



## HAMPSTEAD SCHOOL'S SEND INFORMATION REPORT

This document 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. Our SEN 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](#)

### THE PURPOSE OF OUR SCHOOL'S SEND INFORMATION REPORT and terminology

The Local Offer development we met with individual parents and groups of parents, seeking their views about the support we offer, all of which has been given due regard. We have responded to parent view by replacing the words Special Educational Needs and Disability (SEND) with Additional Need (AN). The level of service and attention to detail will remain the same regardless of the change in 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;

### WHAT KIND OF SCHOOL IS HAMPSTEAD SCHOOL?

We are a Camden secondary school for boys and girls in the 11-18 age range. Hampstead School is a successful nationally recognised Achievement for All school which serves a culturally diverse local community; we admit 210 students into Year 7.

*"Pupils who have special educational needs and/or disabilities also make good progress. The school has an effective programme of bespoke interventions for these pupils, which is well organised and managed."* Ofsted Inspection, Sept 2016.

Parents told Ofsted (*Sept 2016*)

*"Hampstead is a wonderful school where my child is taught well... is happy... and given lots of opportunities to engage with sporting and other activities... the teachers are amazing, and work really hard."*

## **WHAT PARENTS/CARERS OF CHILDREN WITH LEARNING NEEDS TELL US**

In a recent parent/teacher meeting, parents of children with SEND told us that that, “the school supports us beautifully through the daunting transition stage from primary school “ and “ the parent conversations are a fantastic way of working together to ensure my son stays on track; I have no worries about his education”. Overall feedback is that parents are confident in the way we interact with them and teach their child. The fact that many of our previous students choose to send their own children to Hampstead is testament to the confidence they have in us as educators.

## **WHAT OUR STUDENTS TELL US**

A recent Camden L.A Review of the school (9/14) included conversations with students, the students informed the reviewers that they were passionate about their school and felt safe. The review team wrote in the report – “*Year 7 students spoke positively about their early experience of Hampstead School and were waxing lyrical about the range of extra- curricular activities, the support and friendliness of staff and the strong focus on achieving well.*”

## **ADMISSIONS**

### **OUR VISION and 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 the full life of the school with 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 give due regard to issues arising around mental health and wellbeing. Training staff in restorative conversations and Attachment, so that they are better equipped to respond to the emotional needs of the student.

## **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 Additional Needs issues 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 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.

## WHO TO CONTACT FOR MORE INFORMATION

- SENDCO (Additional needs coordinator) – who the first person to contact if you have any questions about our approach to SEND – is Mrs L O’Riordan
- Governor with SEND/Additional Needs responsibility is Mr P Stratton

## HAMPSTEAD SCHOOL

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 well-being, attendance + health

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

Our Deputy Head has overall responsibility for Additional Needs and inclusion – 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 SEND 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. In addition to cognition and learning and disabilities, we provide a full range of interventions to support students with mental health needs. Needs such as anxiety, low mood, poor resilience. More serious concerns will result in a referral to a specialist service.

