



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

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Introduction to the Local Offer

*“Growing in God’s Love”
“We are all precious in God’s eyes”*

What is the School Local Offer? (SEN/D Information Report)

Our School’s Local Offer is an explanation into what we offer and provide for all pupils with special educational needs and/or disabilities (SEN/D) throughout their time with us (from Nursery to Year 6). It outlines how we support them on to the next stage of their education. Our **SEN/D Policy*** gives more detail about our statutory duties and day to day procedures – for example how we plan the most effective support for children with special educational needs and/or disabilities (SEN/D) and how we review their progress.

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

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

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

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

You will also find information about:

- Where to go for advice and guidance on SEN/D and Disability matters:

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

- Health and care services, e.g: <http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children> and <http://www.kids.org.uk/>

- If you have any queries about information on this website you can contact our school directly. We value parents and carers’ opinions, reviewing and refreshing our approach accordingly. The next review date for our **School’s Local Offer is January 2016.**

-You may also want to contact Camden Local Authority Officers who offer an overview of SEN/D provision. Their email: SENDreforms@camden.gov.uk

Communicating the Local Offer

- All of our policies are on our website and you can also collect a copy from the office. Our SEN/D policy provides more details about how we are implementing the new SEN/D Code of Practice.

- We are happy to provide additional information or summaries. Please ask the office staff for a meeting with the SEN/D Co.
- If you would like 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.
- We are in the process of preparing a video on how we meet special educational needs. **This will be available by October 2015.**

Our Local Offer links to information which **Camden Local Authority*** provides for parents and carers of children with SEN/D. You can see this on its website: www.localoffer.camden.gov.uk

The Purpose of the our School's Local Offer

The purpose of our Local Offer is to inform parents and carers about:

- How we welcome children with special educational needs and/or disabilities (these needs are referred to throughout the document as SEN/D) into our school;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and children;
- How we make effective provision for all of our children with SEN/D.

About St. Patrick's Primary School

We are a one form entry Camden primary school for children aged 5-11, including a nursery for children aged 3-4 years old. Children start in our Reception Class in the year they turn 5. At St.Patrick's we aim to maximise children's achievement by removing barriers to learning through a broad, creative and inclusive curriculum delivered in a safe, stimulating environment.

Ofsted Report

In our latest, [OFSTED report \(2011\)](#) it was commented that our school "is an inclusive school that serves its community well". It was further stated that our "well-led and managed support in lessons, as well as targeted additional help, ensures that pupils with special educational needs and/or disabilities keep up and learn well". Ofsted remarked that it is through such personalised support "tailored to pupils' specific needs, ensures all groups of pupils, including those with special educational needs and/or disabilities make good progress".

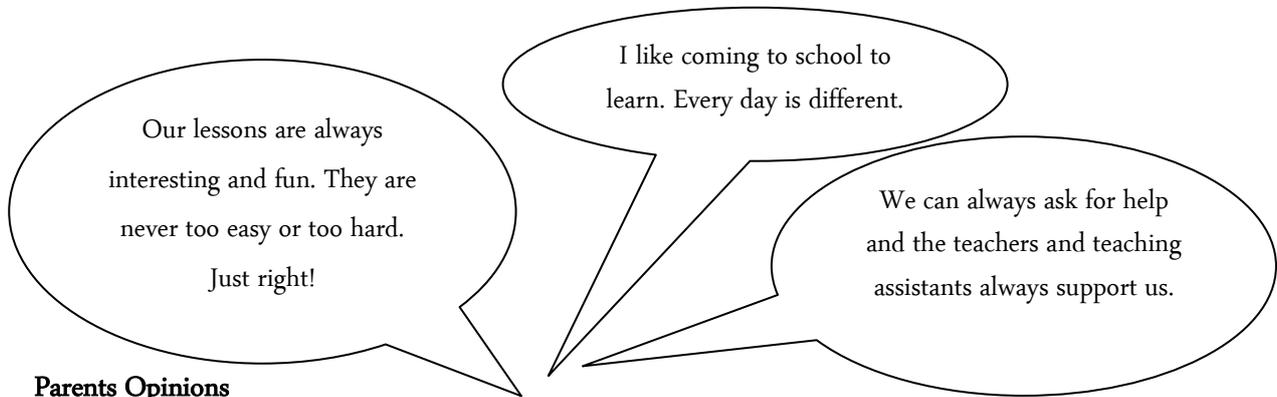
Diocesan Inspection Report

In our latest Diocesan report (2011) it was commented that "teachers plan thoroughly and have high expectations of pupils. Lessons observed.....enabled pupils to engage in interesting and challenging tasks" It was further stated that our in-depth "assessment process enables staff to plan effectively.....to meet the needs of individual children in religious education". The Diocesan remarked that "the whole

community is very welcoming and fosters a strong sense of belonging. School policies and practices provide equality of opportunity and strive to seek justice and fairness. Leaders promote respect for difference and value diversity”.

Pupils Opinions

When asked what they liked about our school in January 2015, the pupils commented on.....



Parents Opinions

Our parents have also shared their positive experiences of our SEN/D provision:

Parents and carers of children with SEN/D talked about how much their child ‘enjoys coming to school’ and that St.Patrick’s is the ‘best environment’ for their child where they have the chance to experience a wide range of opportunities from our varied and balanced curriculum. Key to parents’ positive experience of our support is our emphasis on communication, enabled by our regular meetings with parents and teachers; as one parent pointed out, “there is always time given to discuss any problems or concerns we may have”.

