



**FROM ALPHA TO OMEGA**



**'Life in all its fullness'**

(JOHN 10:10)



Emmanuel Church of England  
Primary School

**SEN Information Report**



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## Purpose

Emmanuel Primary School SEN Information Report is an explanation into what Emmanuel School provides for all pupils in our school with Special Educational Needs and/or Disabilities (SEN/D), from Nursery through to Year 6. This document outlines how we support pupils with Special Educational Needs within our school and how pupils are supported onto 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 SEN/D. 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 SEN/D
- arrangements for resolving disagreements and mediation

The purpose of our school's SEN Information report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities;
- how we support them in all aspects of school life and remove barriers to 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 – SEN/D.

We will keep our SEN Information Report under review by asking parents and children what is working well and what they want to improve.

## What kind of school is Emmanuel Primary School?

We are a Camden primary school for the 5-11 age range with a nursery for children 3 and 4 years old. We are a one-form entry school (30 children in each year group).

In February 2018, the school had a Challenge Partners Review and the report stated '*Leadership of inclusion is a key strength of the school. Support staff are value highly and performance is monitored closely.*'

In January 2019, Ofsted inspected the school and concluded that '*The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school*'

Children and parents alike comment on the inclusive nature of Emmanuel Primary School:

I am very happy at school - I like playing with my friends, going to lots of clubs and going to assembly in the afternoon. (Year 3 pupil)

I am very happy with the provision provided from school; it is reviewed on a regular basis and staff are very flexible as well. (Parent)

Over the past 2 years my child has made great progress due to the strategies that have been used to adapt learning to meet his needs. (Parent)

The school communicates with us very well - the regular meetings are particularly useful as we are shown examples of our child's work and progress in his class book. (Parent)



### How are we an inclusive school?

- 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 SEN/D to fulfil their potential
- Our starting point is to guarantee a whole school approach to making provision for children with SEN/D: we make sure that all staff have the knowledge and skills to support all children with SEN/D in our school

At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure. Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience: 'Life in all its fullness' – John 10:10

### **How do we work collaboratively with 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 SEN/D issues are up to date. We also share our best practice with other schools.

We undertake visits to local schools to share our practice and look at aspects of their practice. Recently three members of staff visited another Camden primary school to share ideas about supporting children with Autism and how the curriculum can be differentiated to meet children's needs.

Our Inclusion Leader attends the Local Authority SENDCO (Special Educational Needs and Disabilities Coordinator) Forum which keeps all schools up to date with national developments and local projects on inclusion.

### **How is the SEN Information Report communicated with stakeholders?**

- We have placed this information here on our website – [Emmanuel Primary School SEN Information Report](#). You can request a copy of our SEN policy from our office. You can also find our new SEN Policy on the website.
- We provide leaflets and summaries on:
  - Inclusion at Emmanuel School
  - Supporting Children with Autism Spectrum Disorder
  - SENDIASS – a statutory service which provides impartial, confidential, information and advice to parents/carers, children and young people aged between 16-25 who have, or may have a Special Educational Need or Disability.
- If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions: let us know if you need an interpreter or British Sign Language signer – we will do our best to provide this support.
- We have a video demonstrating how we are an inclusive school and how we work together to meet each child's needs on our website.
- Emmanuel Primary School's SEN Report links to the information which Camden Local Authority provides for parents and carers of children with SEN/D. You can see this on its website [www.camdenlocaloffer.camden.gov.uk](http://www.camdenlocaloffer.camden.gov.uk).



**Who do I contact for more information?**

Our Head Teacher, **Claire Burns** – who provides leadership on inclusion and high achievement for all. She can be contacted through our school office:

[admin@emmanuel.camden.sch.uk](mailto:admin@emmanuel.camden.sch.uk)

Our Acting Inclusion Leader, **Mrs Francesca Dilley** – (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. She can be contacted through our school office:

[admin@emmanuel.camden.sch.uk](mailto:admin@emmanuel.camden.sch.uk)

Our SEN/D Governor, **Nancy Jirira** - who has a responsibility for monitoring and supporting the school on SEN matters on our governing body . She can be contacted through our school office:

[admin@emmanuel.camden.sch.uk](mailto:admin@emmanuel.camden.sch.uk)

Our School Senior Admin Officer, **Ms S. Lubert**- who can give you copies of our policies.

