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## WHAT IS THE SCHOOL LOCAL OFFER

The Hampstead Parochial school local offer sets out in one place - on our website - what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEN policy gives more detail about our day to day procedures.

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. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP) – which is replacing the SEN statement. You will also find information about:

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

## THE PURPOSE OF OUR LOCAL OFFER

- The purpose of our school's local offer is to inform parents and carers about:
  - how we welcome into our school children with special educational needs and/or disabilities;
  - how we support them in all aspects of school life and remove barriers to achievement;
  - how we work in close partnership with parents/carers and children;
  - how we make effective provision for all of our children with special educational needs and disabilities – SEND.
- We will keep our Local Offer under review –by asking parents and children what is working well and what they want to improve
- The next review date for our Local Offer is July 2015

## WHAT KIND OF SCHOOL IS HAMPSTEAD PAROCHIAL?

We are a Camden primary school for the 5-11 age range.

There is one class in each Year Group, other than the Cohort 2021 where we have an additional bulge class of 30.

Children start school in the year they turn 5 in our Reception class.

Our most recent 2012 OFSTED report noted:

“Many disabled pupils and those with special educational needs make outstanding progress. This is because support staff are very skilled in working with them in lessons and teachers tailor work closely to their needs.”

Parents and carers of children with SEND told us during a recent meeting that at Hampstead Parochial the “understanding and awareness from staff is reassuring” and the school “felt right,” when they were looking at admission. They talked about how at Hampstead Parochial “every child is valued” and that we do exactly what we say we will do; not promising anything we cannot fulfill.

An external review of teaching and learning through the London Diocesan Board for Schools (LDBS) commented on our inclusive practice:

- The leadership of SEN is strong and monitoring activities are thorough. The high expectations of the SENDCO are helping to drive through improvements in this area.
- Individual education plans and targets are meticulously reviewed with teachers.

## OUR VISION – WHAT WE THINK IS IMPORTANT

- We welcome difference and diversity – learning from and about diversity strengthens our community
- We value, respect and celebrate the achievements of all children
- We will always involve parents and children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEND to fulfil their potential and access the curriculum
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school
- We support children in developing skills of independence in learning

## 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 also share our best practice with other schools: for example, we recently held a coffee morning for parents, children and teaching assistants with hearing impairments in the local area to share what is working well and what we could improve.

We undertake visits to local schools to share our practice and look at aspects of their practice. As part of the Local Offer project, our SENDCO has supported a range of schools in the authority to help new SENDCOS prepare for changes to SEND.

We work outside of the local authority through our links with the London Diocesan Board for Schools (LDBS). Our SENDCO has had responsibility for developing newly qualified teachers' understanding of inclusion in the diocese.

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

## COMMUNICATING THE LOCAL OFFER

- We have placed this information here on our website – <http://www.hampsteadprim.camden.sch.uk> : we have tried to make sure everything is clear and helpful.
- You will also find our new SEN Policy on the website. <http://www.hampsteadprim.camden.sch.uk/policies.html>

- You can pick up a summary of our SEN policy from our office.
- If you want to talk to member of staff we will arrange for a member of staff to meet you and answer your questions.
- Hampstead Parochial School Local Offer links to the information which Camden Local Authority provides for parents and carers of children with SEND.
- We have a summary of Camden Local Authority information in our school office; office staff will be pleased to give you a copy.

### WHO TO CONTACT FOR MORE INFORMATION

- Our Head Teacher – who provides leadership on inclusion and high achievement for all is Mr Simon Atkinson
- Our SENDCO and Inclusion Leader – (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice: Miss Karen Chappell. She has overall whole school responsibility for SEN and inclusion and also has the role of Deputy Head Teacher
- Our “SEN” Governor – Ms Christine Money - who has a responsibility for monitoring and supporting the school on SEN matters on our governing body
- Our Business Manager – Mrs Monwara Sikder – has responsibility for the site management, safety and access projects
- Our School Office Manager – Ms Lisa Spearing - who can give you copies of our policies .  
**Please direct any emails regarding SEND to Ms Spearing who will ensure they reach the named person.**

email = [admin@hampsteadprim.camden.sch.uk](mailto:admin@hampsteadprim.camden.sch.uk)

Tel = 020 7435 4135

## OUR LOCAL OFFER

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

1. Effective Leadership, Management and Governance
2. Developing the skill and expertise of staff
3. The contribution of specialist services
4. Identification, assessment and planning - children with SEND
5. Reviewing children's progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms + 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 + health

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

Our Deputy Head teacher has overall responsibility for SEND and inclusion – this means that we regularly discuss SEND issues in the Leadership Team meetings. We keep support for children with SEND under review.