At St. Patrick’s we make provision for all 4 categories of Special Educational Needs:

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, 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)

Social, emotional and mental health difficulties

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

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

For further information regarding SEN/D provision at St.Patrick's please refer to our SEN/D policy and SEN/D Information Report [\(hyperlink\)](#).

Our Vision and Ethos: How are we an inclusive school?

At St. Patrick's, we believe passionately in the importance of inclusion and equality for all children and adults, and strive to ensure that these values are at the heart of our SEN/D practices. It is important to us that every child is happy and safe at school where we provide them with the best chance to reach their full potential.

- We welcome difference and diversity – we believe learning from and about diversity strengthen our community. We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is.
- We value, respect and celebrate the achievements of all children.
- 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 will always involve parents and children in key decisions, as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively.
- We know that the earlier we identify SEN/D and provide support, the more successful our children will be.

- We are committed to providing expert support and resources for children with SEN/D.
- Our starting point is to guarantee a whole-school approach to providing for the needs of children with SEN/D. We make sure that all staff have the knowledge and skills to support all children, including those with SEN/D, throughout our School.

How We Learn with and from Others

- We are a learning community and believe that it is important to work with other schools to make sure that our SEN/D knowledge, expertise and skills are up to date. We also share our best practice with other schools.
- Our SEN/D Co attends the Local Authority SEN/D Co Forum, which keeps all schools up to date with national developments and local projects on inclusion.
- Our SEN/D Governor participates in several groups where best practice in Camden and elsewhere is exchanged, such as the SEN/D Policy Forum.

Who's Who for Special Educational Needs: (Who to contact for more information):

Our SEN/D Co (the first person to talk to about any SEN/D questions or concerns) who leads on the day to day operation of our SEN/D procedures following guidance in the SEN/D Code of Practice is Miss Siobhan Cosh. Her responsibilities include:

- Ensuring that children with SEN/D are identified as early as possible and that they then get the appropriate help and support in order to achieve their potential.
- Ensuring that parents are central to the process of planning for children's needs, through regular meetings and reviews.
- Ensuring that school staff are up to date with SEN/D procedures and are well trained to meet the needs of all children.
- Ensuring that the SEN/D policy and the Policy on Medical Needs are up to date and are being followed (you can find these [on our website](#)).
- Liaising with other professionals from outside the School who may be involved in supporting a child and family.

Head Teacher

Our Head Teacher, who provides leadership on inclusion and high achievement for all, is Mr Sean Cranitch. His responsibilities include:

- Ensuring consistently high standards across the School, for example through carefully monitoring standards of achievement.
- Ensuring that the high quality of teaching and the creative curriculum allow every pupil to flourish, for example through observing lessons, looking at books and providing feedback to staff.

- Identifying when something is not working well, and leading changes to improve our provision – we describe these changes in our School Improvement Plan.

The Head teacher has responsibility for Children in Need and those with a Child Protection. Mr Cranitch ensures that all children at our school are safe and well. He also ensures that all staff receives relevant training on Child Protection and that the school has a central record of this training.

SEN/D Governor

Our SEN/D Governor who has responsibility for monitoring and supporting the School on SEN/D matters is **Mrs Jackie Mackintosh**. She oversees the Inclusion Committee of the Governing Body and shares the following responsibilities:

- Helping the School to ensure that it constantly improves the quality of provision for its pupils with SEN/D and the outcomes that they achieve.
- Helping the School to review and revise, as necessary, its SEN/D policy and other policies that may relate to the inclusion of all children.
- Giving up-to-date information to the Governing Body on the quality and effectiveness of SEN/D provision within the School, and helping to raise awareness of SEN/D issues at Governing Body meetings.
- Acting as a 'critical friend' in order to ensure that the School adheres in practice to its own SEN/D policy, its published 'School Local Offer', and the new statutory and regulatory framework, particularly the SEN/D Code of Practice 2014.
- Making Governor visits to observe how pupils with SEN/D are actively involved in all aspects of school life.
- Ensuring that the School's notional SEN/D budget is appropriately allocated to support pupils with SEN/D.

OUR LOCAL OFFER

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEN/D provision:

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

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What do school leaders and governors do to make sure that all children feel welcome, included and achieve well?

Our Head teacher Mr Cranitch and SEN/DCO has overall responsibility for SEN/D and inclusion – this means that we regularly discuss SEN/D issues in our Leadership Team meetings.

Our SEN/D Co Miss Cosh holds the national SEN/D Co qualification and a Masters in Special Educational Needs. She works full time in our school and is a member of the Leadership Team.

- Miss Cosh manages the day to day provision. She plans the programmes of support for individuals and small groups of pupils with SEN/D.
- She keeps a list/profile of children identified as having a SEN/D and/or a disability.
- Miss Cosh keeps a record on the St. Patricks Provision Map* of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEN/D.

We carefully monitor the progress and well-being of children with SEN/D and the quality of our provision, including teaching and support. For example Senior Leaders observe lessons and hold discussions with teachers and support staff. Termly Class/Pupil Progress meetings are held with the Leadership Team and the class teacher where the achievement and progress of each pupil is discussed and action plans are agreed upon for the term ahead.

At St.Patricks we celebrate success and continually evaluate provision, policies and procedures: if something is not working well, we change and improve our provision. Our **School Improvement Plan*** outline our areas of development for the academic year.