[admin@emmanuel.camden.sch.uk](mailto:admin@emmanuel.camden.sch.uk)

0207 7431 7984

Our Site Manager, **Mr Andy Philippou** – who ensures that the school is clean and safe and has oversight of site access projects. He can be contacted through our school office:

[admin@emmanuel.camden.sch.uk](mailto:admin@emmanuel.camden.sch.uk)



## OUR SEN Information Report

We present our SEN Information Report in order to inform parents/carers about twelve important aspects of our SEN/D 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 SEN/D
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 and governors do to make sure that all children feel welcome, feel included and achieve their potential?**

Our Inclusion Leader has overall responsibility for SEN/D and inclusion. She manages the day-to-day provision and plans the programmes of support for individuals and small groups of pupils with SEN/D. As a member of the school Leadership Team, we regularly discuss SEN/D issues in the Leadership Team meetings and ensure support for children with SEN/D is kept under review.

Our Inclusion Leader keeps a register of children we identify as having a SEN and/or a disability. She also keeps a record on the Emmanuel 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 Pupil Progress meetings are held with the Leadership Team and the class teacher; the achievement and progress of each pupil is discussed and action plans are agreed upon for the term ahead.

At Emmanuel we celebrate success and continually evaluate provision: 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.

The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEN/D and the outcomes that they achieve. Our Governors Board in the playground shows all those in our Governing Body. We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEN/D. One Governor, Father Jonathan, takes a particular responsibility for SEN/D matters. He meets with our Inclusion Leader once a term, makes visits to classrooms looking at learning and teaching, observes meeting and training and reports termly to the full GB. Our Inclusion Leader submits a report to each Standards and Curriculum Committee meeting to provide up-to-date information on Inclusion issues to this subcommittee of the Governing Body. She also attends, at least once a year, to answer questions on Inclusion. We fully involve our Governors when we review and revise our SEN policy and our SEN Information Report.





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

All staff, including Teaching and Learning Assistants (TLAs), have regular training and guidance to meet the needs of our children. Our Inclusion Leader has a responsibility to arrange and provide this training. Some examples of training are:

- Precision Teaching: an intervention
- Effective Questioning
- Attachment: How to support children in the classroom setting
- Supporting children with Autistic Spectrum Disorder
- Strategies for supporting children with Literacy Difficulties

At least one of our training days during each academic year has a SEN/D focus where we make sure teachers and teaching and Learning Assistants:

- 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

We provide targeted and specialist training for Teachers, Teaching and Learning Assistants who support children with particular SEN/D. Some examples include:

- ELKLAN – an accredited course on Speech, Language and Communication skills for Children
- Motor United: An Occupational Therapy Intervention
- Autistic Spectrum Disorder in the Primary Classroom

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 members 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 Teacher Surgeries.

Every year we ask staff to complete an audit of their training needs – this includes knowledge and expertise about different SEN/Ds and then plan training sessions around needs.

Any member of staff is welcome to ‘drop-in’ to see the Inclusion Leader at the end of the school day to learn more about how to meet the different special educational needs.

We provide a whole staff briefing on the procedures set out in our SEN policy and have ‘Non-Negotiables for Inclusion’ to ensure staff have a consistent approach to supporting children. We also use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.



### 3. How do specialist services and teams contribute to the progress and well-being of children with SEN/D?

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

Specialist Service	Examples of what they do
Educational Psychologists	Provide advice to staff, parents and children Complete assessments and observe children in their environment Deliver staff training Model and deliver whole interventions Lead Parent Workshops Attend and input in Annual Reviews, target setting meetings and Team Around the Child Meetings
The Camden Hearing Impaired service  The Camden Visually Impaired service	Support and advise staff, parents and children on meeting the needs of children with a Hearing Impairment or a Visual Impairment Deliver Staff training Monitor and recommend specialist equipment Observe children in the classroom environment and provide strategies and advice to the class teacher
Occupational Therapists	Work with children on their direct caseload 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
Camden Language and Communication Service	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
The CAMHS Team	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
Health visitor/school nurse	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

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, the parent/carer 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 in the Local Authority website [www.camden.gov.uk/localoffer/specialistservices](http://www.camden.gov.uk/localoffer/specialistservices)

#### **4. How do we identify, assess and plan support?**

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

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 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 policy.

#### **5. 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 support. We develop this in partnership with parents and the child – working with the Inclusion Leader, 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: 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 two Parent/Teacher Meetings during the school year and will report formally on the achievements and progress of all children at the end of the academic year. Once a term the Leadership team meets with class teachers to review attainment and progress of all children – including those with SEN/D – we call this our Pupil Progress Meeting.



