



SEND Information Report

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Version Control

The table below shows the history of the document and the changes that were made at each version:

| Date agreed | Summary of changes |
|----------------------------|---|
| 10 th June 2025 | Updates references to Inclusion Team throughout; updates SENDCO details throughout; updates references to Personalised Learning Profiles throughout; updates section 1., 2., 4., and 7. |
| 23 rd June 2022 | N/A |

This document sets out, in one place, what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. Our Students with Special Educational Needs and/or Disabilities Policy gives more detail about our day-to-day procedures.

We provide a wide range of information about the specialist services that provide support and information for families of children and young people with Additional Needs. The SEND Information Report also explains the procedures for requesting an assessment for an Education, Health and Care Plan (EHCP).

You will also find a very wide range of useful information in the following link:

[Camden's Local Offer](#)

1. The Purpose of our School's SEND Information Report & Terminology

The purpose of this document is to inform parents and carers about:

- How we welcome into our school children and young people with Additional Learning 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.

2. What Kind of School is Hampstead School?

We are a Camden secondary school for boys and girls in the 11-18 age range, which serves a culturally diverse local community.

"Pupils with SEND access the same ambitious curriculum as their peers, and they achieve well. Very clear information about these pupils is shared with teachers. Teachers use this information well to put helpful strategies in place that support learning." Ofsted Inspection, Oct 2023

Wellbeing Award (April 2020) meeting with parents. *"It is clear that good emotional wellbeing and mental health is important to the school"*.

3. What Parents/Carers of Children With Learning Needs Tell Us AND WHAT OUR STUDENTS TELL US

The latest Camden Review of the school included conversations with students, the students informed the reviewers that they were happy with the support that they received and that. Students said that “teachers are kind.” Students also said that they work well with their teaching assistants and that they support them in the lesson to help them understand the work.

Recently, some of our parents have said:

“I am very happy with the support my child is receiving at school” *Year 8 parent.*

“The SEN team has delivered way beyond anything I had wished for. I have complete trust that they have his best interests at the centre of their approach. I love that they recognise his strengths and encourage them, at the same time helping him overcome his challenges. My child is thriving in an environment that accepts and cares for him. I will forever be grateful for the relief I feel when my son is at school.” *Year 7 parent.*

4. Our Vision & What We Think Is Important At Hampstead School

The Governors and staff of Hampstead School are committed to the inclusion of pupils with additional learning needs and disabilities in all aspects of school life, ensuring equal access to a broad and balanced curriculum.

- We welcome difference and diversity – learning from and about diversity strengthens our community
- We help all of our pupils to realise their potential and to recognise the basic equality of all people so that they can become responsible citizens who make a positive contribution to society and become life-long learners.
- We value respect and celebrate the achievements of all students and young people.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and their 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 an Additional Need and provide support, the more successful our students will be.
- We will provide expert support and resources for students with Additional Needs (AN) to fulfil their potential.
- Our starting point is to guarantee a whole school approach to making provision for students with Additional Needs: we make sure that all staff have the knowledge and skills to support all students with Additional Needs in our school.
- We are committed to developing inclusive teaching practices across the school.

5. How we Learn With & 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 Additional Needs are up to date. We also share our best practice with other schools – nationally and internationally. We undertake visits to local schools at the pre-transition and post transition stages to share good practice and develop community links.

Our SENDCO/Deputy SENDCO attends Camden's Local Authority SENDCO forum which keeps all schools up to date with national developments and local projects on inclusion, she actively engages with the Institute of Education professional development programme.

6. Who to Contact For More Information

- Assistant Head Inclusion and SEND (SENDCO)
- Deputy SENDCO
- Governor with SEND/Additional Needs responsibility - Mr P Stratton

The Information Report informs parents/carers about the 12 important aspects of our Additional Needs provision:

| | |
|---|---|
| 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 SEND | 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 wellbeing, attendance + health |

7. What School Leaders & Governors do to Make Sure All Students Feel Welcome, Included & Achieve Their Potential

Our Assistant Head (Inclusion and SEND) has specific overall responsibility for Additional Needs and inclusion, and Mental Health. This means that Additional Needs issues are regularly discussed and kept under review at senior level.

