



THE HOLY TRINITY & S. SILAS PRIMARY SCHOOL SEND INFORMATION REPORT / LOCAL OFFER

Updated November 2020

Holy Trinity and S. Silas school's SEND Information Report sets out in one place what we provide for children and young people with special educational needs and/or disabilities (SEND) and their families throughout their time with us. It explains how we support them onto the next stage of their education. Our SEND policy* gives more detail about our day-to-day procedures.

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

THE CAMDEN LOCAL OFFER: Camden Local Authority also publishes on its website a Camden Local Offer, setting 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. Camden's Local Offer leaflet is also available via our website. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).* You will also find information about:

- where to go for advice and guidance on SEND matters
- leisure activities for children with SEND
- arrangements for resolving disagreements and mediation*

THE PURPOSE OF OUR SEND INFORMATION REPORT:

- The purpose of our school's SEND Information Report is to inform parents and carers about:
 - how we welcome into our school children with special educational needs and/or disabilities;
 - how we support them in all aspects of school life and remove barriers to learning;
 - 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.
- We will keep our SEND Information Report under review – by asking parents and children what is working well and what they want to improve. The next review date for our SEND Information Report is November 2021

WHAT KIND OF SCHOOL IS HOLY TRINITY & S. SILAS?

We are a Camden primary school for the 4-11 age range (Reception - Year 6). There is one class, with a maximum of 30 children, per year group. Children start school in the year they turn 5 in our Reception class.

At Holy Trinity & S. Silas, staff work closely with parents, children and other professionals to develop opportunities for all learners. In Autumn 2013 the school gained the Camden Award for Inclusion, an award that recognised that:

‘School leaders and managers demonstrate inclusive values and attitudes. Expectations for all children are high’ and ‘Inclusive values influence how the school plans for future improvement and how it runs day to day.’

Neil Smith, Camden SEND and Inclusion manager

Parents and carers of children with SEND talked about how much their child ‘enjoys school’ and that Holy Trinity and S. Silas is the ‘best environment’ for their child. Many parents/carers talk of the ‘dedication and care of all the staff in the school’ and feel ‘continually supported’ by the school.

A review by Camden Local Authority review gave examples of our inclusive practice:

- behaviour was exemplary: most notable was the motivation and engagement of the children in lessons.
- Playground buddies (children/Heroes) help to provide a secure and safe environment at play times for all children. Lunchtime staff have been supported in becoming more proactive and positive in their approach to behaviour.
- HTSSS makes “reasonable adjustment” to ensure that a child with exceptional communication needs is able to function and flourish.
- The promotion of the spiritual, social, moral and cultural development and well-being of all children and a nurturing ethos (set within a small and vibrant community) provide the foundations of this successful and inclusive school.
- Children with SEND have told us that they enjoy school, take part in clubs and learn a lot in lessons: “teachers are helpful and kind; they help you if you get stuck.” One child ended the discussion with the observation that, “this school is just amazing.”

OUR VISION – WHAT WE THINK IS IMPORTANT:

- We offer all our children an education of the highest quality taught through the arts.
- We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities.
- Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

- We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is.
- We will always try to 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 provide expert support and resources to enable all children to reach their full potential.
- We ensure that all staff have the knowledge and skills needed to support all children.
- We know that the earlier we identify special educational needs and provide support, the more successful children will be.

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 undertake visits to local schools to share our practice and look at aspects of their practice. Our SENDCO attends the Local Authority SENDCO forums which keeps all schools up-to-date with national developments and local projects on inclusion.

COMMUNICATING THE LOCAL OFFER:

- We have placed this information here on our website – www.holytrinitynw1.camden.sch.uk. We have tried to make sure everything is clear and helpful. You will also find our SEND Policy on the website – www.holytrinitynw1.camden.sch.uk.
- 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.
- Holy Trinity & S. Silas School's SEND Information Report 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 and the most recent pdf leaflet is available via our website.

WHO TO CONTACT FOR MORE INFORMATION

- Our Head Teacher – who provides leadership on inclusion and high achievement for all - Lorraine Dolan email head@holytrinitynw1.camden.sch.uk
- Our SENDCO (first person to talk to about any SEND questions or concerns) who leads on the day-to-day operation of our SEND procedures following guidance in the SEND Code of Practice. You can contact our SENDCO via the school office.
- Our SEND Governor – Tessa Anslow - who has a responsibility for monitoring and supporting the school on SEND matters on our governing body.

