

Camden School for Girls

LOCAL SEN OFFER

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What is the LOCAL OFFER

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

You will find an explanation about the **Words with an asterisk *** in our Glossary at the end of this document.

Camden Local Authority also publishes on its website a Camden Local Offer* <http://www.localoffer.camden.gov.uk> – 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*. Also information about:

- where to go for advice and guidance on SEN and Disability matters:
<http://www.localoffer.camden.gov.uk/template/13/special-educational-needs-and-disability-information-advice-and-support>
- Camden's Transition Service
<http://www.localoffer.camden.gov.uk/template/46/transition-service>
- Camden apprenticeships
<http://www.localoffer.camden.gov.uk/template/28/apprenticeships>
- leisure activities for children with SEN/D
- mediation* and arrangements for resolving disagreements

The purpose of Local Offer: How we keep it under review

The purpose of our school's local offer is to inform parents and carers about:

- How we welcome into our school children and young people 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

We will keep our Local Offer under review by asking parents and children what is working well and what they want to improve. The next review date is July 2015.

About Camden School for Girls

We are a Camden secondary school for girls in the 11-16 age range. In addition we have a mixed Sixth Form. Camden School for Girls is a successful and popular school which serves the local community. We admit 112 students into Year 7.

Parents/carers of students residing in Camden make applications for places through the London Borough of Camden. Students in other London boroughs should apply through the borough in which they live.

Camden School for Girls follows Camden's admissions criteria.

<http://www.camden.gov.uk/ccm/navigation/education/camden-schools/secondary-schools/secondary-admissions/>

Our specialist status as a Music College underpins our dynamic approach to teaching and learning. Our most recent OFSTED report noted that: "Students have very positive attitudes to their music making and they respond very maturely. They collaborate very well in group and whole class activities and support each other in a friendly and constructive way."

This ensures that all of our students – including those with SEN/D - leave Camden School for Girls as confident, capable young adults, fully equipped with the skills and qualities to achieve success in the world of work.

Our most recent OFSTED inspection 2007 noted that: "Camden Girls' is a truly comprehensive and inclusive school where staff and students are valued equally and as a result develop a deep sense of loyalty and pride."

What Parents/Carers of children with SEN/D told us

Parents recently wrote to the SENDCO:

"We are very grateful for all the help that is available and glad that CGS and you have been so clear about the importance of liaising with parents."

We "just wanted to say a massive thank you to you for all the amazing support you've given and us this past year. results are marvellous and to say she couldn't have done it without the wonderful back-up and attention you and the school gave her would be an understatement."

Our Vision

The Governors and Staff of Camden School for Girls are committed to the inclusion of pupils with Special Educational Needs and disabilities in the full life of the school with equal access to a broad and balanced curriculum.

We will provide the support and personal encouragement our students need to participate and make progress within the curriculum.

What we think is important

- 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 special educational needs and provide support, the more successful our students will be
- We will provide expert support and resources for students with SEN/D to fulfil their potential
- Our starting point is to guarantee a whole school approach to making provision for students with SEN/D: we make sure that all staff have the knowledge and skills to support all students with SEN/D in our school

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 SEN/D issues are up to date. We also share our best practice with other schools. We undertake visits to local schools to look at aspects of their practice such as making the best use of Teaching Assistants to support students learning.

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

Communicating the Local Offer and SEN Policy

- This information is on the website – www.camdengirls.camden.sch.uk
We have tried to make sure everything is clear and helpful.
- Our SEN policy is on the website:
http://www.camdengirls.camden.sch.uk/page_viewer.asp?page=Policies+and+Procedures&pid=352
- Our new SEN Policy and a summary will be placed on the website in Sept 2014.
- You will be then able to pick up a summary of our SEN policy from our office.
- We want everyone to be able to read and understand our Local Offer - so we also provide leaflets and summaries on issues such as:
 - how we identify student with SEN/D and
 - how we develop personal plans;
- If you want to talk to member of staff we will arrange it for you.
- Let us know if you need an interpreter and we will do our best to provide this support
- **On our website we will soon have a video of how we meet special educational needs: (hyperlink to be inserted www.camdengirls.camden.sch.uk Hearing Impairment videos. It is still in the process of being made)**