Parents/Carers can view a summary of our Additional Needs provision map in the Students with Special Educational Needs and/or Disabilities Policy. This shows the way we provide extra support for different needs: for example, when students are making slow progress in reading, writing, communication and mathematics.

The Inclusion Department at Hampstead School includes:

| Title | Examples of their work |
|--|--|
| Assistant Head Inclusion and SEND (SENDCO) | <ul style="list-style-type: none"> Leads and manages the Inclusion Team. Provides CPD SEND training to all staff on the areas covered in the CoP: SEMH; Cognition and Learning; communication and interaction; sensory and/or physical. Coordinates provision Liaises with parents Key contact for specialist teams Maintains effective record keeping Monitors EHCP provision and outcomes Coordinates all relevant external agency involvement Responsible for Mental Health staff development training in school Attends core group and steering action groups at Camden Coordinates EHCP transitions through key stages Manages the SEND budget and costed provision Monitors students with medical needs |
| Deputy SENDCO | <ul style="list-style-type: none"> Deploy Teaching Assistants Maintain accurate tracking records Support ECTs with understanding school procedures Deliver whole school CPD training on SEND Liaises with parents Coordinate interventions Support with all transitions and transition consultations |
| Teaching Assistant | <ul style="list-style-type: none"> Support students with EHCPs in class General support to monitor Additional Needs students Deliver small group reading support sessions |
| Higher Level Teaching Assistant | <ul style="list-style-type: none"> Day to day management of TA support Team teach Support students with EHCPs in class Delivers small group reading support sessions Manage a specific caseload of pre-statutory assessment students |

| | |
|------------------------|--|
| Specialist SEN teacher | Deliver small group and one to one reading and mathematics support Team teaching SpLD holder has a schedule of students to support through JCQ Access Arrangements Maintain information on SIMS and communication with parents Adhere to statutory guidance and EHCP requirements Facilitate Annual Reviews Facilitate transitions Deliver specific CPD to staff Liaise with boroughs and external agencies |
|------------------------|--|

FREQUENTLY ASKED QUESTIONS – What School Leaders + Governors do to make sure that all children feel welcome, included and achieve their potential?

Q. Who are the key people involved in making decisions about students with Additional Learning Needs?

A. The Deputy Head for Inclusion and the Assistant Head (Inclusion and SEND) have a joint responsibility for policy and procedures.

Our Assistant Head and Deputy SENDCO manages the day to day provision and planning and works closely with Teaching Assistants and our SEN Teacher. Our team of well-trained Teaching Assistants and SEN Teacher provide much of the support in the classroom. If your child has an Education Health Care Plan, they will have an allocated member of staff for you to communicate with.

Q. Who is keeping an eye on my child's progress at Hampstead School?

A. All members of staff who teach and support your child – including his/her Form Tutor - will be checking on his/her progress and will report regularly on their progress. If your child is in receipt of support that is different or additional to the norm then the SEND team is also involved.

Q. If a child has a very high level of need, can the school apply for additional funding?

A. Yes, we can. After careful monitoring of support and progress, we will engage with you in discussions about your concerns and ours. We will decide together the next course of action. This may lead to us pursuing an Educational, Health and Care plan (EHC plan).

If your child is a Camden resident at a Camden school, the school can apply for funding through the High Needs Grant.

Parents/carers can request an assessment for an Education Health Care Plan. You can find more details about this assessment on the Camden Local Offer website:

<https://www.camden.gov.uk/send-local-offer>

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

8. How we Develop Skills, Knowledge & Expertise of School Staff

We provide training for all of our Teaching Assistants who are working with students with particular Additional Needs, for example, reading, number and communication.