Our SENDCO manages the day to day provision. She plans the programmes of support for individuals and small groups of pupils with SEND

She keeps a List/Profile of children we identify as having a SEN and/or a disability.

She also keeps a record on the Hampstead Parochial our Provision Map of all the different ways that we provide extra support (for example, support for reading, communication and number) for children with SEND

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff.

If something is not working well, we change and improve our provision – we describe these changes in our School Improvement Plan

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve.

We have 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 GB.

We fully involve our Governors when we review and revise our SEN policy and our Local Offer at the end of each school year.

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

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

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

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

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

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

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

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

All staff – including Teaching Assistants - have regular training and guidance to meet the needs of our children. Our SENDCO has a responsibility to arrange + provide this training.

At least one of our training days has a SEND focus where we make sure that teachers and TAs

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

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

We take part in National Awareness Days, for example “No Pens Wednesday” which highlighted the importance of speech, language and communication.

Our Staff Handbook provides written guidance about the different SENDs in our school. The Glossary provides a brief explanation of each area of need:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/ or physical needs

We know that children will frequently have a range of needs.

We provide a whole staff briefing on the procedures set out in our SEN policy – all staff receive and sign a copy

We provide training for all of our Teaching Assistants who are working with children with particular SENDs, for example, slow progress in reading, number and communication.

We provide specialist training for Teachers and Teaching Assistants who support children with the most complex needs - for example Dyslexia and Autism.

Members of our SEN team attend training sessions run by national and local organisations.

We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

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

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

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

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

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

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

A. Yes. We will allocate a Key Worker at the start of the school year or when a SEN support programme is put in place. The Key Worker will coordinate provision and monitor the achievement and well-being of your child.

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

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

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
Educational Psychologists	6 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
The Camden Hearing Impaired service The Camden Visually Impaired service	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	By referrals for specific children	Observation of children. Advice to staff, parents + children Support for assessments Staff training
Camden Language and Communication Service	By referrals for specific children	Observation of children. Advice to staff, parents + children Support for assessments Staff training
Camden Education Welfare Service	6 visits a year	Support the school and parents in persistent absence or lateness
The CAMHS Team	Fortnightly visit from our Link Worker	Support for the emotional and personal development of children Staff training
Social Services	By referrals for specific children	Conference with children and staff Support for parents Liaise with other agencies
Health visitor/school nurse	6 visits a year	Carry out health checks Staff and parent training

The glossary at the end of this document explains what each of these teams does.

Each service has referral and eligibility criteria - this means that service support is targeted on children with higher levels of need.

These services provide a range of support including:

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

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

You can find more information about specialist services who work with Camden schools on the Local Authority website.

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

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

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress. The SENDCO can organise a meeting for you or you can contact external services directly. The reports they send to you will normally have direct contact details.

#### 4. How we identify, assess and plan support

When starting school, if a child has attended a Nursery school or Children's Centre we use the information they provide to plan the best programme of support. We ask whether parents/carers have any concerns about their children - for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child once he/she starts school.

In addition we assess all children in the first 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

Our starting point, each autumn term, is to have a "listening" conversation with parents/carers who have a child on the SEND register: we know that parents are the first educators of their child - we need their knowledge to plan effectively. This will allow us to discuss what has gone well in the previous school year and the aims are for the coming year. This is in addition to the termly parent consultation.

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the child (and parents) in her/his home language.

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

We follow Camden's guidance for the identification of SEND.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

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

<http://www.hampsteadprim.camden.sch.uk/policies.html>

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

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

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

### **Q. Will my child have a personal plan?**

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

### **Q. What should I do if I think my child has an SEND?**

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

### **Q. I am a Carer of a boy in Year 5 – he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?**

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

## 5. How we review your child's progress

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in learning.

We use the information we have about each child who has been identified as having SEND to plan a personal programme of SEN support

We develop this in partnership with parents and the child – working with the SENDCO and the Class Teacher.