Who to contact for more information

Our SENDCO is: Rosalind Durant:	rdurant@camdengirls.camden.sch.uk
Our Deputy Head Teacher – Inclusion: Ms. K Derrar:	kderrar@camdengirls.camden.sch.uk
Our Head Teacher is Ms E. Kitcatt:	ekitcatt@camdengirls.camden.sch.uk
Our Governors with SEN responsibility: Angela Mason: James Westhead:	governors@camdengirls.camden.sch.uk

Our LOCAL OFFER

We present our Local Offer 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

We think we can say everything important about what we do using these 12 aspects.

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

Our Deputy Head, Kathia Derrar has overall responsibility for SEN/D and inclusion – this means that SEN/D (special educational needs and/or disability) issues are regularly discussed and kept under review at senior level

Our SENDCO manages the Learning Support Team and the day to day provision.

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

She works closely with subject teachers, Heads of Years and Inclusion Co-ordinator to plan the programmes of support for individuals and small groups of pupils with SEN/D.

She works with the head teacher, governing body and school leaders to ensure that we follow the requirements of the Equality Act 2010, for example, and promoting equality of opportunity for pupils with disabilities.

Parents/Carers will be able to see on our website our SEN/D provision map*. This is in the process of being compiled. This will show the way we provide extra support for different needs: for example, when students are making slow progress in reading, writing, communication and mathematics.

The Learning Support Team at Camden School for Girls includes:

Title	Examples of their work
SENDCO	Leads the Learning Support team Coordinates provision Liaises with parents Key contact for specialist teams and outside agencies Effective record keeping Provides training and information for staff
Deputy SENDCO	Supports coordinating day to day provision Coordinates Exam Access Arrangements Provision Map Focus on maths
Teaching Assistants	Support students with statements / EHCPs in class Run one to one support and small group sessions
Higher Level Teaching Assistants	Support students with EHCPs in class Run small group reading support sessions Run social and communication support sessions Run Circle of Friends sessions
Specialist SEN teachers	Run small group and one to one reading and mathematics support sessions Key stage 4 Curriculum support in small groups and one to one Staff Training Run lunch time homework clubs
EAL specialist teacher	Identifying EAL learners and refugees. Effective record keeping. Monitoring and support Liaison with parents Coordinates lunch time homework club After school Key Stage 4 drop in club
Bengali Home School Liaison officer	Works closely with Heads of Years to support students Runs one to one sessions with students Liaises with parents, makes home visits

	Runs information sessions for parents. Oversees Parents ESOL classes at CSG
Somali Home School Liaison Officer	Works closely with Heads of Years to support students Runs one to one sessions with students Liaises with parents, makes home visits Runs information sessions for parents.
Admin. Support	Sends letters home to parents informing them of Annual reviews, exam Access Arrangements and student participation in support groups.
Learning Mentors	They help students overcome barrier to learning caused by social, emotional and behavioural problems. They implement strategies and support students to build their confidence. They also work with teachers, parents and other professionals e.g. social workers, educational psychologists, EWO and Connexions advisors to support the students.

We carefully monitor the progress and well-being of children and young people with SEN/D. The SENDCO keeps a record of the extra support and an evaluation of what impact it has had.

We also regularly evaluate the quality of our provision for students with SEN/D, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff.

If we think we can improve our provision, we change it – we describe these changes in our School Improvement Plan*

The Governing Body* challenges us to make sure we constantly improve the quality of provision for students with SEN/D and the outcomes that they achieve.

The Governing Body publishes information about the admission of pupils with a disability and about how the school is becoming more accessible for pupils with SEN/D in its Accessibility Plan. 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 students with SEN/D. We also have 2 Governors who have responsibility for SEN/D issues.