We provide specialist training for Teachers and Teaching Assistants who support students with the most complex needs - for example general Learning Difficulty, Hearing Impairment, Speech and Language Difficulties.

We take part in National Awareness Days, for example, Mental Health, Autism, Speech Language and Communication Needs, Down's syndrome, Physical Disabilities.....

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

Q. How will all of my child's teachers know about her needs?

A. The SEND team provides teachers with an outline of the strengths and needs of all students with Additional Learning Needs. They also provide guidance and advice on the most successful strategies for supporting them.

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

A. We provide detailed information about the range of pupils in her/his classes, personal support when necessary and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the school with experience and training on how to meet my child's needs as soon as he/she starts?

A. We have a wide range of expertise in our Inclusion Team trained to offer appropriate support in many areas of learning and special needs. They receive support and training from specialist services to make sure that our expertise is up to date. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant on-going training.

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

A. Yes. We will allocate a member of the SEND team as a key person, at the start of the school year or when a support programme is put in place. The support teacher will coordinate, deliver and monitor the costed provision.

9. The Contribution, Specialist Services & Teams Make to the Progress and Well-Being of Students with Additional Needs

Teaching and support staff work closely with relevant members of specialist services, which provide support for our school.

The services working in our school this year are:

| Specialist Service | Frequency | Examples of what they do |
|--|------------------------------------|---|
| Educational Psychologists | One day a week | Observe and assess students. Advice to staff, parents + students Write assessment reports Support EHCP applications Staff training Parent workshops |
| The Camden Hearing Impaired service* The Camden Visually Impaired service | By referrals for specific children | Support and advice to parents, students and school staff on meeting the needs of HI and VI children Staff training on reasonable adjustments |
| Occupational Therapists | As required | Advise staff and work with specific students. Train TAs to deliver specific programmes of intervention |
| Speech Therapy Service | one day a week | Advise staff and work with specific students. |
| Specialist Service | Frequency | Examples of what they do |
| Camden Physical Disability (PD) Outreach Service | By referral | Available to support transition of students with a physical disability |
| Camden Education Welfare Service | By referral | To support improved welfare |
| The CAMHS Team | By referral | Support for the emotional and personal development of students Staff training Mental health support teams from the Tavistock Clinic offer support once per week to students and their families. The school website now contains a Wellbeing page for parents/staff and students, signposting mental health services and self-help. |
| MOSAIC – supporting children with complex needs | By referral | Some students require an assessment of need that goes beyond our expertise at school |
| Social Services | By referral | To support with immediate and long term needs of the child/family |
| Health visitor/school nurse | By referral | Liaise with specialist services, coordinate specialist support, monitor health and development |

The glossary at the end of this document explains the role of each team.

These services share the responsibility for improving well-being and inclusion.

You can find more information about specialist services who work with Camden schools in the Local Authority website. *Here are some examples:*

- ✓ *Educational Psychology* <http://www.localoffer.camden.gov.uk>.
- ✓ *Camden Sensory Advisory Service* <http://www.localoffer.camden.gov.uk>.
- ✓ *Child and Adolescent Mental Health Service*
[Open Minded](#)

FREQUENTLY ASKED QUESTIONS - The contribution, specialist services and teams make to the progress and well-being of students with SEND

Q. Will I be able to meet the specialist 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. You will be consulted and kept informed of the process and outcomes.

Q. How long does a referral take?

A. This depends on the needs of the student and the different services. You can find more details about the specialist services working in Camden schools at <https://www.camden.gov.uk/send-local-offer>

There are some useful links on the school's SEND Policy for you to access, offering information and links to various services in Camden.

Parents can also speak with their GP about any referrals they wish to make to the Child and Adolescent Mental Health Services, they can also access additional contact details on our Wellbeing page which can be found here: <http://hs-wellbeing.weebly.com/>

10. How we Identify & Assess Students with Additional Needs & Plan Support

We follow Camden's guidance for the identification – Guidance and Criteria for Additional Needs and Statutory Assessment. Our rigorous tracking mechanisms permit us to track progress on a regular basis, thereby keeping on top of any areas of need.