This plan will include short term targets and will describe how we will support your child to achieve these targets.

Once a term we review how well all children – including those with SEND – are progressing. We call this our Pupil Progress Review.

We will offer a meeting with parents of children with SEND child about how well s/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff.

We make sure that parents/carers know the next steps for learning for their child.

We will report formally once a year on the progress of all children, including those with SEND and for some pupils we will provide more frequent reports and feedback.

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

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

A. You will be able to meet your child's Class Teacher each term at the parent consultation meetings. 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?

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

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

We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

Hampstead Parochial school leaders – including the SENDCO - work with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways. These include:

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

We help all children to develop their skills as learners – and to persevere when they find learning difficult. You can read here more about how we support good learning in our whole school policy

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

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

A. We will make sure that when we meet we will share your child's the next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and mathematics – for example we provide a parent forum on calculation. We take suggestions from parents in what they would like to cover in parent forums.

We send out the dates for these events in our Weekly newsletter and publish them on the welcome screens.

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

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school!

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We want to develop children as learners, helping them to deal with challenges both in school and the wider world. As a result we use a “Building Learning Power’ approach to teaching which helps children to recognise and use their ‘learning muscles.’

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 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 “What works?”

These sessions run for a limited time – sometimes 24 weeks, frequent and short – for example, two or three twenty minute sessions a week. They are well taught by a trained Teacher or Teaching Assistant.

Our SENDCO monitors the quality and effectiveness of these interventions every term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress and/or is falling short of national expectations, we will consider other forms of support in discussion with you and your child.

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

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable and clear explanations of tasks for a child with autistic spectrum disorder

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:

Staff	Examples of what they do
Teaching Assistants	In-class support working with a range of children Small group support for range of areas e.g. literacy, maths
Learning Support Assistants	In-class support working with a child with an EHCP Small group support for identified areas
Dyslexia support Teacher	0.5 days a week for 1:1 support with identified pupils

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

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

A. We provide additional support through a variety of approaches. These include targeted literacy support in the classroom and in one to one and small group teaching sessions. We always consult you when we are planning to do this and we report back on your child's progress.

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

A. We will always try to make sure that a child does not miss important parts of lessons. We try to timetable 1:1 or group interventions for the afternoon so that children do not miss out on the core subjects. We try to vary the timetable so they do not miss out on other non-core subjects regularly.

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

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

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

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

We have an Accessibility Plan though which we are making improvements to the school environment over time – for example, we are installing wi-fi to enable pupils to use new technologies.

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.

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

### **FREQUENTLY ASKED QUESTIONS – How we make sure that our school and classrooms are safe, accessible and stimulating**

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

A. Some areas are not accessible for wheel-chair users e.g. the Digital Technology Suite but we have installed digital facilities in an accessible space in order to welcome and include a child with long-term limited mobility.

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

A. We have improved the “visual environment” - for example, the clarity of signs around the school to help our students with visual impairment. We also work closely with the Camden Sensory Support Service to make sure that we provide the right kind of specialist resources needed to access the curriculum.

#### **Q. What specialist resources and equipment are available for my child?**

A. We aim to provide a service that meets your child’s needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

## 9. How we work in partnership with parents and carers

We know that the active involvement of parents/carers in supporting the education of their child is one of **the most important factors** in ensuring a child's success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively. Through termly meetings we have open conversations with parents that place parents/carer at the heart of decision-making about their child.

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

- how we support their children;
- their achievements and their well-being
- 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 try to communicate in plain English and have access to interpretation services if needed.

### **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 SEN?**

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

#### **Q. How do I raise concerns about my child?**

**A.** If you have questions or concerns about the particular special educational needs of your child, the school's SENDCO will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child – the SENDCO will organise this meeting.

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

**A.** We review every child's progress each term and we will invite you to come to the school to discuss progress and next steps with the SENDCO. The SENDCO keeps a careful record of all meetings and an overview of records, provision and the progress of 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 he/she is progressing. We keep records of our work with children with SEND which you can look at and contribute to.

**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 SEN policy on the school's 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 SEND and their parents - on Camden Local Authority web site

**Q. How can you help me to help my child at home?**

A. In Key Stage 1 we give you a reading diary to comment on reading and ask any questions. We run the "Reading After Dinner" scheme or RAD. In Key stage 2. We provide 'RAD readers' to allow you to track your child's reading. The online Maths home-learning gives you models of how we teach aspects of mathematics in school. We run Parent Forum meetings on aspects of learning such as calculation and support for reading.