They meet with our SENDCO and keep up to date with SEN issues.

We fully involve our Governors when we review and revise our SEN policy.

FREQUENTLY ASKED QUESTIONS – What school leaders and 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 SEN/D?

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 Learning Support teachers. Our team of well-trained Teaching Assistants and Learning Support Teachers provides much of the support in the classroom.

Q. Who is keeping an eye on my daughter / son's progress at Camden School for Girls?

A. All members of staff who teach and support your child – including her Form Tutor - will be checking on her progress and will report at least once a year. The SENDCO is the person who brings all the information together to get a clear picture of each child.

Q. What funding and resources does the school have for my child with SEN/D?

A. We receive funding at the start of the financial year from Camden Local Authority for supporting students with SEN/D.

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

A. We make sure that we use this funding as effectively as possible. Our SENDCO consults parents/carers of students who have statements or EHCPs. She meets the students and teachers before making a decision about the support programme. We review with parents/carers how well the student is doing and agree changes if we need to.

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

A. If the level of needs is high or significantly increases parents/carers can request an assessment for an Education Health Care Plan. This will probably involve Health and Social Care teams. You can find more details about this assessment on the Camden Local Offer website:

www.camdenlocaloffer/statutoryassessment.camden.gov.uk .

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

All staff – including Teaching Assistants* - have regular training and guidance to meet the needs of our students.

Our SENDCO - working closely with Deputy Head for training - has a responsibility to arrange + provide this training.

Part of our training has a SEN/D focus where we make sure that teachers

- have an awareness of the specific special educational needs and disabilities in our school e.g. hearing impairment
- are able to plan and teach/support lessons which meet the needs of all students
- understand the social and emotional needs of students with SEN/D e.g. understand how to support students with language and communication difficulties.

We provide training for all of our Teaching Assistants who are working with students with particular SEN/Ds, for example: use of epi pens* for students with allergies.

We also provide specialist training for Teaching Assistants who support students with the most complex needs - for example Autism and Hearing Impairment.

We take part in National Awareness Days, for example, Speech Language and Communication Needs.

Our Inclusion Handbook* provides written guidance for teachers about the different SEN/Ds in our school and how to support students with these needs e.g.

- Autism
- Dyslexia
- Hearing Impairment
- Cerebral Palsy

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

Members of our Learning Support Department attend training sessions run by national and local organisations.

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

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

A. The SENDCO provides teachers with an outline of the strengths and needs of students with SEN/D. Strategies for teachers, TAs and students are outlined in the 'In Class Strategies' sheets.

The 'In Class Strategies' sheet, may be written in conjunction with parents as well as outside agencies.

In order to best support students with the most complex needs training is provided for teachers who teach specific students. Guidance and advice on the most successful strategies is provided.

Q. How do you make sure that staff 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 who has experience and training on my child's needs as soon as he/she starts?

A. We have a wide range of expertise in our SEN/D 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 ongoing training.

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

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

3. The contribution that specialist services and teams make to the progress and wellbeing of students 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	Frequency	Examples of what they do
Camden Hearing Impaired service	By referral for specific children	Support and advice to parents, students, school staff on meeting the needs of students with HI. Available to support transition of pupils with physical disability Staff training
Camden Education Welfare Service	EWO* based at CSG two days a week	Works closely with Deputy Head for Inclusion and Heads of Year and SENDCO to support students and their families, with particular focus on attendance. Home visits are made when appropriate.
Camden Physical Disability (PD) Outreach Service	By referral for specific students	Available to support transition of pupils with physical disability
Camden Transport Service	On a daily basis	Provide transport for individual students to and from school.
Camden Visually Impaired service	By referral for specific students	Support and advice to parents, students, school staff on meeting the needs of students with VI. Available to support transition of pupils with physical disability Staff training
CAMHS	By referral for specific students	Support for the emotional and personal development of children* Staff training
Educational Psychologists	11 sessions / visits a year to the school	Observation and assessments of students. Advice to staff, parents + students e.g. about autism, dyslexia, Attention Deficit Disorder. Work with groups of students e.g. class of students with autism to promote understanding and inclusion.
Health and Safety Advisor, Camden Town Hall.	Referral for specific students	Provide advice and individual evacuation plans for students with physical needs.
Hospital staff e.g. diabetes nurse	For specific students	Liaise with school staff, attend Team Around the Child (TAC) meetings at CSG. Provide training for staff and Individual Care Plans*.
MOSAIC – supporting children with complex needs	By referral	Providing advice and support for families and support for students with complex needs.
Occupational Therapists	By referral for specific students	Observe student in class, provide information about equipment to support the curriculum e.g. food technology.
Physiotherapists	By referral for specific students	Observe student and then work closely with the PE department to devise a