## **6. How do 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 SEN/D. 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, Teaching and Learning Assistants have a clear understanding of the learning needs of the children in their class. Emmanuel school leaders, including the Inclusion Leader, 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.

## **7. How do 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! Each class will have a half-termly or termly topic – these topics incorporate a variety of subjects including history, geography, music and art. Our Curriculum maps (found on our website) give further information on the topics children will be learning.

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. All children in Year 5 and 6 learn a brass instrument and all pupils from Reception to Year 6 have the opportunity to have peripatetic music lessons in one of nine different instruments offered. A specialist PE Teacher who teaches each class P.E. and we have a wide variety of After School Clubs.

We encourage children with SEN/D to play a full part in the life of our school – this includes being members of after school clubs and undertaking roles of responsibility in the classroom or within the school, such as being a School Councillor or being a Wellbeing Champion. .

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. Recent school trips have included:

- Year 4 going to The Science Museum
- Key Stage 2 Computing trip to The CIC
- Year 5 trip to Hampstead Heath
- Music focus trip to perform at The Royal Albert Hall

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 (e.g. 15 minutes a day for 12 weeks). They are well taught by a trained Teacher or Teaching and Learning Assistants.

Our Inclusion Leader 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 SEN/D, for example:

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

Support staff provide support for learning in the classroom and in small groups.

### **8. How do 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 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 our pupils with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment.

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 and lap-top computers.

### **9. 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.

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 and 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 through our information leaflets on the curriculum, parent workshops during the academic year, such as 'A Day in the Life of a Reception pupil', and individual meetings to support parents in understanding strategies and approached used in school.

We welcome and value feedback on how well we are working with our parents.



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.

## **10. 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 happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways:

- We have 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
- Children and/or groups of children are spoken to during and after lesson observations to understand their experience of the lesson
- Children to make personal contributions to their Annual Review meetings, for example, through a video montage or power point presentation.
- Pupils complete a questionnaire prior to target setting meetings.
- Children are encouraged to respond to feedback in their books
- Pupils contribute to target setting
- Our school Council is inclusive and represents the whole of our community
- Safeguarding procedures are strong and that all staff are well trained
- 'Let's Talk' and 'Worry Boxes' are in classrooms/communal areas of the school and give children to opportunity to alert staff to a concern or difficulty.
- There is a 'Drop-in' time daily when children can speak with our school Emotional Literacy Support Assistant (ELSA).
- Each child is in an 'Emmanuel Family' and has a key adult in school who they meet with informally on a half-termly basis.

## **11. How do 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 always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in. We give an 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 and create a 'Transition Plan' which may involve a staggered entry.

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 and Learning Assistants 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 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.



Other Transitions	The key focus	Who involved	What we do
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 Inclusion Leader</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>- Transition Meetings with Class teacher/Inclusion Leader and Secondary link</li> <li>- Invite Visits to our schools</li> <li>- Secondary SENDCO attends Year 6 Annual Reviews</li> <li>- Moving On lessons for Year 6 run by our Teaching and Learning Assistants (TLAs)</li> <li>- Transition Support Group</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>- Inclusion Leader</li> <li>- Learning Mentor</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 ELSA support for first term if necessary and a pupil buddy</li> </ul>

### 11. 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. In PSHE (Personal Health and Social Education) lessons, we address many of these issues.

We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where this is needed. 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.

We have a designated member of staff to support children’s emotional health and wellbeing – this is our ELSA (Emotional Literacy Support Assistant). She leads daily ‘Let’s Talk’ sessions when pupils can speak to her about anything which is causing them concern or worry. Our ELSA also has a caseload of children who she work 1:1 or in small groups to overcome barriers to their learning. Parents or class teachers can request support for a pupil from our ELSA and parents are always informed before any regular sessions begin for a child/group of children.

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 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 have a whole school policy on anti-bullying.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff. We also seek support from external professionals, for example Camden Primary Learning Support Service (PLSS). We will always consult and involve parents in the decision to offer this support. Furthermore, if appropriate we create a Behaviour Support Plan (BSP) with targets and strategies on how to support the pupil.

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 and children representing the school in other capacities are representative of the population of the school and we encourage and support children with SEN/D to take on classroom and whole school responsibilities, for example collecting the register and showing visitors around 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. We have an up to date policy on how we manage medical needs, see our website.

We support all children to attend school regularly, for example thorough 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.

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 check (Disclosure and Barring Service)**.

#### **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 SEN/D**

- 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 SEN/D so we are looking at the best ways to do this – to ask about**

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