

# SEND INFORMATION REPORT



## Christian Vision

At the heart of our school are high expectations and depth in faith that inspire us to grow, flourish and work together to achieve our full potential. It is our intention that we all develop our fullest sense of self, both individually and collectively.

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 law requires all local authorities to provide children and young people with SEND and their parents/carers with information, advice and support. In Camden, an impartial service called **SENDIASS** provides free and confidential support to Camden families. Further information about this service can be found [here](#).

### **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 staff, parents and children what is working well and what they want to improve. The next review date for our SEND Information Report is September 2026.

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

We are a Camden primary school for ages 4 to 11 (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. Parents and carers of children with SEND talk 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 (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 adjustments' 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, with a focus on our school rules of care, courage and cooperation (The Three Cs).
- We aim to help every child grow and flourish, so as to achieve their full potential, to achieve highly, succeed, and grow in confidence and abilities.
- Our inclusive and 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 school is part of the Camden SEND Hub which offers support and joint practice development work. Our SENDCO attends the termly Local Authority SENDCO forums and half-termly SEND cluster meetings, which keeps all schools up-to-date with national developments and local projects and information on inclusion.

## **COMMUNICATING THE LOCAL OFFER:**

- This document is available for all to view on our [school website](#).
- We have tried to make sure everything is clear and helpful. You will also find our Inclusion & SEND Policy on the website.
- If you want to talk to a member of staff, we will arrange for a meeting and answer your questions. Please let us know if you need an interpreter or British Sign Language\* signer – we will do our best to provide this support.

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

- Our Headteacher – who provides leadership on inclusion and high achievement for all - Lorraine Goll: email [head@holytrinitynw1.camden.sch.uk](mailto:head@holytrinitynw1.camden.sch.uk)
- Our SENDCO who leads on the day-to-day operation of our SEND procedures following the guidance in the SEND Code of Practice – Rebecca Wainer: email [r.wainer@holytrinitynw1.camden.sch.uk](mailto:r.wainer@holytrinitynw1.camden.sch.uk)
- Our SEND Governor – Tessa Anslow - who has a responsibility for monitoring and supporting the school on SEND matters on our governing body.

# **HTSS 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\* oversees the day-to-day provision for children with SEND and works with teachers and subject leaders to plan support for individuals and small groups of pupils. A register of children identified as having SEND is kept and regularly updated as children's needs change. Each class also has a Class Provision Map\*: these set out all the different ways that we provide extra support for children at a universal (whole class), targeted and specialist level. All children on the SEND register also have a 'one-page profile' which shares information about them as individuals and learners, supporting teachers to plan for meeting their needs. This 'one-page profile' supports the transition from year group to year group, as well as onto secondary school.

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 subject leaders 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 Senior Leadership team to make sure they are constantly improving 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 they get older?**

A. The starting point is to discuss these changes with your child's class teacher and/or the SENDCO. If the level of need is becoming higher, parents can work with the school and request assessment for an Exceptional Needs Grant (ENG)\* or an Education Health and Care Plan (EHCP)\*.

Camden has developed an Exceptional Needs Framework (ENF) to ensure a transparent, coherent, fair and equitable approach to funding provision for Camden children and young people with exceptional levels of special educational needs and disabilities (SEND) in mainstream schools. The framework is a more collaborative approach between schools and the local authority to managing High Needs Block spend in the most efficient way possible.

Where schools have evidence that a child with SEND has an exceptional level of need that requires provision that cannot be delivered from within the resources ordinarily available, they can seek additional funding from the Local Authority in which the child resides in the form an Education Health and Care Plan (EHCP.)

Camden schools may alternatively request an Exceptional Needs Grant (ENG) for children residing in Camden. A panel of SENDCOs will determine whether or not to issue a grant, for how much, and for how long. It is for children with the same level of need as might otherwise have had to wait for an EHC needs assessment. If funding is agreed it could be Band 1 (25 hours of additional support) or Band 2 (32.5 hours) and will last for 1 or 2 years or possibly until the end of key stage. When an ENG ends, a new request can be made to continue funding where needs remain exceptional. ENGs are transferable between Camden schools and will be extended to cover the first term of a new school (including secondary transition) to allow for transition arrangements and repeat requests where necessary.