SEND INFORMATION REPORT

We present our SEND Information Report 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 and 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 and health**

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

The Senior Leadership Team has overall responsibility for SEND and inclusion – this means that SEND issues are regularly discussed in Leadership Team meetings. Support for children with SEND is constantly under review. The SENDCO* manages the day-to-day provision for children with SEND and plans support for individuals and small groups of pupils. A register of children identified as having a SEND is kept and regularly updated as children's needs change. The school also has Class Provision Maps*: these set out all the different ways that the school provides extra support for children at a universal, targeted and specialist level (for example: support for reading, communication or number).

The progress and well-being of children with SEND and the quality of provision for them is regularly monitored, including teaching and support. For example, senior leaders and the SENDCO observe lessons and hold discussions with teachers and support staff. Following any identified areas for development, the school will seek to adapt or act to change and improve the provision – these changes are detailed in the School Improvement Plan*. The Governing Body* challenges the SENDCO and the Senior Leadership team to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve.

We have a Governor who takes a particular responsibility for SEND matters. She meets with our SENDCO once a term and makes visits to classrooms looking at learning and teaching. She reports termly to the full Governing Body.

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

Q. What funding 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

2. How we develop the skills, knowledge and expertise of school staff:

All staff, including teaching assistants (TAs), have regular training and guidance to meet the needs of our children. The Senior Leadership team and SENDCO have responsibility to arrange and provide this training which may be run by local or national organisations. We provide training for all of our teaching assistants who are working with children with particular SEND, for example, making learning accessible and targeted in reading, number and communication. We provide specialist training for teachers and teaching assistants who support children with the most complex needs - for example significant literacy difficulties, hearing impairment, Autism Spectrum Condition (ASC). 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.

In-school training with a SEND focus ensures 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.
- have had a whole staff briefing on the procedures set out in our SEND Information Report and SEND policy.

Every year we do an AUDIT of staff training needs – this includes knowledge and expertise about SEND.

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 their 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 they start?

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 their needs.

Q. Will my child with an Education Health and Care Plan have a key worker – what does the key worker do?

A. If specified within the EHCP, we will allocate a key worker* at the start of the school year or when SEND support is put in place. The class teacher and key worker, with support from the SENDCO, will coordinate provision and monitor the achievement and well-being of your child.

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*	6 visits a year minimum	Observation and assessments of children Advice to staff, parents and children
The Camden Hearing Impaired service* The Camden Visually Impaired service*	By referrals for specific children	Support and advice to parents, children and school staff on meeting the needs of HI and VI children Staff training

Occupational Therapists*	By referrals for specific children	Observation of children Advice to staff, parents and children Support for assessments
Camden Language and Communication Service* (CLCS)	By referrals for specific children	Provides practical advice to schools on best practice in inclusive schools and specialist advice on speech, language and communication needs Provide whole school and central based training at universal, enhanced and specialist level.
Robson House Outreach (SEMH), The Primary Learning Support Service (PLSS)	On request	Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties (SEMH)
The CAMHS Team*	By referrals for specific children	Support for the emotional and personal development of children* Staff training Family support
MOSAIC – supporting children with complex needs*	By referrals for specific children	Camden MOSAIC is the integrated service for the borough's disabled children, young people and their families. They are an 'umbrella service' which coordinates professionals. Their aim is to help children be able to join in with all aspects of school, leisure and community activities, and support their independence and involvement in all decisions that affect them, preparing them for adult life.

Social Services*	By referrals for specific children	<p>Promote the welfare and safety of all children in the borough, provide a long-term social work service for children who are at risk or who have complex needs, through the provision of an allocated social worker.</p> <p>Undertake child protection investigations and ensure the implementation of child protection plans, provide advice and guidance for parents</p> <p>Social services undertake in-depth assessments of need for children and families and ensure the provision of appropriate services. Where necessary they might arrange for the accommodation of children.</p>
School nursing service*	By referrals for specific children	Health checks for all children in Reception and Year 6
The Camden Physical Disability (PD) Outreach Service	By referrals for specific children	Advice and support about differentiating the curriculum and specialist equipment.
Children's Physiotherapy Service	By referrals for specific children	<p>Assessment</p> <p>Provision of support for individuals</p> <p>Provision of staff training</p>

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.