The Achievement Support Faculty at Hampstead School includes

Title	Examples of their work
SENDCO	<p>Leads and manage the Achievement Support Faculty, including students with mobility and mental health and wellbeing issues</p> <p>Provides training to all staff</p> <p>Coordinates provision; tracking meetings with Heads of Years</p> <p>Liaises with parents and external agencies</p> <p>Key contact for specialist teams</p> <p>Effective record keeping</p> <p>Track and monitor student progress (additional needs students)</p> <p>Teach literacy classes</p> <p>Coordinate the delivery of Social, Emotional, Mental Health sessions as outlined in the EHCP</p>
Deputy SENDCO	<p>Manages and trains the Teaching Assistants</p> <p>Teaches literacy classes</p> <p>Maintains accurate tracking records</p> <p>Supports NQTs</p> <p>Delivers whole school CPD training</p> <p>Supports with all management and liaison tasks</p>
Teaching Assistant	<p>Support students with EHCPs in class</p> <p>General support to monitor Additional Needs students</p> <p>Deliver small group reading support sessions</p> <p>Deliver one to one sessions for timed interventions</p>
Higher Level Teaching Assistant	<p>Day to day management of TA support</p> <p>Team teach</p> <p>Support students with EHCPs in class</p> <p>Delivers small group reading support sessions</p>
Specialist SEN teachers	<p>Delivers small group and one to one reading and mathematics support</p> <p>Team teaching</p> <p>Staff Training</p> <p>SpLD holder has a schedule of students to support</p> <p>Maintain information on SIMS/PARS</p> <p>Maintain regular communication with parents</p> <p>Adhere to statutory guidance and EHCP requirements</p>
English as an Additional Language (EAL) support leaders	<p>Staff training on EAL issues</p> <p>Monitoring and support of student need</p> <p>Teaching literacy classes to students below age related expectations</p> <p>Teach induction programmes to EAL students</p> <p>Liaison with parents and external agencies</p> <p>Coordinate the International Festival</p>
Learning Mentors and Student Support Centre Manager	<p>Support students with an identified need</p> <p>Specific group work to improve learning outcomes</p> <p>High focus on facilitating Inclusion</p> <p>Liaise with external agencies and colleges for moving on purposes</p> <p>Coordinate alternative provision</p> <p>Manage behaviour management profiles and support systems</p> <p>Deliver wellbeing and mental health interventions, using pre and post measure resources.</p> <p>Liaise with the CMAHS team to ensure support is in place in school</p>

## **FREQUENTLY ASKED QUESTIONS – What school leaders + governors do to make sure that all children feel welcome, feel 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 SENDCO have a joint responsibility for policy and procedures. Our SENDCO manages the day to day provision and planning and works closely with Teaching Assistants and support teachers. Our team of well-trained Teaching Assistants and Support Teachers provides much of the support in the classroom. If your child has an Education Health Care Plan, they will have an allocated specialist for you to communicate with. Where a student has an identified mental health need, the student support centre, and our in-house counsellors will also contribute to the care plan for your child. This plan will always be written in partnership with you, the carer/parent.

### **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 this progress. If your child is in receipt of support that is different or additional to the norm then the SENDCo 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) or, if living in Camden, an application for an Exceptional Needs Grant, which is time limited in order to deliver the applied for intervention.

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

There are four categories of need on an Education Health Care Plan:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical Needs.

## **2. How we develop the skills, knowledge and 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, and share a plethora of resources on mental health and wellbeing on our school Wellbeing Platform; in addition to this, we have a robust PSHCRE programme which addressed SEMH issues.

## **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 SENDCO provides teachers with an outline of the strengths and needs of all students with Additional Learning Needs. She also gives guidance and advice on the most successful strategies for supporting them. All additional reports from specialists, such as the Camden mental health and counselling team, or the occupational therapists, hearing impaired, or visual impairment team will also be shared with teachers (your permission will be sought).

### **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 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 Support team – we have staff who are 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. Where the needs are of a medical or mobility need, we will consult with the external specialists and you, to ensure we are adhering to all statutory guidance. Where a child has a known mental health need, we will also engage with the services to ensure there is an open dialogue to facilitate inclusion; all in line with the guidance as laid out in the Mental Health and Behaviour in Schools (March 2016)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

### **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 support teacher at the start of the school year or when a support programme is put in place. The support teacher will coordinate provision and monitor the achievement and wellbeing of your child.