FREQUENTLY ASKED QUESTIONS - How we identify and assess students with a Learning Need and plan support

Q. Will my child have an individual plan?

A. All students with an identified learning need will have a Personalised Learning Profile, outlining strategies for staff and provision.

Q. I am a Carer of a boy in Year 7 – 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 Inclusion Team. They 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 (Looked after child), with services and link workers to make sure that we work in partnership.

11. How We Review Students' Progress

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

We have a rigorous marking policy in place at Hampstead School and subject teachers assess the progress of all students regularly. Reporting happens three times a year and we provide a formal report at the end of the school year, complete with progress tracking data.

12. How We Ensure Teaching & Support Helps Students with Additional Needs to Learn & Make Good Progress

We know that high quality teaching and skilful support will make a big difference to the progress of students with an Additional Need.

We make sure that the guidance and advice of specialist services and experts, informs teaching and learning – for example, we provide training from the Sensory Service for all the teachers of a student with significant hearing loss or visual impairment.

The Assistant Head of Inclusion and SEND and the Inclusion Team work with Subject Leaders and teachers and support staff to promote inclusion and provide effective teaching and support for students with Additional Needs in a variety of ways. These include:

- Adaptive teaching techniques (taking account of different needs) planning which ensures that all students are able to make progress
- Helping and supporting Subject Teachers to take full responsibility for all students' learning and progress
- Using a wide variety of teaching approaches, for example, group and paired work; guiding learning through demonstration; providing lots of visual support materials; dual modality delivery
- 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
- Providing additional adult support from trained Teaching Assistants
- Making specialist equipment and digital technology available to support access and participation in learning.

We help our students to develop their skills as “resilient” learners – and to persevere when they find learning difficult.

FREQUENTLY ASKED QUESTIONS – How we make sure that teaching and support help students to learn and make good progress

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

A. We will make sure when we meet that you know your child's next steps in learning. We also provide training and guidance for parents on how to help their children at home with reading, writing and number problems.

Our school website contains further guidance for parents on how to help their children with home based learning – homework. The RM Unify page offers access to a wide range of free online learning platforms: <https://hampstead.rmunify.com/sso> .

13. How We Make Sure Students with Additional Needs Enjoy a Broad & Balanced Curriculum

We want our exciting curriculum to be one of the many reasons our students enjoy coming to school.

We work hard to ensure that our students with learning differences 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 teachers take inclusive teaching of tasks very seriously and will always know who their students are and what their needs are before commencing with the learning programme.

We also arrange educational visits which are fully inclusive (in line with the Equality Act, 2010). We always conduct a Risk Assessment and make reasonable adjustments to plans and arrangements.

Teaching Assistants will support your child with their learning, reducing the daily stresses and offering stimulating support to facilitate success and achievement.

FREQUENTLY ASKED QUESTIONS –

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 your child does not miss important parts of a lesson. However, there will be times when missing lessons is unavoidable if we are to close the learning gap, in order to secure better outcomes at KS4.

14. How We Make Sure our School & Classrooms are Safe, Accessible & Stimulating

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible. We promote and display positive images of disability and difference across the school, for example, in corridor displays.

We have an embedded Accessibility Plan – for example, we have removed 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 Hearing and Visual Impairment Support Service provide guidance, advice and equipment for students with particular access or support needs.

- ✓ You can find out more about Occupational Therapy and physiotherapy via Camden's Local Offer link

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

Q. How accessible is the building for my child who uses a wheelchair?

A. We are accessible for wheelchair users. Classes are placed in accessible areas of the school.

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 moderate 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.

15. How We Work in Partnership with Parents & 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 success and achievement.

We know that parents are the first educators of their child and that we need their knowledge to plan effectively.