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 and 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 on the Local Authority website www.localoffer.camden.gov.uk

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

Q. Will I be able to meet the speech and language 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. This may happen in school or, during Covid-19 restrictions, remotely via phone or video call.

4. How we identify, assess and plan support

Our starting point is, where appropriate, to have a conversation with parents/carers in the summer term before children start school: 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 they start school. If a child has attended a Nursery school or Children's Centre, we use the information they provide as part of transition to plan the best programme of support. 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.

We also listen to children to find out how they are settling into 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 slower progress is because

a pupil has English as an additional language (EAL), for example, by talking to the child (and parents) in their home language where possible.

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

We follow [Camden's guidance](#) for the identification of SEND.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress. Class teachers meet termly with the SENDCO to review progress and update Class Provision Maps.

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

<http://www.holytrinitynw1.camden.sch.uk/>

You can see our policy on transition Reception at:

<http://www.holytrinitynw1.camden.sch.uk/>

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

Q. If my child has been assessed as having 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 have personalised provision with individual 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 SEND?

A. You should contact the school and ask to talk to your child's class teacher. They 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 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 with support from specialist services and put in place provision which will help him to make progress. Our SENDCO is also our

school's designated teacher for Looked After Children (LAC) and so works closely with services and social 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 personal programme of SEND 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 progressing. We call this our Pupil Progress Meeting.

We will arrange a meeting with parents of children with SEND child about how well they have 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 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 at our bi-annual parent meetings. 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 or by email 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, through a rigorous monitoring programme.

We make sure that all teachers and teaching assistants have a clear understanding of the learning needs of the children in their class. Holy Trinity and S. Silas 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 (modelling); providing visual support material; use of physical resources
- 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 specialist equipment and digital technology available to support access and participation in learning
- termly Pupil Progress meetings, Provision Map meetings and SEND progress review meetings (This follows a cycle referred to as: Assess, Plan, Do, Review and allows us to refine individual provision over time).

We help all children to develop their skills as learners – and to persevere when they find learning challenging – promoting a growth mindset.

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 will share where your child is at with their learning. We also aim to provide training and guidance for parents on how best to help their children at home with reading, writing and mathematics – for example parent workshops and a published calculation policy.

We send out the dates for these events in our weekly newsletter. Our school website contains further guidance for parents on how to help their children with home based learning (homework), including support for remote learning during school closures (Covid-19).

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

We provide a curriculum that is inspired by the arts and 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 Heroes 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. We do a risk assessment and, when necessary, make reasonable adjustments to plans and arrangements.

Our Class Provision Maps* show universal, targeted and specialist strategies and 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?' and consulting with specialists. These sessions run for a limited time, usually a half term or term, and are frequent and short in length, 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 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 a quiet area for a children with emotional needs
- Providing a sensory area for children sensory and regulation needs
- Providing a visual timetable and clear explanations of tasks for a children with Autism

Additional staff provide support for learning in the classroom and, where appropriate, in small groups away from the main part of the lesson for a short period of time.

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 reading support in the classroom and in one-to-one and small group teaching sessions. We always consult with parents 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 always try to make sure that a child does not miss important parts of a lesson and that wherever possible, support is integrated into the daily curriculum. If an intervention does need to take place out of the classroom, where ever possible we timetable this for our soft-start morning sessions from 8:30am.

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.

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

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. Specialist teams, for example, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for children 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: iPads and laptop computers. We have a lift and ramps that allow accessibility for wheel chair users.

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 have installed ramps and a lift that allows our school building to be wheel chair accessible.

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

A. We can 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 can also provide training for staff where necessary.

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 with advice and support from the specialist service/s.

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 and we will always try to 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 , for example:

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

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 these meetings.

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 they are progressing.

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
- our weekly newsletters – contain information about meetings with teachers, useful dates, etc

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 the Camden Local Authority website www.localoffer.camden.gov.uk

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 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.sendiasscamden.co.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://www.holytrinitynw1.camden.sch.uk/> or from our office.