You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer [website](#).

## **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 have responsibility to arrange and provide this training which may be run by local or national organisations and specialists in SEND. 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. Training is put in place as needed.

### **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. Key workers are likely to change as your child moves through the school so as to allow your child to work with and build relationships with a range of trusted adults, as well as to encourage as much independence as possible over time. Thorough transition procedures support any changes and parents/carers are involved in the process.

## **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:

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
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. School has a linked Speech and Language therapist and a Language and Communication teacher.  Provides whole school and central based training at universal, enhanced and specialist level.
CAMHS Team* (Child and Adolescent Mental Health Service)	By referrals for specific children	Support for the emotional and personal development of children* Family support
CATS (Camden Art Therapy Service)	By referrals for specific children	Support for the emotional and personal development of children, both individual and group
Children's Physiotherapy Service	By referrals for specific children	Assessment Provision of support for individuals Provision of staff training
Educational Psychologists*	6 visits a year minimum	Observation and assessments of children's strengths and needs Advice to staff, parents and children Staff training
MHST (Mental Health Service Team)	By referrals for specific children	Support for the emotional and personal development of children, both individual and group Family support/parent workshops Staff training
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.
Occupational Therapists*	By referrals for specific children	Observation of children Advice to staff, parents and children Support for assessments
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)

Royal Free CAMHS	By referrals for specific children	Assessment for ADHD for children and young people.
SCAs Social Communication Assessment Service	By referrals for specific children	Helps schools with identification and planning for students with Autism Spectrum Condition (ASC) and other social communication needs.
School Counsellor	By referrals for specific children	Support for the emotional and personal development of children, both individual and group
School nursing service*	By referrals for specific children	Health checks for all children in Reception and Year 6
Social Services*	By referrals for specific children	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.
The Camden Hearing Impairment service* The Camden Visual Impairment 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

Each service has referral and eligibility criteria - this means that service support is targeted to children's individual needs.

**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 specialist support, we will involve you in the process at every stage and we will ask you to give consent before a referral is submitted.

You can find more information about specialist services who work with Camden schools on the Local Authority website [www.localoffer.camden.gov.uk](http://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

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 throughout their time in school so as to identify strengths and needs as children develop. We follow [Camden's guidance](#) for the identification of SEND so as to ensure need is identified early and accurately. We take great care to establish whether slower progress is because a pupil has English as an additional language (EAL) by talking to the child (and parents) in their home language where possible, working with the school EAL Lead to support access to learning and progress.

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 and advise with planning support.

We are committed to personalised planning and regular assessment, plan, do review (APDR) cycles to make sure that your child makes progress. Class teachers meet half-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 Inclusion & SEND policy: <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. We will always talk to you about your concerns and may begin an assessment of needs as a result. 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. We 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 works closely with services and social workers to make sure that we 'join up' our support for your child.

**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 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 goals. Once a term we review how well all children are progressing. We call this our Pupil Progress Meeting. We run an additional SEND progress review meeting on a termly basis as well, so as to review the specific targets and provision for our SEND learners.

Twice a year, in the autumn and spring terms, we hold parent/teacher meetings where we review how your child is progressing. In collaboration with parents/carers, the class teacher (and for those in receipt of EHCP or ENG, the SENDCO), we agree new targets and consider appropriate support or intervention, for example, a small reading group with a trained member of staff. We make sure that you know the next steps for learning for your child. Your child's wellbeing is also always considered in these meetings as a priority.

We report formally once a year in the summer term on the progress of all children, including those with SEND, and for some pupils we will hold transition meetings.

**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. If necessary, the class teacher will consult with the senior leadership team for further support.