From our involvement in the Achievement for All project we have developed a style of working with parents/carers - for example, through a regular “listening conversation” - which places parents/carer at the heart of decision-making about their child.

FREQUENTLY ASKED QUESTIONS – How we work in partnership with parents and carers

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 students with Additional Needs 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 Additional Needs?

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

- Our SEN policy on the school's website
- Via discussions with the SENDCO or any member in the Inclusion Team.

You will also find lots of information about how different services in Camden provide help and support to students with Additional Needs and their parents - on Camden Local Authority web site

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

A. Yes. It's called the **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the Camden website.

You can also contact the Camden Service – Independent Supporters - who work directly with young people and the parents of children being assessed for an EHC plan.

Q. My child has an Education Health and Care plan – who do I contact if I have a concern about his/her progress?

A. Before your child joins us, we will have already met through the primary school transition process, thereby ensuring a smooth transition to year 7, your child will be allocated a key SEND staff member, and this person will be your point of contact. You can also contact the SENDCO.

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

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns. (Complaints within the scope of the school's policy should follow the procedure detailed. Please visit the appropriate section of the website [here](#) for more information.)

16. How We Listen & Respond to Students & Young People with Additional Needs

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

- Clear policies and systems to support students in expressing any worries or concerns that they have: giving students the right to choose a preferred adult to talk to
- Talking to students and/or groups of students after lesson observations to understand their experience of the lesson

- Inviting students to make personal contributions to their Annual and Transition Review meetings, for example, through a power point presentation.
- Completing an annual pupil questionnaire on pupil voice
- Encouraging students to respond to feedback given through developmental marking (making clear the next steps in learning)
- Agreeing 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
- All staff members are trained in restorative conversations and emotional trauma.

Students aged 16 and above with an Education Health and Care plan can ask for support and guidance from Camden SENDIASS and/or the Independent Supports (see section 9)

FREQUENTLY ASKED QUESTIONS – How we listen and respond to students and young people with Learning Needs

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 Form Tutor, who can address any concerns your child has shared or use their relationship with your child to encourage them in to the class. The Form Tutor will seek appropriate support if the issues are wider. If the difficulties persist, we can offer CAMHS support to address the underlying issues. We also offer Brilliant Parents workshops for parents to engage with.

17. How We Support Students with Learning Needs Joining, Leaving & Making Transitions

The following grid sets out our main Transition procedures:

| Which Transition | The key focus | Who involved | What we do |
|-------------------------|-------------------------------------|--|---|
| Primary to Secondary | Identification and planning support | Assistant Head Inclusion and SEND/Deputy SENDCO Head of Year | Host Induction days Coordinate Transition meetings with parents and external agencies. Visit Primary schools. Attend Year 5 + 6 Annual Reviews. Assess student need and implement provisions |

| | | | |
|---------------------------|--|---|--|
| Mid-year admissions | Support for coming to a new school – e.g. learning, friendships and well-being | Assistant Head Inclusion and SEND/Deputy SENDCO Head of Year | Meet pupil and parent(s) Assess needs Induct on timetable structure Tour the school Friendship group support. |
| Key Stage 3 to 4 + | Support for Option choices | Assistant Head Inclusion and SEND/Deputy SENDCO Head of Year | Offer guidance and support with option choices. Thoughtful transition planning for pupils with EHCPs |
| Key Stage 4 to post 16/17 | Transition to 6 th Form, FE or HE or training Preparation for adult life Employment Independent living Participation in society | Assistant Head Inclusion and SEND/Deputy SENDCo Head of Year Careers advisors Head 6 th Form F. Education | We seek + record the views, wishes and feelings of the student Review support and guidance for best choices Involve Connexions and Careers Write Transition plan for EHCPs students Review Training options + Apprenticeships etc. Liaise with the borough. Support DLA applications where necessary. |

The Camden Local Offer - <https://www.camden.gov.uk/send-local-offer>. – Section ‘Preparing for Adult life’ – contains a wide range of useful information, for example on:

- ✓ Traineeships
- ✓ Supported living

Q. What support will there be for my son – he has an EHCP and learning difficulties – when he moves on to Further Education? Who is going to help him?