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, use of worry boxes in classrooms
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- doing an annual pupil questionnaire on “pupil voice”* – giving children their say
- encouraging children to respond to feedback given through developmental marking
- making sure that our Hero Buddy programme is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained
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FREQUENTLY ASKED QUESTIONS – How we listen and respond to children and young people with SEND

Q. Who can my child talk to if they are 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. We have worry boxes in every classroom which are checked regularly by class teachers.

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 into the class. Social stories and transition objects might be recommended/provided. The class teacher will seek appropriate support from the SENDCO if the issues are wider.

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

Before a child comes to our Reception class, a member of staff will make a home visit and collect information and records from previous Nursery provision. During Covid-19 restrictions, a playground visit will replace the home visit. We always encourage parents to visit our Reception class. We plan carefully to help children to feel safe and to settle in. We have ‘Transition morning’ where all the children and their parent/carers come into school and meet each other.

When a child moves up to the next class, we organise transition 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. Children also spend a 'Transition' morning where they get to meet their new teacher and any support staff who will be working in class.

Where appropriate, we also provide an opportunity for parents and their children with SEN/D 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 Hero 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 	<ul style="list-style-type: none"> - Attend Induction days - Hold Transition meetings with parents - Invite Visits to our schools - Secondary SENDCO invited to attend Year 6 Annual Reviews - Secondary SENDCO invited to meet with children and teachers of children with SEND. - Transition intervention group (CAMHS)
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 	<ul style="list-style-type: none"> - Meet pupil and parents - Assess needs - Go through classroom routines and weekly timetable - Tour the school
End of Year Transitions	<ul style="list-style-type: none"> - To support children with additional needs transitioning into a new year group, new classroom or new teacher. - To support all children transitioning into a new year group. 	<ul style="list-style-type: none"> - SENDCO - Class Teacher - Parents 	<ul style="list-style-type: none"> - A transition passport may be sent home to parents for the summer holidays so that the child has photos of their new teacher and a book about life in their new year group. - Class teachers with produce a SEND passport of the identified needs of the child and key strategies that have been used successfully or advised by any professionals. This will be passed to new class teachers to ensure information is not lost in the transition. - Teachers may take time to spend 'special' time with children who will benefit to start to build a relationship with them before the summer holidays. - The school hold a transition morning or day where children meet their new class teacher.

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 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 Y6.

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

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

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

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

Q. How do I find out 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)* curriculum. We encourage children to develop confidence and resilience* through teaching, social play opportunities and through more targeted support where this is needed.

We have a very clear behaviour policy which is consistent across the school. We promote positive behaviour as part of our philosophy of learning – for example, through group and paired work.

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 children involved to make sure that it does not happen again.

You can read more about our approach to behaviour in our behaviour and anti-bullying policy:

<http://www.holytrinitynw1.camden.sch.uk/>

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 SENDCO or Learning Mentor. 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, 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 Hero Buddies system - older children in Y5 and Y6 help meet with and support children across the school, including in the playground. Whilst this is not possible during Covid-19, we allocate class buddies to support children as required e.g. children who are new to school.

We make sure that our Hero Buddy programme and Y6 Leadership team is representative of the population of the school. A senior leader has responsibility for Health and Safety concerns across the school.

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

- The medical condition and resulting needs, e.g. medication + 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. When children are absent from school due to school closure or self-isolation (Covid-19), we keep in regular contact to support with learning and wellbeing, using online platforms and phone contact.

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

FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY- 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 lunchtime staff, many of whom work in classes as well so get to know the children very well. 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.