Our Governor meets with our SEN/D Co regularly (at least once a term) and makes visits to classrooms looking at learning and teaching. She reports to the full Governing body. Our Governing body challenges us to make sure we constantly improve the quality of provision for children with SEN/D. We have a parent on the Governing body whose role it is to represent the views and concerns of all parents, including those with children with SEN/D. We fully involve our Governors when we review and revise our SEN/D policy and our Local Offer at the end of each school year.

Frequently asked questions:

What funding does the School have for my child with SEN/D?

We receive funding from the Local Authority once a year for supporting children with SEN/D. School leaders have the responsibility to use the funding to meet the different needs of our children. We will apply for additional resources (for example, through an Education, Health and Care Plan) where we cannot meet a complex and/or severe need through our own budget.

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

We have to make sure that we use this funding as effectively as possible. Our SEN/DCO 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 discuss changes if we need to.

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

The starting point is to discuss these changes with the SEN/DCO. If the level of need is becoming higher, parents can work with the school and request an assessment for an Education Health and Care Plan (EHCP)*. You can find more details about assessment for an Education Health and Care Plan (EHCP) on the Camden local Offer website: www.camdenlocaloffer.ehcpassessment.camden.gov.uk .

The government has published a useful guide for parents on the new SEN/D Code of Practice: see page 22 onwards. <https://www.gov.uk/government/publications/SEN/D-guide-for-parents-and-carers>.

How do we develop the skills, knowledge and expertise of school staff ?

All staff, including teaching assistants (TAs) and Learning Support Assistants (LSAs), have regular training and guidance to meet the needs of our children. Our SEN/D Co in collaboration with the Senior Leadership Team has a responsibility to arrange and provide this training. The SEN/D Co ensures that staff are familiar with the SEN/D needs of their entire class and are aware of individual children's learning plans and needs.

At least one of our training days during each academic year has a SEN/D focus where we make sure staff:

- 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 SEN/D.

Every year we ask staff to complete an AUDIT of their training needs – this includes knowledge and expertise about different SEN/Ds and how to manage and plan an inclusive classroom. We plan training sessions around needs.

We provide a whole staff briefing on the procedures set out in our SEN/D policy to ensure staff have a consistent approach to supporting children. All staff receives and signs a copy. Furthermore any member of staff is welcome to attend planned 'drop-in' to see the SEN/D Co every week to learn more about how to meet the different special educational needs or to discuss children they may be concerned about.

We provide training for all of our support staff who are working with children with particular SEN/Ds, for example, those making slow progress in reading or maths or who have a speech and language difficulty. We provide targeted and specialist training for staff who support children with the most complex needs - for example general Learning Difficulty, Hearing Impairment, Autism. Some examples of training this term are:

- Effective Questioning.
- Supporting children with Autistic Spectrum Disorder (ASD)
- Strategies for supporting children with Literacy Difficulties'
- Whole school approaches for children with emotional and behavioural difficulties.

As a whole school, we take part in National Awareness Days, for example, on Autism, Speech Language and Communication Needs and Down Syndrome.

Members of staff who attend training sessions run by national and local organisations (such as the Local Authority) lead further training internally to share their knowledge with colleagues. All staff have access to and are encouraged to access online SEN/D modules, for example, the **Inclusion Development Programmes (IDPs)***. Staff can meet with external professionals, such as Speech and Language Therapists, to seek advice and support for working with children with specific need and each year class teachers have the opportunity to discuss concerns and seek advice from external professionals in our SEN/D Surgeries.

We believe strongly that outstanding teaching in the classroom is the most important way to support all children, whatever their needs. 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. For example teaching Standard 5 focuses on the adaptation of teaching to respond to the strengths and needs of **all** pupils.

Frequently asked questions

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

All staff new to the School have an induction programme which includes a meeting with the SEN/DCo. We provide detailed information about the range of pupils in her/his class, personal support and detailed guidance on how to provide high quality teaching and support.

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

As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant training. In particular, we will provide relevant training and guidance for your child's class teacher on meeting the needs. We will discuss your child's needs with you and with their previous setting.

Will my child with an Education Health and Care Plan have a key worker?

Yes. We will allocate a Key Worker, known as a Learning Support Assistant (LSA) at the start of the school year or when a SEN/D support programme is put in place. The LSA will work with the class teacher to deliver the provision and monitor the achievement and well being of your child.

What contribution do specialist services and teams make to the progress and well being of children with SEN/D?

Teaching and support staff work closely with relevant members of specialist services that provide support for our school. These services provide a range of support including:

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

Below are some of those services available to us and other Camden Schools, funded by the Local Authority or the NHS. You can find out more about each of these services in the Local Authority Local Offer website: Health and Care Services Section www.localoffer.camden.gov.uk

Each service has referral and eligibility criteria (detailing which children they are likely to accept on to their service) - this means that service support is targeted to children with higher levels of need.