A. We start planning for adult life before the end of Year 9. We provide Careers advice and guidance on what help and support he can expect if he moves on to a college. Colleges **must** (it is a legal duty) inform parents and students what support and help they will provide. Your son can also get help and guidance and face to face support from Camden services such as the SENDIASS and Independent Support advisers. Colleges receive direct funding to support students with additional learning needs. We will always guide and support all college applications, accompanying students to their interviews and communicating with the SEND department on your behalf.

Q. Do Further Education Colleges also have their Local Offer?

A. Yes. You will need to refer to the college your child is transferring to. If you require assistance with this, please ask us and we will be happy to support.

We will support you with contacting the SENDCO at the chosen college to facilitate a smooth transition.

You are advised to keep copies of all EHCP/Statement paperwork, so that you can share this information with the college of choice. It is also advisable that you keep copies of the Access Arrangements awarded at KS4 or KS5; ask the SENDCO for Form 8.

18. How We Support Students' Health & General Wellbeing, Including Safety, Attendance & Positive Behaviour

The school takes the personal development and well-being of students very seriously. We recently received the Wellbeing Award for Schools; the first secondary school in London to achieve this award.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles. We address many of these issues in our PSHCRE curriculum. We encourage students to develop confidence and resilience through day to day teaching and we promote positive behaviour as part of our philosophy of learning – for example, through group and paired work.

We have a zero tolerance of bullying.

We talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school, however, when it does occur we apply restorative approaches to ensure a swift resolution.

We provide expert help for any child experiencing difficulties with behaviour or relationships: for example the school's Mentor, the Pastoral Head of Year or a member of the Learning Support Team.

When a student returns to school after a fixed-term exclusion, we meet the parents and pupil 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 encourage and support students with SEND to take on whole school responsibilities, for example:

- Meeting and greeting special guests to the school
- Conducting tours of the school with prospective teachers
- Delivering assemblies on Awareness Day topics
- Engaging in transition meetings with year 6 students, acting as ambassadors.

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

FREQUENTLY ASKED QUESTIONS – How we support students' health and general well-being – including their safety, attendance and positive behaviour

Q. How can I get hold of these policies?

A. All of our policies are on the school website. You can also get paper copies from the school office. Staff will always take the time to discuss these policies with you.

Q. Who will watch out for my son at break and lunch times to make sure they are safe and well?

A. We have a well-trained team of Monitors, in addition to this we have teachers placed around the school in full view. Senior members of staff are always highly visible at these times and make sure that break times are safe and enjoyable for all students.

Q. My child has EHCP medical needs and requires support for Personal Care. How does the school organise this?

A. We will liaise with you and the external providers to ensure your child's health and wellbeing is a priority for us:

We have qualified members of the team on site, daily, to support with personal care needs. Students with serious medical needs have an Individual Health Care Plan, we will liaise with you and your child to ensure the support package is robust.

We will liaise with you to devise a package of support should your child experience long-term illness.

We will liaise with you to ensure the emergency procedures are all current and accurate.

We will supervise students with Type 1 Diabetes during the initial stages of their medical management, until such a time arises that they can manage independently.

HOW WILL WE KNOW IF WE ARE SUCCESSFUL??

These are the things – the facts and data - we look at to make sure we are meeting the needs of students with Additional Needs

- A. Their academic standards and good progress
- B. Their conduct and social interactions
- C. Attendance – Is it in line with expectations?
- D. Their emotional wellbeing – they will be more resilient and robust, as well as happy
- E. Their involvement in activities, visits and clubs
- F. Taking responsibility- are they involved in the school?
- G. Destinations and smooth transitions
- H. Parent views – we listen to parent view and where necessary, make improvements for better outcomes
- I. Parental complaints – We always aim to resolve complaints at the school level. (Complaints within the scope of the school's policy should follow the procedure detailed. Please visit the appropriate section of the website [here](#) for more information.)