		programme of study to suit the needs of the individual student.
School nurse	Based at CSG two days a week	Works closely with Deputy Head of Inclusion, Heads of Years and SENDCO to support students with specific medical needs. She also gives assembly talks about e.g. mental health as well as running 1-1 sessions with students.
Social Services	Supporting specific students and their families	Supporting specific students and their families. Liaising with Deputy Head of Inclusion and Heads of Years.
Speech Therapy Service	By referral for specific students	Assessment of students needs. Advice about teaching strategies.
Tavistock Clinic	By referral for specific students clinic	Assessment of the individual students as well as their family's therapeutic needs. Therapeutic sessions provided both at CSG and at the Tavistock Clinic.

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

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

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

Here are some examples:

- ✓ *Educational Psychology*

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

- ✓ *Camden Sensory Advisory Service*

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

- ✓ *Child and Adolescent Mental Health Service*

<http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-camhs>

FREQUENTLY ASKED QUESTIONS - The contribution that specialist services and teams make to the progress and well-being of students with SEN/D

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

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 school on www.camdenlocaloffer/specialistservices.camden.gov.uk .

Q. If my child is referred to a specialist service, how will I know what's going on?

A. We **will always** involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services we will involve you in the process at every stage.

4. How we identify and assess students with SEN/D and plan support

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D.

We analyse a wide range of information from primary schools about students' needs – including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision.

In addition we assess relevant students using some standardised tests* for reading, comprehension, spelling, vocabulary.

In year 9 all students are screened to see if they require exam Access Arrangements*. Certain students are then further tested for a range of learning difficulties and the school may apply for them to have exam Access Arrangement.

We take great care to establish the reason for any lack of progress by talking to the student and parent.

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 have a “listening” conversation with parents/carers in the Autumn term to share information – for instance for Yrs. 10 and Yrs. 11 we have Target Review days when parents and their daughters come into school to have meetings to discuss the forthcoming year and set targets.

This helps us to make decisions about what kind of support will be most successful - for example, a reading support group, a Language group.

We use the information we have about each student to plan an individual programme of support.

We develop the support programme in partnership with parents and the student – working with the SENDCO and subject teachers.

We identify and assess needs throughout a student’s time in our school through regular and rigorous whole school assessment procedures.

For students coming in to Year 7, 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 as soon as he/she starts school.

We follow Camden’s guidance for the identification of SEN/D

www.camdenlocaloffer/senfunding.camden.gov.uk

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 students with SEN/D in our SEN policy:

<http://www.camdenlocaloffer/senfunding.camden.gov.uk>

FREQUENTLY ASKED QUESTIONS - How we identify and assess students with SEN/D and plan support

Q. If I feel that my child has a SEN/D, who do I contact?

A. Contact your child’s Form Tutor or Head of Year. S/he will listen to you concerns and if they cannot help they will put you in touch with the SENDCO. The SENDCO will always talk to you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support.

Q. How does the school decide that a student has a special educational need and goes on the Supported Student List? Are there criteria?