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, few exclusions
- C. Attendance – high
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility - involved in the full life of the school
- F. Destinations and smooth transitions – e.g. feedback from secondary schools
- G. Parent feedback - confidence and trust
- H. Parental complaints – few and resolved

We also want to understand the experience of children with SEND so we consult with them on their:

- I. Children's sense of inclusion
- J. Positive attitudes to self, peers and school: positive friendships
- K. Their personal resilience and confidence as learners

GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
SENDCO	Special Educational Needs Co-ordinator: The person at school who is responsible for co-ordinating the provision for children with special needs and liaising with teacher, senior management, governors and parents.
CAMHS Team – Child and Adolescent Mental Health Service	Supporting the emotional and personal development of students
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.
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.
EDUCATION AND HEALTH CARE PLAN (EHCP)	Education and health care plan is a legal document that children have who have been assessed by the Camden SEN panel. The purpose of this care plan is to outline the needs and provision for the individual , educationally and where appropriate non-educationally.
EDUCATIONAL PSYCHOLOGISTS	Educational psychologists employ a wide range of applied psychological and educational skills, intervention techniques and approaches for helping children and young people who are experiencing difficulties in learning or in social adjustment. To support the development of children's learning, social, emotional and behavioural skills and to promote effective ways of responding to difficulties, we promote evidence based interventions.
FINANCIAL YEAR	The school’s financial year runs from April- March.
GOVERNING BODY	The school governing body is a statutory group of people who are the strategic leaders of the school and have a vital role to play in making sure every child gets the best possible education. The purpose of maintained school governing bodies is to ‘conduct the school with a view to promoting high standards of educational achievement at the school’
HEALTH VISITOR/SCHOOL NURSE	School nurses provide a variety of services such as providing health and sex education within schools, carrying out developmental screening, undertaking health interviews and administering immunisation programmes. School nurses can be employed by the local health authority, community NHS providers or by a school directly.
OCCUPATIONAL THERAPISTS	Occupational therapists help people to independently carry out everyday tasks or occupations.

KEY WORKER	A keyworker has special responsibility for a particular child who has an Education and Health Care Plan. The keyworker will work with the teacher, child and his/her parents/carers to ensure the child's care and educational needs.
MOSAIC	Supporting students with complex needs. Camden MOSAIC is the integrated service for the borough's disabled children, young people and their families. The service is based at Kentish Town Health Centre. Camden MOSAIC has high aspirations for children and young people with severe disabilities and complex needs, including sensory impairments. Their aim is to help children be able to join in with all aspects of school, leisure and community activities, and support their independence and involvement in all decisions that affect them, preparing them for adult life.
PROVISION MAP	An overview of the provision available in school for differing special educational needs.
ROBSON HOUSE OUTREACH	Part of Camden Local Authority's service for children with social, mental and emotional health difficulties, comprising specialist teachers, supported by psychologists, therapists and social workers.
SCAS Social Communication Assessment Service	Helps schools with identification planning for students with ASD.
SCHOOL IMPROVEMENT PLAN	The school improvement plan is a document, written by the school, that highlights future intentions and areas of development for improving the education of children and the wider school.
SEND REGISTER	A register kept by the school that details children who have a special educational need
SEND POLICY	A school document that outlines in detail the provision and approach to special educational needs in school.
SOCIAL SERVICES	Promote the welfare and safety of all children in the borough, provide a long-term social work service for children who are at risk or who have complex needs, through the provision of an allocated social worker. Undertake child protection investigations and ensure the implementation of child protection plans, provide advice and guidance for parents Social services undertake in-depth assessments of need for children and families and ensure the provision of appropriate services. Where necessary they might arrange for the accommodation of children .
SPEECH AND LANGUAGE THERAPISTS	Speech and language therapists assess and treat speech, language and communication problems in people of all ages to help them better communicate. They'll also work with people who have eating and swallowing problems
STAFF HANDBOOK	The staff handbook is an important document that is shared at the beginning of the academic year with all staff. Any staff who join during the year are given the Staff handbook as part of their induction. The handbook outlines rules and expectations and timetables.
TEACHING ASSISTANT	An adult member of staff who works in class under the direction of the class teacher. A teaching assistant may work on some 1:1 interventions if they are appropriately trained.
THE HEARING IMPAIRED SERVICE THE VISUALLY IMPAIRED SERVICE	Part of the sensory needs service this is a specialist team that supports people who live in Camden. They support people who may be: <ul style="list-style-type: none"> ○ Blind or partially sighted ○ Deaf, deafened or hard of hearing ○ Have both a significant hearing and sight loss
SOCIAL, EMOTIONAL AND MENTAL HEALTH	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

	<p>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.</p>
<p>SENSORY OR PHYSICAL NEEDS</p>	<p>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.</p>