We will always involve parents or carers in any decisions about whether your child has a special educational need and the best ways to provide support. If your child requires these services we will involve you in the process at every stage. We will ask you to sign a referral form before the support can go ahead

<u>Service</u>	<u>How referrals are made</u>	<u>What they do</u>
Occupational Therapy (OT)	Children are referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	<ul style="list-style-type: none"> - This service is used for pupils who have difficulties with coordination, handwriting, planning and organizing their workspace and activities. - OTs work with children on their direct caseload. They attend our school in block sessions for group and individual sessions. They meet with the class teachers, TAs and SEN/D Co to plan and review their support for both particular groups of children and 1:1. - Deliver staff training. - Attend and input in Annual Reviews, target setting meetings and Team Around the Child Meetings. - Give advice to staff, parents and children. - Complete assessments.
Speech and Language	Children are	- SALTs and our Speech and Language Teacher attend our

Therapy (SALT)	referred through the Single Point of Referral form (SPOR) online with the permission of the parents/carer.	<p>school in block sessions for group and individual sessions.</p> <ul style="list-style-type: none"> - They meet with the class teachers, TAs and SEN/DCO to plan and review their support for both particular groups of children and 1:1 sessions. - Work with children on their direct caseload. - Observe children. - Provide advice to staff, parents and children. - Complete assessments. - Deliver staff training. - Model and deliver interventions. - Lead Parent Workshops. - Attend and input in Annual Reviews, target setting meetings and Team Around the Child Meetings.
Educational Psychologist (EP)	With the permission of the parents/carer, a referral is made to the EP through eCAF*.	<ul style="list-style-type: none"> - Provide advice to staff, parents and children. - The EP discusses a child's learning barriers with the class teacher and the parents. They will recommend strategies on how to support that child's learning. - Deliver staff training. - The EP will hold regular review meetings to attend and input in Annual Reviews, target setting meetings and Team Around the Child Meetings (TAC). - Ensure that the support to a pupil remains relevant. - Complete assessments and observe children in their environment.
Health Visitor or School Nurse	Referrals are made via paper referrals with permission from parents/carer.	<ul style="list-style-type: none"> - The school nurse attends our school once a week. She helps with making medical referrals. She discusses with the parents and professionals any issues, concerns that may have arose and also provides feedback. - Provide advice to staff, parents and children on medical procedures and policy - Deliver staff training on medical conditions. - Monitor systems and procedures in school. - Lead parent workshops. - Complete height and weight checks.
The Camden Hearing Impaired (HI) service. The Camden Visually Impaired (VI) service.	Referrals are normally made via NHS Clinics for specific children.	<ul style="list-style-type: none"> - Deliver Staff training. - Monitor and recommend specialist equipment. - Observe children in the classroom environment and provide strategies and advice to the class teacher to ensure that the pupils' needs are met. - Support and advice to parents, children, school staff on

		meeting the needs of HI and VI.
Robson House Outreach	On request	Training, support and advice to school staff, and direct work with children with social, mental and emotional health difficulties.
Bishop Harvey	On request	Our designated Therapist provides emotional support for targeted children.
Tavistock Clinic	On request	Provides support for parents/families/children/teachers.
Children and Adolescent Mental Health service (CAMHS)	Referral direct from school or GP Parents/carers can self refer	<ul style="list-style-type: none"> - This service supports the school and families with the emotional development of pupils who may have a difficulty with behaviour, sad feelings or self-image. - We have a link worker who provides: <ul style="list-style-type: none"> - Staff training - Support for the emotional and personal development of children* - Provide advice to staff, parents and children - Deliver Staff training - Work with children on their direct caseload - Lead Parent Workshops
Camden Education Welfare Service	Present at the school half termly. Referrals are made for Penalty Notices, unauthorised holidays and poor attendance.	Meets with the school every 4 weeks and reviews all children whose attendance falls below 95%.
Social Services	On request	<ul style="list-style-type: none"> - 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.
MOSAIC Supporting children with complex needs	When required	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.
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The glossary at the end of this document explains what each of these teams does.

You can find more information about specialist services who work with Camden schools in the Local Authority website www.camden.gov.uk/localoffer/specialistservices

For example, speech and language therapy service:

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

The Occupational Therapy service:

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

Frequently asked questions

Will I be able to meet the professional/s who is/are working with my child?

If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress. They will always notify you via telephone and/or letter when they start support. You can also ask for their contact details from the inclusion manager or class teacher.

How we identify, assess and plan support

When a child is about to join St.Patricks, our starting point is to have a conversation with parents/carers before children start school: we know that parents are the first educators of their child and know their child best of all - we need their knowledge to plan effectively. We ask whether parents/carers have any concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

If a child has attended a Nursery school or Children's Centre we contact staff there for further information. We use the information they provide to plan the best programme of support. For some pupils a transition plan may need to be devised by staff from school and the nursery/Children's Centre. 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 in to school

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on. We take great care to establish whether lack of progress is because a pupil has **English as an additional language (EAL)***, for example by talking to the child (and parents) in her/his home language and assessing them in their home language. Sometimes a pupil may have both. We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the child's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

This link explains how the Educational Psychologist team support our school:

<http://www.localoffer.camden.gov.uk/template/32/educational-psychology-service>

Finally we hold termly Class/Pupil Progress Meetings with the Head Teacher, Deputy Head, SEN/D Co and class teacher to ensure that all information is collated, where we can decide upon appropriate support for each pupil. For pupils who are raising concern we may hold these meetings twice a term.

We follow Camden's guidance for the identification of SEN/D. We are committed to personalised planning and regular assessment and review to make sure that your child makes progress. You can see more details on how we identify children with SEN/D in our SEN/D policy: [hyperlink to](#)

Frequently asked questions

If my child has been assessed as having a SEN/D, what happens next?

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

Will my child have a personal plan?

All children with SEN/D will have a personal plan, called an Individual Provision Plan (IPP). When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need. If your child's difficulty is about behaviour than your child will have an Individual Behaviour Plan (IBP).

Will my child miss out on important lessons in the classroom if they are taken out for a SEN/D intervention?