A. Camden Local Authority provides clear guidance on this which we follow. A key criterion is a lack of progress taking into account the pupil’s age and individual circumstances. You can talk to the SENDCO about this and get more information in our SEN policy

<http://www.camdenlocaloffer/senfunding.camden.gov.uk>

Q. I am a Carer of a girl in Year 7 – She has been looked after (LAC) for three years. I think that she may have special educational needs. Who do I talk to about this?

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

5. How we review students' progress:

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

Subject teachers assess the progress of all students in their subjects and provide a Progress Check* and Profile* during the school year.

The plan/programme will include short term targets and will describe how we will support students to achieve these targets.

Sometimes we agree new targets and different ways of supporting, for example, a small reading group with a trained member of staff.

We will make sure that children and parents/carers always know these targets and the next steps for learning.

FREQUENTLY ASKED QUESTIONS – - How we review students' progress

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

A. We will discuss your child's progress with you at least once a term to a meeting. If you have concerns and worries during term time about your child please contact our SENDCO (or your child's Form Tutor?) and s/he will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful?

6. How we make sure that teaching and support help students 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 SEN/D.

Making sure that this happens in all classrooms is one of the most important things that our school leaders – including our SENDCO - do.

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.

The SENDCO and Learning Support team work with Subject Leaders and teachers and support staff to promote inclusion and provide effective teaching and support for students with SEN/D 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 and well supervised Teaching Assistants
- making available specialist equipment and digital technology to support access and participation in learning, for example, White Boards, laptops, wide PC screens*
- producing clear information for teachers about the individual student's needs.

7. How we make sure that students with SEN/D enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students.

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

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

During the autumn term all Yr. 7 students are allocated a buddy from Yr. 9. However, students with SEN/D are allocated a Buddy* while they are still in Yr. 6. The Buddies are to help students make the transition from primary to secondary as successfully as possible. Our buddies take this responsibility seriously and start their support in the summer term of our new students when they are still in year 6.

We also arrange extensive educational visits and journeys and consider this a very important part of our school curriculum. We make sure that all of our students can take part. When necessary we will do a Risk Assessment* and make reasonable adjustments* to plans and arrangements to try to ensure that all students take part.

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 can run for a limited time – sometimes 24 weeks. They are well taught by a trained SEN Teacher or Higher Level Teaching Assistant.

We take reasonable steps to include students with SEN in our curriculum, for example:

- Providing quiet time out for a student with emotional needs
- Providing clear explanations of tasks for a student with autistic spectrum disorder
- Providing assistive technology to ensure effective communication

We keep interventions under review – for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you and your child.

FREQUENTLY ASKED QUESTIONS – How we make sure that students with SEN/D enjoy a broad and balanced curriculum

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

A. We provide additional support through one to one and small group teaching sessions (interventions) – which we have used many times because we are confident that they are effective. These may be provided by the Learning Support Department or subject departments.

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

A. We will always try to make sure that a student does not miss lessons: for example, with the agreement of the student and parent we will run some lessons before school or during a specific subject which the student will drop after consultation with the student, parents, subject teachers and Head of Year.

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

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

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

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

We have an Accessibility Plan* 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.

Over the past five years we have improved the acoustic qualities of our school: for example we have a Sound Field System* in the school hall.

We undertake with a designated governor a regular review of the school site to ensure that the environment – buildings, playgrounds, classrooms – remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support needs.

We have a range of equipment designed to support the development of students' coordination and motor skills.

For some students with special educational needs, we provide specialist equipment including digital technology: for example lap-tops.

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 wheel chair?

A. We are not accessible for wheel-chair users but we will in special circumstances move classrooms (if the timetable allows it) to accommodate specific needs, in order to welcome and include a student with limited mobility.

- B. Students who have physical or sensory disabilities may leave lessons early in order to move safely around the school while the corridors are quiet.

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

A. 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 and have a “Sensory Champion”* who is developing specialist knowledge of visual and hearing impairment.

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

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

You can find out more about Occupational Therapy here:

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

Physiotherapy:

<http://www.localoffer.camden.gov.uk/template/11/children-s-physiotherapy>

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* 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.