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

A. Yes. It's called the 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 [www.camden.parentpartnership.com](http://www.camden.parentpartnership.com). The person in charge of the service is Victor Baldock  
Email = [Victor.Baldock@camden.gov.uk](mailto:Victor.Baldock@camden.gov.uk) Tel number = 020 7974 6264

You can also contact the new Camden Service – Independent Supporters - who provide work directly with young people and the parents of children being assessed for an EHC plan  
[www.camden.independentsupporters.com](http://www.camden.independentsupporters.com).

**Q. What if I am unhappy about my child's provision or progress?**

A. We always work hard to make sure that 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 [www.hampsteadprim.camden.sch.uk](http://www.hampsteadprim.camden.sch.uk) 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, Victor Baldock on 0207 974 6264

**10. [How we listen and respond to children and young people with SEND](#)**

We know that the only way we really find out if a child is happy , feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable. We use a range of ways of sensitively communicating with pupils, including non-verbal methods for example; Makaton.

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
- 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, for example, though a video montage or power point presentation.
- doing an annual pupil questionnaire – giving children their say
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our school Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

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

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

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

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

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

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

When 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 ask all nursery providers to complete a document summarising key transition information. We always encourage parents to visit our Reception class. We plan carefully to help children to feel safe and settle in. We have “Settling in” days, “Lunch-time visits” and “Playground visits” as well as making visits to nursery settings where possible.

We create a ‘passport’ to help the child get to know Teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

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 team of “Buddies” to help her/him settle in to the new class and provide help to find their way around the school.

<b>Other Transitions</b>	<b>The key focus</b>	<b>Who involved</b>	<b>What we do</b>
Primary to Secondary	<ul style="list-style-type: none"> <li>- Support for 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>- Primary + Secondary SENDCOs</li> <li>- Head of Year</li> <li>- Learning Mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Attend Induction days</li> <li>- Hold Transition meetings with parents</li> <li>- Invite Visits to our schools</li> <li>- Secondary SENDCO attends Year 6 Annual Reviews</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>- SENDCO</li> <li>- Class Teacher</li> <li>- Teaching Assistant or LSA</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> <li>- Give teaching assistant support for first term + a pupil buddy</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 a SEN statement/Education Health Care plan - moves on to secondary school?**

A. We invite parents and the Secondary school SENDCO to take part in the Annual Review of the Statement/Education Health and Care plan in year 6

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

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

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

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

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

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

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

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

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

The school takes the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal, Health and Social Education) curriculum

We encourage children to develop confidence and resilience through our “Building Learning Power’ approach which develops the ‘4 R’s’’: Resilience, Resourcefulness, Reflectiveness and Reciprocity

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:  
[www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)

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 have a whole school policy on anti-bullying:  
[www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)

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

Specialist Support	Available	Examples of what they do
CAMHS Link Worker	Once a fortnight	Works with children, parents and staff – with a focus on emotional and mental wellbeing

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 make sure that our school council is representative of the population of the school – we currently have two children with SEND serving on the Council – and we encourage and support children with SEND to take on whole school responsibilities, for example assembly monitors or classroom buddies for younger year groups.

We have an up to date policy on how we manage medical needs. See our website [www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)

A senior leader has responsibility for Health and Safety concerns across the school.

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

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

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

Our school nurse helps us to meet our medical needs. She provides policy and guidance on specific issues. She administers training and screening programmes. She has recently delivered training on the use of an epipen to staff and how to deal with head lice to parents.

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

[www.hampsteadprim.camden.sch.uk/policies](http://www.hampsteadprim.camden.sch.uk/policies)

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

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

## **FREQUENTLY ASKED QUESTIONS – PERSONAL DEVELOPMENT AND SAFETY**

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

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

## HOW WILL WE KNOW IF WE ARE SUCCESSFUL??

**We constantly monitor important evidence for success – we take action where we are not successful**

**These are the things – the facts and data - we look at to make sure we are meeting the needs of children with SEND**

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

**We also want to understand the experience of children with SEND so we are looking at the best ways to do this – to ask about**

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