We will always try to make sure that a child does not miss important parts of a lesson: for example, we will ensure that if a child needs to be taken out of class it is at a suitable time. In some cases this may be during lunch breaks or play breaks depending on the needs of your individual child.

What should I do if I think my child has a SEN/D?

You should contact the School and ask to talk to your child's Class Teacher. They will then talk to the SEN/DCo about possible next steps. The SEN/DCo will always talk to you about your concerns and may begin an assessment of needs. You can contact her through the Class Teacher or directly through the office. If there is an agreement that your child has a special educational need the School will work with you to plan a programme of support

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?*

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

How do we review your child's progress?

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning. We use the information we have about each child who has been identified as having SEN/D to plan a personal programme of SEN/D support. We develop this in partnership with parents and the child – working with the SEN/D Co, the Class Teacher and external agencies if appropriate. This plan will include short term targets and will describe how we will support your child to achieve these targets.

Termly, we will arrange a meeting with parents of children with SEN/D child about how well s/he has progressed. This is called a SEN/D review meeting. 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 through sharing the targets and regular communication between staff members and parents/carers.

We have three Parent/Teacher Meetings during the school year. We will report formally once a year (end of year report) on the achievements and progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports and meetings.

Once a term the Senior Leadership team meets with class teachers to review attainment and progress of all children – including those with SEN/D – we call this our Class/Pupil Progress Meeting.

Frequently asked questions

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?

We are always happy to meet with you when you are worried about your child's progress. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. If your child is classed as needing 'SEN/D Support' we will also invite you to a meeting once a term to discuss your child's progress. 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. You can also contact the SEN/D Co directly through the office.

How do we make sure that teaching helps 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 SEN/D. Making sure that this happens in all classrooms is one of the most important things that our school leaders do. There is a rigorous system in place for performance management. We make sure that all teachers and support staff have a clear understanding of the learning needs of the children in their class.

St Patricks School leaders – including the SEN/D Co - work with teachers and support staff to provide effective teaching and support for children with SEN/D in a variety of ways. These include:

- Carefully differentiated* (taking account of different needs) planning which ensures that all children are able to make progress.
- Supporting the class teacher to take full responsibility for the learning and progress of all children.
- Using a wide variety of teaching approaches, including guiding learning through demonstration; providing visual support material.
- Providing a stimulating, rich and interactive classroom environment.
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding.
- Using our marking policy to make sure that children know how to improve their work
- Providing additional adult support from well-trained and well supervised support staff.
- Making available specialist equipment and digital technology to support access and participation in learning.
- Asking pupils for feedback on teaching and learning and taking their views into account when planning lessons.

We help all children to develop their skills as learners – and to persevere when they find learning difficult

You can read more about how we support good learning in our whole-school [teaching and learning policy](#).

Frequently asked questions

[How can I help my child with learning at home?](#)

We will make sure that when we meet, we share with you your child's next steps in their learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example, we provide a Class Curriculum Meeting at the beginning of each term. We SEN/D out the dates for these events in our Weekly newsletter and they can also be found on [our website Calendar](#). Our school website contains further guidance for parents on how to help their children with home based learning – homework.

How we make sure that children with SEN/D enjoy a broad and balanced curriculum?*

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school! We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, showing leadership and taking on responsibilities.

All children in Year 4 and 5 learn a brass instrument, whilst children in Year 3 learn the recorder all from a specialised teacher. A Sports Coach teaches each class P.E. once a week from Year 1-6. While a specialist Arts teacher and drama teacher teaches Reception-Yr 6. We also have a wide variety of lunch time and after school clubs from learning chess, singing in a choir to learning gymnastics and Mandarin.

We encourage children with SEN/D to play a full part in the life of our school – this includes being members of after school and lunchtime clubs and undertaking roles of responsibility in the classroom or within the school, such as being a School Councillor. We make adjustments to include children with SEN/D in these clubs wherever possible. For example some of our Playground Buddies (specially selected and trained children to support others in the playground) have a special educational need and taking this responsibility is helping them to communicate more confidently with other children.

We arrange many educational visits and journeys around London for example: to museums, art galleries and theatres, and we make sure that all of our children can take part, even where this means special planning around an individual child's needs. We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements. You can see additional information about this process in our Medical Policy.

We also arrange for outside agencies to come and visit; for example in Years 3, 4, and 6 to coincide with their Vikings and Romans project they were able to make a Viking boat, Roman catapults and silver medallions. Whilst authors like Valerie Bloom and Caroline Lawrence have visited the school to do workshops and tutorials to encourage children's love of reading and creative writing.

We also plan a number of overnight stays to enrich our curriculum and give the children a sense of adventure and independence. Year 3 and 4 enjoy a night sleeping over at the School, whilst Year 6 enjoy a 5 day team-building stay Arethusa where they take part in a wide range of outdoor activities.

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

website “What works?” ([hyperlink](#)). These sessions run for a limited time – sometimes 12 weeks, frequent and short – for example, two or three twenty minute sessions a week. They are guided by a Teacher or Teaching Assistant who has received specialised training.

Our Class Teachers and SEN/D Co monitor the quality and effectiveness of these interventions every term. Many of these interventions involve assessing the child’s levels at the beginning and at the end to see if they have made sufficient progress. In addition we look at the children’s national curriculum levels to see if they have made progress by those standards over the duration of the intervention. 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 the parent and child.