## **3. The contribution that specialist services and teams make to the progress and wellbeing 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 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	4 visits a term. 2019/20, visits	Observation of children. Advice to staff, parents + children

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
	are one day a week	Assessments Staff training Work with parents
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	As required	Advise staff and work with specific students. Train TAs to deliver specific exercises 1-1 work with students
Speech Therapy Service	As required	Advise staff and work with specific students. Train TAs to deliver specific exercises 1-1 work with students small group transition work and narrative group work
Camden Physical Disability (PD) Outreach Service	By referral	Available to support transition of pupils with mobility and medical needs Staff training Evaluation of accessibility
Camden Education Welfare Service	By referral	To support improved welfare and attendance Liaise with the borough attendance teams Liaise with parents to offer support Where necessary, refer to Early Help support
The CAMHS Team	By referral	Support emotional wellbeing of students in school Offer parent/carer guidance 1-1 work with students Staff training
MOSAIC – supporting children with complex needs	By referral	Some students require an assessment of need that goes beyond our expertise at school, in which case a referral is made to the specialist team, with parental consent.
Social Services	By referral	To support with immediate and long term needs of the child/family. The safeguarding officer will often make this referral through Open Door
Health visitor/school nurse	By referral	Liaise with specialist services, coordinate specialist support, monitor health and development Monitor the health of students, including weight; make referrals to eating disorder clinics if necessary and contribute to the school TAC

Specialist Service	Frequency	Examples of what they do
		meetings

The glossary at the end of this document explains what each of these teams does. These services share the responsibility for improving the well-being, inclusion and progress of each student they work with.

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

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

## **4. How we identify and assess students with Additional Needs and 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 through the Assess-Plan-Do-Review process, 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 Plan, outlining strategies for staff; these documents are written with the child and shared with you. If your child has an emotional and wellbeing need, they will have a plan, as well as support from the student support team.

### **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 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 (Looked after child) and with services and link workers to make sure that we work in partnership. Hampstead School is a Trauma informed school, staff are trained in Attachment Theory, as well as Emotion Coaching, we understand the impact of emotion on conduct and performance and respond accordingly in our non-shouting, wellbeing school.

## **5. 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.

## **6. How we make sure that teaching and support help students with Additional Needs to learn and 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 Educational Psychologist offers guidance and advice on managing your child at home. The Tavistock mental health worker will work with you to help your child maintain their learning momentum, whilst addressing the mental health need.

The SENDCO and the Achievement Support Faculty 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:

- carefully differentiated (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
- 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 well-trained Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning, for example, White Boards.
- Providing training on cognitive science and different learning styles
- Provide training on how to use data to inform teaching and learning

We help our students to develop their skills as “resilient” learners – and to persevere when they find learning difficult. As a growth mind-set school, we value effort, and encourage everyone to view mistakes as part of the path to becoming an expert.

## **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.

We also provide Triple P Parenting classes, to help you understand the changes your child is going through during adolescence, and how to help them manage their emotional changes, and how to lay down fair boundaries that teach self-regulation.

Our Achievement Support Faculty have produced some useful 'How to help your child' tips, which are available from the school's website and the school's foyer.

## **7. How we make sure that students with Additional Needs enjoy a broad and 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 Needs achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

Students with learning differences, including mobility and SEMH concerns are included in the student leadership council, thereby placed in a position to influence curriculum and policy development.

Our students have a voice, which is exercised at the Camden Forum, where student views are sought by Camden as part of policy development.

Our students also contribute to the development of assemblies and PSHCRE materials, offering their views and requests for specific interventions, such as more wellbeing and mental health coverage in PSHCRE, more assemblies on wellbeing topics, more literature in the ILC for them to access, as well as on the school platform.

All teachers take differentiation of task very seriously and will always know who their students are and what their needs are before commencing with the learning programme; all baseline assessments are used as part of planning and teaching, observations and our staff appraisal system.

We also arrange educational visits and make sure that all of our students can take part. 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 stressors, offering tailored stimulating support to facilitate success and achievement.

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

### **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.

### **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 promote and display wellbeing posters around the school.

We have an embedded Accessibility Plan – for example, we have removed barriers to movement around the school for our pupils with limited mobility; we have improved 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
- ✓ <http://www.localoffer.camden.gov.uk>.

## **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. We also provide training for support staff.

## 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 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, 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 Achievement Support Faculty

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 website.