We offer termly meeting with parents of students with SEN/D to review progress and plan the support for the next term

We involve parents and students in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of students with SEN/D about:

- how we support their children;
- their achievements and their well-being

- their participation in the full life of our school.

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

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

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in Bengali, Somali and Polish.

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

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

A. The first person to talk to is your child's Form Tutor who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. He or she may then put you in touch with the SENDCO

Q. How do I raise concerns about my child?

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

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

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

A. We review every student's progress and we will invite you to come to the school to discuss your child's progress at Parents Evening. The SENDCO keeps a record of all meetings and provision and the progress of your child. If your child has a statement or an Education Health and Care Plan we will help and support you to play a full role in Annual and Transition Reviews*.

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 SEN/D which you can look at.

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

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

- our SEN policy on the school's website –
http://www.camdengirls.camden.sch.uk/page_viewer.asp?page=Policies+and+Procedures&pid=352
- You can contact the Learning Support department by phone or email.

You will also find lots of information about how different services in Camden provide help and support to students with SEN/D and their parents - on Camden Local Authority web site www.camden.gov.uk/localoffer

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 Parent Partnership*. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website www.camden.parentpartnership.com. The person in charge of the service is Victor Baldock Email = Victor.Baldock@camden.gov.uk Tel number = 020 7974 6264.

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

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

Q. My child has an Education Health and Care plan – who do I contact if I have a concern about his 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 Key Worker* 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 do our best to address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns. You can also email staff with your concerns who will then reply to you.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website

http://www.camdengirls.camden.sch.uk/page_viewer.asp?page=Policies+and+Procedures&pid=352 or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser, Victor Baldock on 0207 974 6264

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

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

10. How we listen and respond to students and young people with SEN/D

We know that the only way we really find out if a student is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears their voices, especially those who are most vulnerable.

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.
- doing an annual pupil questionnaire to take account of pupils' views
- encouraging students to respond to feedback given through developmental marking* (making clear the next steps in learning)
- agreeing individual targets with them
- 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

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

FREQUENTLY ASKED QUESTIONS – How we listen and respond to students and young people with SEN/D

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

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

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

A. Talk to your child about any worries or concerns they may have. The first point of contact is the 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.

Q. How will you make sure that my child is safe at Camden School for Girls?

A. At Camden we do our best to ensure that the particular needs of all our students are met. The Form tutor and Head of Year will have a good knowledge of the particular needs of your child. The school works hard to make sure that the Bullying policy is adhered to: anti bullying policy link

http://www.camdengirls.camden.sch.uk/page_viewer.asp?page=Policies+and+Procedures&pid=352

The SENDCO, in conjunction with the School Nurse, will ensure that a medical care plan* is in place if needed.

11. How we support students with SEN/D joining our school and leaving our school – and making transitions

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEN/D.

We also analyse a wide range of information from primary schools about students' needs – including their progress and standards in literacy and number. This helps us to plan the right kind of support and provision.

We meet the parents and the child before they arrive in our school and provide special tours of our school when they can meet some of their teachers and members of the Learning Support team

In addition we assess particular students when they arrive in our school using standardised tests* for reading and writing.

We have a “listening” conversation with parents/carers in the autumn term to share information.

When a student moves up to the next class, we provide ‘In Class Strategy’ sheets* to the teachers and Teaching Assistants. This helps to make sure that the teacher and Teaching Assistant (TA) have a clear understanding of the needs of all students.

When a student comes to our school in the middle of a term, we plan a range of support – depending on their particular needs. We make sure that all staff teaching and support staff are aware of her/his needs and the most effective teaching approaches.

We also have a team of “Buddies”* to help year 7 SEN/D students settle in to their new classes and provide help to find their way around the school.

We provide advice and guidance for students on making the best choices at Key Stage 4

We begin planning very early for what happens when a student with SEN/D leaves school, typically in Year 9 at the Transition Review (for students with an EHCP).