We make the curriculum accessible to include children with SEN/D, by, for example:

- Providing quiet time out for a pupil with emotional needs.
- Providing visual timetables and clear explanations of tasks for pupils with language and communication difficulties and children who are on the Autistic Spectrum Disorder.
- Providing suitable equipment, for example, sloped writing surfaces, sloped cushions, and weighted vests.
- Providing assistive technology (including where necessary augmentative and alternative communication) to ensure effective communication.
- Providing resources that motivate and engage pupils interests (such as using a tube map and trains in Maths lessons).

Additional staff provide support for learning in the classroom and sometimes in small groups away from the main part of the lesson for a short period of time. These staff include: Class Teaching Assistants, Learning Support Assistants, Higher Level Learning Assistants (HLTA’s). We also have two experienced reading volunteers who work in school reading with targeted children.

Frequently asked questions

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

We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child’s progress. For example the school has a literacy policy in place which gives details about our home/school reading scheme. Your child will take books home on a daily or weekly basis and will also visit the school library.

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

We will always try to make sure that a child does not miss important parts of a lesson: for example, with

the agreement of the parent and child we will run some lessons over the lunch break or during an assembly.

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

The curriculum includes a wide variety of clubs and activities that take place before, during 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.

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

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

How we make sure that our school and classrooms are safe, accessible and stimulating to learning

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. We have an [Accessibility Plan*](#) through which we are making improvements to the school environment over time – for example, we are removing minor barriers to movement around the school for pupils with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment. We have a toilet for disabled pupils and provide a parking bay for disabled adults.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs. You will find more information about Camden’s Sensory Advisory Service on this link to the Camden Local Offer:

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

We have a range of equipment designed to support the development of children’s coordination and motor skills. For some children with special educational needs, we provide specialist equipment including digital technology: IPADs and lap-top computers.

Frequently asked questions

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

We are not accessible for wheel-chair users but where possible we will move classes in order to welcome and include a child with long-term limited mobility. We will also ensure that a child who has temporary limited mobility – for example a broken leg – is given additional support to get to and from school and to access their learning.

My child has a visual impairment- will the school be able to meet his/her needs?

We have improved the “visual environment”- for example, the clarity of signs around the school to help our students with visual impairment. We are planning to have yellow strips painted on steps that lead out of the building to the big hall and on the steps in the playground that lead to the Foundation stage classrooms. We also work closely with the Camden Sensory Support Service* to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for all staff on how to achieve a ‘sensory smart’ classroom. We are currently reassessing our accessibility policy and in the process of making further improvements.

What specialist resources and equipment are available for my child?

We aim to provide a service that meets your child's needs. For example, if your child requires any occupational therapy or physiotherapy equipment, we can get advice from the appropriate services on how to manage these in class.

How do 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. This has been reaffirmed by the principles in Section 19 of the SEN/D Code of Practice 2014.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively. We will always involve parents and children in planning and reviewing progress (IEP meetings).

We make every effort to communicate clearly and regularly with parents and carers of children with SEN/D about, for example:

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

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

We welcome and value feedback on how well we are working with our parents. We arrange an annual parent survey for parents of all pupils. We hold a focus group meeting annually for pupils of SEN/D/pupils.

We try to communicate in plain English and have several bilingual staff who can offer translation and interpretation services and will employ an interpreter if necessary. We are also happy to communicate in whatever form the family finds most convenient, though we will always confirm important information in writing.

Frequently asked questions

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

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.

How do I raise concerns about my child?

If you have questions or concerns about the particular special educational needs of your child, the school's SEN/DCO 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 SEN/DCO will organise this meeting.

How can I tell the School what I already know about my child's SEN/D?

We will involve you when we are assessing your child's needs, when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEN/D that you can always ask to look at and to which you will be invited to contribute.

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

We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SEN/DCO. The SEN/DCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child.

What can I reasonably expect from the school?

We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with children with SEN/D which you can look at and contribute to.

Where can I find information about how the school works in partnership with parents and carers of children with SEN/D?

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

- our SEN/D policy on the school's website – [hyperlink to website](#)
- our weekly bulletins – contain information about meetings with teachers, presentations about how to help your child.

You will also find lots of information about how different services in Camden provide help and support to children with SEN/D and their parents - on Camden Local Authority web site

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

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

We run Parent workshops on aspects of learning such as calculation and support for reading. We are also very happy to meet you regularly to give you advice and support.

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

Yes. It's called the Special Educational Needs and Disability Information, Advice and Support Service (SEN/DIASS). Previously known as Parent Partnership. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website:

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

The person in charge of the service is Victor Baldock

Email = Victor.Baldock@camden.gov.uk Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters* - who work directly with young people and the parents of children being assessed for an EHC plan. There is more information on these links to the KIDS organization:

<http://www.localoffer.camden.gov.uk/template/50/independent-support-service> and
<http://www.kids.org.uk/>

Can I meet the specialists providing support to my child?

Yes. It is possible to meet members of the specialist services who are working with your child – the SEN/D Co will organise this meeting.

What if I am concerned about my child's provision or progress?

We always work hard to make sure that our parents are pleased 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 or from our office. If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser (see above details)
Camden uses a SEN/D mediation service – details below.

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

What if I am unhappy about my child's SEN/D provision?

Parents have the following rights of redress, should the school, Governors or Islington Local Authority fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The Westminster Diocese Complaints Procedure
- An appeal to The SEN/D and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability
- To the SEN/D and Disability Tribunal for discrimination
- A complaint to the LA Ombudsman (Schools and LAs).

How do we listen and respond to children and young people with SEN/D?