The person in charge of the service is Victor Baldock

Email = [Victor.Baldock@camden.gov.uk](mailto:Victor.Baldock@camden.gov.uk) Tel No. 020 7974 6264

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

- ✓ Camden LA also uses a SEND mediation service – details below.

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

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

**A.** As soon as your child starts school, the SENDCO will give you a list of the key staff who work with your child, including their support teacher and form tutor.

**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.

**10. How we listen and respond to students and 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 students know who the safeguarding lead is in our school – Ms Daulphin.

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 (you can also attend our Positive Parenting workshops to support with this). If you deem it necessary, you can also engage the support of the school counselling service.

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.

## 11. How we support students with Learning Needs joining our school and leaving our school – and 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	SENDCO Head of Year	Provide Induction days Hold Transition meetings with parents and external agencies. Make Visits to Primary schools Attend Year 5 + 6 Annual Reviews. Assess student need and implement provisions
Mid-term admissions	Support for coming to a new school – e.g. learning, friendships and well-being	SENDCO Learning Mentor	Meet pupil and parents Assess needs Discuss the time table Tour the school Give Learning Mentor support for first term
Key Stage 3 to 4 +	Support for Option choices	SENDCO Head Year 9 and 10 Subject leads	Give Support and guidance for option choices Start Transition planning for pupils with EHCPs
Key Stage 4 to post 16/17	Transition to 6 <sup>th</sup> Form, FE or HE or training Preparation for adult life Employment Independent living Participation in society	SENDCO  Heads of Year  Careers advisors  Head 6 <sup>th</sup> Form  F. Education  learning support	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.

The Camden Local Offer - <http://www.localoffer.camden.gov.uk>. – 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.

**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 paperwork, so that you can share this information with the college of choice. It is also advised that you keep copies of the Access Arrangements awarded at KS4 or KS5; ask the SENDCO for Form 8.

**12. How we support students' health and general wellbeing – including their safety, attendance and positive behaviour**

*"Pupils themselves feel safe and well looked after, and parents agree with this. The school has good evidence that it meets closely the needs of pupils who may become vulnerable in some way."* Ofsted Inspection, Sept 2016.

The school takes the personal development and wellbeing of students very seriously.

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

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 but when it does occur we work with the students involved to make sure that it does not happen again.

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 *Learning Mentor*, the Pastoral Head of Year or a member of the Achievement Support Team.

When a student returns to school after a fixed-term exclusion, we meet the parents and pupil together and 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



- showing round candidates for jobs at the school
- Students 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
- Long term absence from school
- Support on School trips and journeys
- Emergency procedures
- Being wellbeing champions

We provide specialist support and up to date training for staff on safeguarding, keeping students safe, meeting students' medical needs as well as meeting their mental health and 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. In addition to the permanent members of staff, we have a highly qualified team of gap year students, known as City Year, who support with wellbeing and safety during movement and transition breaks.

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

**A.** This is the responsibility of the SENDC. Coordination of support will often begin in year 5, to ensure the care plan is adhered to before the child arrives to Hampstead School.

### **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 behaviour – for example, exclusions
- C. Attendance – Is it high or average?
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility- are they involved in the school?
- F. Destinations and smooth transitions
- G. Parent views – we listen to parent view and where necessary, make improvements for better outcomes

- H. Parental complaints – We always aim to resolve complaints at the school level
- I. Reviews of student wellbeing

## GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
SENDCO	Special Educational needs and Disability coordinator
DESCO	Disability coordinator – coordinates the support across the school for students with mobility concerns, liaising with multi agencies.
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, through additional staffing/provision.
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 wellbeing 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

Word	What this means
	maximum communication potential.
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 Co-ordinator and through <a href="http://www.camden.gov.uk/disabledchildren">www.camden.gov.uk/disabledchildren</a>
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 Language and Communication Difficulties	Encompasses a wide range of difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say, using language socially
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 well-being of their students in their allocated Year Group. The HoY will travel with the students from Year 7, through to Year 11. HoY is involved in all Transition matters. HoY can make mental health referrals

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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