19. Report Consultation & Review

This policy was last reviewed by the Quality of Education Committee on Tuesday 10th June 2025 and ratified by the Full Governing Board on Tuesday 8th July 2025. This policy will be reviewed on an annual basis. It is due to be reviewed again in the academic year 2025-26.

Glossary – What Words and Phrases Mean

| Word | What this means |
|--|---|
| SENDCO | Special Educational Needs and Disability coordinator |
| Additional Needs log | The log contains the names of the students in receipt of additional support or identified as being in need of monitoring as a result of their identified need |
| PROVISION MAP | An 'at a glance' way of showing the range of provision a school makes for children with special and other additional needs |
| 2. How we develop the skills, knowledge and expertise of school | |
| Teaching Assistant | A person who supports a student with a learning need in the classroom or outside of the classroom, according to student need. |
| Learning mentors | Staff who work with school to help address barriers to learning. |
| SpLD Diploma | Specific Learning Difficulty Diploma |
| SEN Teacher | A qualified teacher with responsibility for ensuring that the needs of students with an EHCP or identified learning need are being met across the school. This will include training staff on specific SEN issues and supporting with differentiation training. |
| Twilight training sessions | These scheduled training sessions offer staff a way of developing their professional skills to promote the inclusion of all students. |
| 3. The contribution that specialist services and teams make to the progress and well-being of students with SEND | |
| Educational Psychologists | Work in partnership with the school on the Assess plan-do-review process. Support with assessments and EHCP applications. Meet with parents and key workers. |
| The Hearing Impaired service | Support the school in making reasonable adjustments to the learning environment. Loss can be mild to severe. The H.I team train teachers on the needs of specific students. Provide guidance and advice as to the next steps |
| The Visually Impaired service | Support the school in making reasonable adjustments to the learning environment. Train teachers on the needs of specific students. Provide guidance and advice as to the next steps |
| Occupational Therapists | To help people of all ages to improve their ability to perform tasks in their daily living and working environments. They work with individuals who have conditions that are mentally, physically, developmentally, socially or emotionally disabling. |

| Speech and language therapists | Health care profession, the role and aim of which is to enable children with speech, language and communication difficulties to reach their maximum communication potential. |
|--|--|
| Word | What this means |
| MOSAIC | The Integrated service provides assessment of need, therapies and other services for disabled children, such as short breaks. Information about Short Breaks services are provided through the Short Breaks Coordinator and through www.camden.gov.uk/disabledchildren |
| Social Services | Local Authority – offer a focussed and specialised service for children with a high level of need who would otherwise be at high risk of achieving poor outcomes. |
| Social and Communication Difficulties | Encompasses a wide range of difficulties related to all aspects of communication in children and young people. We will engage the SCAS team when we suspect there might be social communication difficulties |
| CAMHS -Child and Adolescent Health Service | Provides high quality, multi-disciplinary health services to all children and young people with mental health problems and disorders |
| Statutory assessment | The 20 week assessment process required before an EHCP can be produced. |
| Transition Plan | A plan that sets out the steps needed to move from school to adult life, usually drawn up after the Year 9 Annual Review of an EHCP. |
| Quality First Teaching | The daily routines of teaching strategies and techniques used by a teacher for all pupils in the mainstream classroom that ensure pupils progress in learning. |
| Pupil Premium | Additional funding for schools to spend as they choose to raise the achievement of disadvantaged pupils. The PP for each school is calculated according to the number of pupils eligible for free school meals. |
| Learning Mentor | A designated person with the role of supporting students with their emotional needs and/or academic progress |
| Pastoral Head of Year | The Head of Year (HoY) is responsible for monitoring the wellbeing of their students in their allocated Year Group. The HoY will travel with the students from Year 7, through to Year 11. |