We know that the only way we really find out if a child is feeling happy, 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 'Special Person'.
- Talking to children and/or groups of children after lesson observations to understand their experience of the lesson.
- Inviting children to make personal contributions to their Annual Review meetings.
- Completing an annual pupil questionnaire on "pupil voice" – giving children their say, pupils with SEN/D fill in a self evaluation form at the beginning of the school year and once again at the end of the year.
- Encouraging children to respond to feedback given through developmental marking.
- Asking children to be a part of target setting meetings and agreeing with them individual targets.
- Making sure that our School Council of pupil members is inclusive and represents the whole of our community.
- Ensuring that our safeguarding procedures are strong and that all staff are well trained to respond promptly and effectively, but also sensitively and discreetly, to problems at home or in school that children may mention.

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.

Frequently asked questions

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

We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties. Each child at the beginning of the year chooses a 'Special Person' who they feel they can talk to. We encourage an environment where children feel able to trust adults and to share any

worries with them. If a parent is aware of a worry or anxiety, they are always encouraged to communicate this with the Class Teacher.

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

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

How do we support children joining our school and leaving our school – and making transitions?

Transition is a part of life for all learners whether it is moving to a new class or a new school and we recognise that it is an important time for all children, especially those with SEN/D. At St.Patricks we plan transitions carefully to ensure they run as smoothly as possible. Planning for transitions within the school takes place in the Summer term and arrangements for pupils with SEN/D will be planned according to individual need.

For further information regarding arrangements for supporting children with SEN/D in transferring between phases in education please make an appointment to come and meet with our school SEN/D Co

When a child comes in to our Nursery or Reception class, a member of staff will make a home visit and where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. Parents and children are given the opportunity to visit the Reception and Nursery classroom before joining and offer transition days. We create a Passport* to help the child get to know Teachers and support staff and become familiar with the building. We create a 'Transition Plan' if needed e.g. staggered "settling in" days.

When a child moves up to the next class, we organise "Hand-Over" meetings where teachers and support staff make sure that the new teacher and teaching assistant have a clear understanding of the needs of all children. We also provide an opportunity for parents and their children with SEN/D to meet the new teacher before the start of the school year where that is possible. Children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them. We create a Welcome Pack further up the School to help the child get to know Teachers and support staff and become familiar with the building.

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of "Buddies" to help her/him settle in to the new class and provide help to find their way around the school. We would meet with the child's parents to gather information. We would also contact a pupil's previous setting for any available records and information that could help us to support the pupil appropriately.

When a child moves from primary to secondary, we ensure that the receiving school has all the information they need about a child. A meeting with both SEN/D Co's, Head of Year and the child's parents will be arranged in order to share information ensuring a smooth transition.

<u>Other Transitions</u>	<u>The key focus</u>	<u>Who is involved?</u>	<u>What we do?</u>
Home to Nursery / Reception	-Support with settling in Ensuring that needs will be sufficiently met within the School	-Parents or carers -SEN/DCOs and Nursery Managers/teachers	-Attend previous settings -Home visits -Invite visits to our School -Assess needs -Listen to parents' concerns -Provide advice and support to help in the child's first few days of school -Open days -Start children slowly and gradually as required
Primary to Secondary	-Support for move to new building and curriculum. -Support for friendships and well being. -Planning support for learning.	-Primary + Secondary SEN/DCOs -Head of Year -Learning Mentors	-Attend Induction days -Hold Transition meetings with parents -Visits to new Secondary School -Secondary SEN/DCO attends Year 6 Annual Reviews (Summer Term) -Support parents to complete transition forms
Mid-term admissions	-Support for coming to a new school – e.g. learning, friendships and well-being	-SEN/DCO	-Meet pupil and parents -Assess needs -Go through classroom routines and weekly timetable -Tour the school -Give a pupil buddy -Welcome pack

Frequently asked questions

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

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

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

We invite parents and the Secondary school SEN/DCo and new Head of Year to take part in the Annual Review of the Statement/ Education Health and Care plan in Year 6.

We then provide extra escorted and supported visits to the secondary school: these involve a tour of the school and a meeting with the Form Tutor*. We then discuss with the secondary SEN/DCO 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.

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

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 SEN/DCo as well, during the termly or year-end review.

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

Our SEN/DCO 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.

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

You should request a meeting with the school’s SEN/DCO as soon as possible after your child starts secondary school. The SEN/DCO holds all the records on children with SEN/D new to the school and s/he will let you know who the key worker will be for your child.

How do we support children's health and general well being—including their safety, attendance and positive behaviour?

The school takes the personal development and well-being of children very seriously. We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some children with SEN/D are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our **PHSE** (Personal Health and Social Education*) and **SMSC** (Spiritual, Moral, Social, Cultural) curriculum. We encourage children to develop confidence and resilience* through teaching, social play opportunities and through more targeted support where this is needed. We hold weekly circle time sessions on the social and emotional aspects of learning and these are often responsive to the needs of the class. We also have termly assemblies that aim to address these issues.

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. You can read more about our approach to behaviour in our policy on our website ([hyperlink to policy](#)). 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 become a long-term problem (please refer to our anti-bullying policy). We have an annual Friendship Week where we learn about developing positive friendships and use stories, songs and drama to focus on the important values needed to be a good friend.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example our link worker for CAMHS*, our link Educational Psychologist, the school's the SEN/DCO. We will always consult and involve parents in the decision to offer this support.

In the very rare instance of a child returning to school after 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 better progress in learning.