**5. 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 regular staff training on quality-first teaching and inclusive practice, staff surgeries and on-going coaching, as well as the monitoring of progress in lessons and interventions.

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 work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

- carefully adapting (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; metacognitive strategies; breaking down instructions and use of scaffolds
- 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 (following the cycle referred to as: Assess, Plan, Do, Review, allowing the refinement of individual provision over time).

We help all children to develop their skills as learners, and to persevere when they find learning challenging, thus promoting a growth mindset where we learn from mistakes and take risks.

## **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. When we come together at your child's parent/teacher meeting, 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, as well as with their wellbeing, through parent workshops and published policies on our website. We send out the dates for online and in-person workshops in our weekly newsletter. Our school website also contains further guidance for parents on how to help their children with home-based learning (homework).

### **6. 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 with our regular performances, 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 (Y5/Y6 buddies) and Y6 Leadership team have a special educational need; taking this responsibility is helping them to communicate more confidently with other children across the school.

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 interventions and programmes with a strong evidence base, consulting research and specialists. Interventions run for a limited time, usually a half term or term, and are frequent and focused, for example, two or three twenty-minute sessions a week. They are well taught by a trained teacher or

teaching assistant and progress is monitored.

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 accelerated 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 our curriculum and environment so as to include children with SEND by making reasonable adjustments, such as:

- Providing a quiet area or calm corner for children with emotional needs
- Providing a sensory area or sensory/movement breaks for children with sensory and regulation needs
- Providing visual timetables and clear visual explanations of tasks for Autistic children
- Providing a quiet place to eat lunch with a peer for children with sensory needs
- Providing resources for a range of needs, such as fiddle toys, weighted items, coloured overlays, writing slopes, pencil grips and timers

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, one-to-one or 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 which is closely monitored.

#### **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. We are able to provide adapted equipment where necessary.

## **7. 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 such as iPads and laptop computers. We have a lift and ramps that allow accessibility for wheel chair users.

All classrooms have a visual timetable that is removed as each session finishes over the course of the day. This supports children to know what is planned for the day and can reduce anxiety. Classes all have a calm corner to support children with regulation needs and access to calming resources and ear defenders. Sensory breaks are planned in for the whole class throughout the day, including movement breaks and mindfulness exercises. We ensure our classrooms are well organised and that resources and areas are clearly labelled with visuals and word labels.

### **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 wheelchair?**

A. We have ramps and a lift that allows our school building to be wheelchair 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.

## **8. 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/carers and children in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of children with SEND on:

- 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 (reasonable adjustments). It will also be possible to meet members of the specialist services who are working with your child.

### **Q. What can I reasonably expect from the school?**

**A.** We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well 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 Inclusion and SEND policy on the school's website
- our weekly newsletters contain information about meetings with teachers, useful dates, parent webinars 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](http://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 completely 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.

## **9. 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 classroom.
- talking to children and/or groups of children after learning walks 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.

## **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.

**10. 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. We always encourage parents to visit our Reception class. We plan carefully to help children to feel safe and to settle in. We have a ‘Transition morning’ where all the children and their parent/carers come into school and meet each other and school staff.

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. Information and documentation are shared, including the Class Provision Map and the one-page profiles of children on the SEND register.

Children also take part in 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 SEND to meet the new teacher and TA before the start of the school year. Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

When a child comes to our school in the middle of a term, we plan a range of support depending on the particular needs of each child. This often involves a buddy system to help them settle in to the new class and provide help to find their way around the school.