We provide specialist careers advice and use the Connexions service to make decisions on the best routes for employment, training or Further/Higher Education.

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	Head Start *transition morning. Hold Transition meetings with parents Make visits to Primary schools Attend Year 6 Annual Reviews
Mid-term admissions	Support for coming to a new school – e.g. learning, friendships and well-being	Head of Year Form Tutor SENDCO Learning Mentor	Meet pupil and parents Assess needs Go through time table Tour the school Give Learning Mentor if appropriate
Key Stage 3 to 4 +	Support for Option choices	Deputy Head of Inclusion Head Year 9 and 10 Form Tutors Subject leads Learning Mentors SENDCO & Learning Support Teachers	Give Support and guidance for option choices Start 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	Heads of Year Connexions Head 6 th Form Careers SENDCO	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 – Section Preparing for Adult Life – contains a wide range of information:

Traineeships - <http://www.localoffer.camden.gov.uk/template/35/traineeships>

Supported living - <http://www.localoffer.camden.gov.uk/template/47/supported-living-for-service-users-with-a-learning-disability>

FREQUENTLY ASKED QUESTIONS - How we support students with SEN/D joining our school and leaving our school – and making transitions

Q. What happens when my child is moving on to secondary school?

A. For students with an Education Health and Care plan (or SEN/D statement) the primary school will invite parents and the Secondary school SENDCO to take part in the Annual Review in year 6.

Some primary schools then provide extra escorted and supported visits to the secondary school and agree extra support for each child depending on her needs.

This often involves a “Buddy” arrangement whereby a Year 7 student makes friends with the new pupil and helps her through the first term.

Q. What happens when my child is moving on to Further/Higher Education?

A. For students with an Education Health and Care plan (or SEN/D statement) we will invite parents and the Connexions adviser to take part in the Annual Review in year 11. The Connexions adviser will have been working with your daughter throughout Key Stage 4 to plan suitable transition arrangements.

Extra escorted and supported visits to colleges will be provided where appropriate.

Q. What changes about my daughter’s teaching and support when she moves to secondary school?

A. The primary SENDCO will make sure that the secondary school is fully aware of her needs and will explain what was most effective and successful for her in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum. He will have over 12 teachers in different subjects and will be moving around the building to different classrooms.

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

A. Request a meeting with the school’s SENDCO s soon as possible after your child starts secondary school. The SENDCO holds all the records on students with SEN/D new to the school and she will let you know who the Key Worker will be for your child if they have a statement or EHCP.

Q. What support will there be for my daughter /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 daughter / son can also get help and guidance and face to face support from Camden services such as the Parent Partnership and Independent Support advisers. For further details visit the website. www.camden.parentpartnership.independent support.com.

12. How we support students' health and general well-being – including their safety, attendance and positive behaviour

The school takes the personal development and well-being 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 also know that some students with SEN/D are particularly vulnerable when it comes to making and keeping friendships.

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

We encourage students to develop confidence and resilience through day to day teaching.

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:

http://www.camden girls.camden.sch.uk/page_viewer.asp?page=Policies+and+Procedures&pid=352

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 have a whole school policy on anti-bullying: It is called the Behaviour Policy: see above

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 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 together and agree a support plan to help her or him settle back into school and make good progress in learning.

We have a buddy system - older students and some of these have SEN/D help younger students with transition to year 7.

Building of self-confidence and self-esteem:

We encourage and support students with SEN/D to take on whole school responsibilities, for example

- meeting and greeting special guests to the school e.g. VIPs for Friday lunch time talks
- entrance desk duties on parents' evenings
- being Buddies of Year 7 students

Our medical Policy is being updated in conjunction with the school nurse: on how we manage medical needs which includes a description of roles and responsibilities: e.g. Head teacher, staff, school nurses, doctors, parents, pupils.

A senior member of staff has overall responsibility for Health and Safety concerns across 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

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

We support all students to attend school regularly, for example thorough providing an enjoyable and stimulating curriculum and through home support where this is needed.

