visit secondary schools in a variety of contexts, such as to attend a show. This allows them to become more comfortable in a different setting. In order to prepare Year 6 children for the transition to Year 7 there are whole class opportunities during the summer term, such as Circle Time, to discuss any anxieties the children have. In addition, the learning mentor runs ‘Transition Club’ to help the most vulnerable pupils prepare for transition.

### **HOW THE SCHOOL INVOLVES OTHER AGENCIES TO MEET SEND PUPILS' NEEDS AND SUPPORT THEIR FAMILIES**

We liaise closely with outside agencies for specialist support. Details of these agencies are provided in the table below.

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	12 visits a year	Observation of children, advice to staff, parents + children and support for assessments
The Camden Hearing and Visually Impaired services	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	Weekly	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 with complex needs	By referrals for specific children	Observation of 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

## MEDICAL NEEDS

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).

## ADMISSION ARRANGEMENTS

Children are admitted to St. Aloysius Catholic Primary School according to the school's admission criteria as outlined in the School prospectus. Children with SEND are very welcome. The governors and staff of the school are supportive of the Camden LA policy for full integration of

pupils with SEND where this can be achieved without undue disruption to other pupils and does not place unreasonable stress and pressure on the class teacher.

### **HANDLING COMPLAINTS**

Stage 1: If a Parent/Carer is unhappy about the education of their child or not sure about what provision is put in place for their child, they can meet with the SENDCO to voice their concerns. The SENDCO will be happy to talk about the complaint, make a note of it, investigate it and then let the parent/carer know the outcome.

Stage 2: If after speaking to the SENDCO a parent/ carer remains unsatisfied with the outcome, they can arrange to speak to the Head teacher.

Stage 3: If it is felt that the matter is still unresolved, then a parent/carer can contact the Chair of Governors who will arrange for the complaint to be heard by the Governing Body's Complaints Appeal Panel.

### **WHO TO CONTACT FOR MORE INFORMATION**

- **Our Head of School is Mrs McCann**

She has the overall responsibility for the achievement of all pupils at St Aloysius Catholic Primary School. The Head of School works closely with the SENDCO to ensure that the needs of all pupils with SEND are being met. They are also responsible for reporting to the Governing Body.

- **Our SENDCO is Ms Voeckler**

Miss Voeckler 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.

The key responsibilities of the SENDCO include; overseeing the day-to-day operation of the school's SEN policy; co-ordinating provision for children with SEN; liaising with the relevant Designated Teacher where a looked after pupil has SEN; advising on the graduated approach to providing SEN support; advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively; liaising with parents of pupils with SEN; liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies; being a key point of contact with external agencies, especially the local authority and its support services; liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned; working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements and ensuring that the school keeps the records of all pupils with SEND up to date.

- **Our SEND Governor is Margaret Harvey**

He is responsible for monitoring and supporting the school on SEND matters. School governing bodies have important statutory duties towards pupils with special educational needs. The SEND governor is well informed and visits the school on a regular basis and has meetings with the SENDCO. The governing body sets aside one session each year at its meeting to evaluate the

provision of Special Needs and the success of the school's action in that area. Governors discuss with the SENCO; the number of children identified as having SEN, the movement on/off the List through the year, the profile of pupils on the List and the SEND pupils' achievements (including SATs results) over the academic year. They also have responsibility for reviewing the SEND policy and Local Offer and making recommendations to the Governing Body regarding these.

- **Our School Business Manager is Mrs Kusneratis**

All our policies are available on our website but should parents need to view a hard copy, this can be arranged in the office.

**Contact details:**

e-mail: [admin@acps.camden.sch.uk](mailto:admin@acps.camden.sch.uk)

Telephone: 020 7387 9591

In person: Please call to arrange an appointment.