Here is an overview of the different transitions we provide support for in school:

Other Transitions	The key focus	Who is involved	What we do
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Primary to Secondary	<ul style="list-style-type: none"> <li>- Support move to new building and curriculum</li> <li>- Support for friendships and well being</li> <li>- Planning support for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Child</li> <li>- Parents/ carers</li> <li>- Primary + Secondary SENDCOs</li> <li>- Class teacher</li> <li>- Head of Year</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Provide information about Induction days and arrange any additional visits</li> <li>- Hold Transition meetings with parents</li> <li>- Hold Transition meetings with secondary SENDCOs and share key information and documentation in a timely manner</li> <li>- Secondary SENDCO invited to meet with children and teachers of children with SEND.</li> <li>- Transition intervention group (CAMHS)</li> <li>-</li> </ul>
Mid-term admissions	<ul style="list-style-type: none"> <li>- Support for coming to a new school – e.g. learning, friendships and well-being</li> </ul>	<ul style="list-style-type: none"> <li>- Child</li> <li>- Parents/ carers</li> <li>- SENDCO</li> <li>- Class teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Meet pupil and parents</li> <li>- Assess needs</li> <li>- Go through classroom routines and weekly timetable</li> <li>- Tour the school</li> </ul>
End of Year Transitions	<ul style="list-style-type: none"> <li>- To support children with additional needs transitioning into a new year group, new classroom or new teacher.</li> <li>- To support all children transitioning into a new year group.</li> </ul>	<ul style="list-style-type: none"> <li>- Child</li> <li>- Parents/ carers</li> <li>- Class Teachers</li> <li>- SENDCO</li> </ul>	<ul style="list-style-type: none"> <li>- A transition booklet 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.</li> <li>- Class teachers update the one-page profile 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 support continued best practice.</li> <li>- 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.</li> <li>- The school hold a transition morning or day where children meet their new class teacher.</li> <li>- You may be invited in to attend a transition meeting and to meet your child's new team.</li> </ul>

## 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 an Education Health Care plan - moves on to secondary school?**

**A.** We invite parents to take part in the Annual Review of the Education Health and Care plan in Y6. We then provide extra visits to the secondary school, potentially with a member of our staff if appropriate. 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 their needs. This may involve a buddy arrangement\* such as a Year 8 child supports the new pupil and helps them through the first term. It can also involve a programme of support and intervention or allocated of a key worker or mentor.

### **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 your child's needs and will explain what was most effective and successful for them 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 they will let you know who the Key Worker\* will be for your child.

## **11. How we support children's health and general well-being, including their safety, attendance and positive behaviour**

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. 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 relationships and behaviour policy which is consistent across the school. We promote positive behaviour as part of our philosophy of learning and adopt a relational approach, seeing behaviour as communication and putting the child's needs at the heart of our decision making.

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. We use restorative conversations to support children who have had disagreements with each other.

You can read more about our approach to behaviour in our relationship and behaviour 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, such as our ELSA (Emotional Literacy Support Assistant) and school counsellor. 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 well-established Hero Buddies system where older children in Y5 and Y6 meet with and support children across the school regularly, including in the playground. 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 and 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 from school for a long period of time we make sure we keep them in touch with learning and friendships, 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 and so get to know the children very well. Our ELSA (Emotional Literacy Support Assistant) is also in the playground to offer support and guidance as needed. A very important part of the playtime adults' 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, sad or isolated.

### **How will we know if we are successful in meeting the needs of our children with SEND?**

**We constantly monitor provision for success and we take action where we are not successful. We consult the following areas when considering how well we are meeting the needs of children with SEND:**

- Their academic standards and progress against individual targets
- Their wellbeing and their personal and social development
- Their attendance
- Their involvement in activities, visits and clubs
- Their involvement in the full life of the school e.g. performances, sporting and music events
- Destinations and smooth transitions – e.g. feedback from secondary schools
- Parent feedback - confidence and trust
- Parental complaints – few and resolved

**We also want to understand the experience of children with SEND so we**

**consult with them on their:**

- Sense of inclusion
- Positive attitudes to self, peers and school: positive friendships
- Personal resilience and confidence as learners

**Last updated:** September 2025

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## 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, working with the 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.
CLASS 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 ASC
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
INCLUSION AND 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 IMPAIRMENT SERVICE THE VISUAL IMPAIRMENT 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"> <li>o Blind or partially sighted</li> <li>o Deaf, deafened or hard of hearing</li> <li>o Have both a significant hearing and sight loss</li> </ul>
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>