We make sure that our school council is representative of the population of the school – we currently have children with SEN/D serving on the school council. We encourage and support pupils with SEN/D to take on classroom and whole school responsibilities, for example collecting the register and showing visitors around the school. We have a “playground buddy” system - older children (and some of these have SEN/D) help

Children in the Infant playground to join in games and activities and “mediate” when there are arguments and disputes

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. We have an up to date policy on how we manage medical needs. Please see our website.

We support all children to attend school regularly, for example, through providing an enjoyable and stimulating curriculum and through home support where this is needed. Our Attendance Policy describes why and how we promote high attendance for all children. Please see our website. We provide specialist support and up to date training for staff on child protection and other aspects of safeguarding, keeping children safe and meeting children’s emotional needs. All of our staff and governors have an up to date DBS * check (Disclosure and Barring Service). Finally the Head teacher has ultimate responsibility for Health and Safety concerns across the School.

Frequently asked questions

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

We have a well-trained team of lunchtime assistants and school staff who organise games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any child is feeling stressed or sad. For children who struggle with playtimes, perhaps due to SEN/D, we have a ‘Quiet Room’ that allows them to spend the time in a quieter way, and also the library is open and other extra-curricular activities on offer e.g. accelerated reading, chess club. In addition, we appoint responsible children onto our ‘Playground Buddies to help ensure that children in the playground feel happy and included.

How will we know if we are successful?

We constantly monitor evidence for success. We take action where we are not successful. These are the factors we look at when we want to ensure that we are meeting the needs of our pupils with SEN/D:

- A. Their academic standards/attainment and good progress.
- B. Their behaviour – for example, little exclusion.
- C. Their attendance – high.
- D. Their involvement in the full life of the school, including activities, educational visits and clubs.
- E. Taking responsibility for themselves, their environment and their actions.
- F. The quality of transitions (from Nursery to Reception, Reception to KS1 (Year 1), KS1 (Year 2) to KS2 (Year 3)).
- G. Parent feedback – their confidence and trust.
- H. Parental complaints – ensuring every complaint is answered and resolved.

We also want to understand the experience of children with SEN/D so we are looking at the best ways to do this. We aim to ask our pupils about:

- I. Pupils own sense of inclusion.
- J. Pupils positive attitudes about self, peers and school: positive friendships.
- K. Pupils personal resilience and confidence as learners.

We welcome and appreciate your views and advice. You can call the school and arrange a time to meet the Head teacher or SEN/D Co. You can email your views through admin@stpatricks.camden.sch.uk.

Glossary – what words and phrases mean

CAMHS Team – Child and Adolescent Health Service supporting the emotional and personal development of students. The service offers family therapy as well as individual therapy for a child.

EAL - English as an additional language.

E-CAF- a secure internet referral system available to all professionals working with a child in order to share information and safeguard the child.

EHCP – Education, Health, Care plan – These are plans where the local authority may offer school additional funds to support a pupil's needs which may be beyond the normal provision available at school.

EP - A professional who supports, assesses and identifies pupil's learning needs.

IPP - Individual provision plan

IBP - Individual behaviour plan

IDPS - Inclusion Development Programme, part of the government's strategy to improve outcomes for pupils with SEN/D.

LAC - a "looked after" child. A child in the care of the local authority

MOSAIC - Supporting students with complex needs

National teaching standards - The standards have a statutory force. They define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status. They are also used to assess the performance of all teachers with qualified teacher status.

OT- occupational therapists, professionals from the health service, who identify, assess, support, monitor, offer advice to children, schools, families about functional, motor or sensory needs.

Provision map - an overview of all the interventions and services a pupil has had to ensure s/he makes progress (see example). These can be individual, whole school or dedicated to particular areas of work in the school.

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.

SALT- speech and language therapists, professionals from the health service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.

SCAS – Helping schools with identification planning for students with ASD.

SEN/DCo - Special Needs Coordinator, at St. Patrick's Miss Cosh.

TAC – Meeting where external agencies meet to discuss the wellbeing of the child (social, emotional, education, health etc)

**Useful websites for parents and carers:
General special needs/disability support**

Contact a Family	www.cafamily.org.uk
Council for Disabled Children	www.ncb.org.uk/cdc/home.aspx
DIAL UK	www.dialuk.info
Independent Parental Special Education Advice (IPSEA)	www.ipsea.org.uk
Royal Association for Disability and Rehabilitation (RADAR)	www.radar.org.uk
Family and Parenting Institute	www.familyandparenting.org
Disability Alliance	www.disabilityalliance.org

General special educational needs support

Advisory Centre for Education	www.ace-ed.org.uk
KIDS	www.kids.org.uk
Mencap	www.mencap.org.uk
Network 81	www.network81.org
Parents for Inclusion	www.parentsforinclusion.org
Action for Kids	www.actionforkids.org

Mental health Support

National Association for Mental Health (MIND)	www.mind.org.uk
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Autism (ASD) Support

National Autistic Society	www.autism.org.uk
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Speech, language and communication needs support

Afasic-Overcoming speech impairments	www.afasic.org.uk
ICAN	www.ican.org.uk
Auditory Processing Disorder UK	www.apduk.org

Dyslexia, dyscalculia and specific learning difficulties

British Dyslexia Association	www.bdadyslexia.org.uk
The Dyslexia SpLD Trust	www.thedyslexia-spldtrust.org.uk
Dyslexia Action	www.dyslexiaaction.org.uk