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 on an annual basis.

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

Q. How can I get hold of these policies?

A. Many of our policies are on the school website. www.camdengirls.camden.sch.uk

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

A. We have a team of Lunch Time Supervisors who make sure that when your daughter is in the dining room at break or lunch time that everything is calm and organised. In addition members of staff patrol the entire school during break and lunch time. A very important part of their role is to keep a close eye on everything that is happening at these times and intervene if any student is feeling stressed or sad. Senior members of staff are always highly visible at these times and make sure that break times are safe and enjoyable for all students.

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 students with SEN/D

Their academic standards and good progress

Their behaviour – for example, few exclusions

Attendance – high

Their involvement in activities, visits and clubs

Taking responsibility- involved in the school

Destinations and smooth transitions

Parent views - positive feedback

Parental complaints – few + resolved

We also want to understand the experience of students with SEN/D so we are looking at the best ways to do this – to ask about

- A. Students’ sense of inclusion
- B. Positive attitudes to self, peers and school

C. Their personal resilience and confidence as learners

D. Confidence and trust in the school of parents

GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
1. Leaders, managers and staff	
SENDCO	Teacher who oversees the provision and support for SEN students and for those with Statements / EHCPs.
Deputy Head of Inclusion	Deputy Head who has overall responsibility to ensure that all students can access the curriculum and are included in the school community and activities.
EWO	
Head of Year	A teacher who runs a pastoral year team of tutors.
Learning Mentor	Works 1-1 with students to support social as well as academic needs of the students.
Learning Support Teacher	A teacher who work in the Learning Support department and have specialist training in various aspects of SEN.
Teaching Assistant / Learning Support Assistant (LSA)	A members of staff who generally supports in class but may work 1-1 with students or run small groups.
The Governing Body (Governors)	The role of the Governing Body is to provide strategic management, and to act as a "critical friend", supporting the work of the head teacher and other staff. They can decide how many and what types of staff to employ, which equipment to upgrade or replace and what the priorities are for implementing new strategies and initiatives.
Tutor (Form Tutor)	Registers the pupils twice a day, continues with the form throughout key stage 3 and 4. The main person to contact with any problems.
2. How we develop the skills, knowledge and expertise of school	
Teaching Assistant	These are members of staff who works mainly in the class room to support student with SEN and or a Statement /EHCP. They attend in-house and external training to meet the needs of SEN students.
Learning Support Teachers	All the Learning Support Teachers have qualifications to be to identifying and work with students with Dyslexia. They are also qualified to test students and apply for exam concessions. They may also have additional qualifications e.g. to support students in English

Word	What this means
	as an Additional Need or knowledge of e.g. Autism or Attention Deficit Disorder.
Teaching Staff	Regular training days are provided by the school, when staff attend training for specific aspects of the curriculum or student welfare and needs.
3. The contribution that specialist services and teams make to the progress and well-being of students with SEN/D	
Camden Physical Disability (PD) Outreach Service	Advises the school on issues related to disability.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students
Educational Psychologists	Observation and assessments of students. Advice to staff, parents + students e.g. about autism, dyslexia, Attention Deficit Disorder. Work with groups of students e.g. class of students with autism to promote understanding and inclusion.
Health and Safety Advisor, Camden Town Hall	Advises on Personal Evacuation Plans (PEEP), fire drill and evacuation of buildings due to fire
Hearing Impaired service	London Borough of Camden staff who support and advice parents, students and school staff on meeting the needs of students with Hearing Impairment. Available to support transition of pupils e.g. from primary to secondary school. Staff training
MOSAIC	Supporting students with complex needs.
Occupational Therapists	Observe in-class, students who have a physical disability, provide information about equipment to support the curriculum e.g. food technology.
Physiotherapists	Observe student with a physical disability and then work closely with e.g. the PE department to devise a programme of study to suit the needs of the individual student.
SCAS	Helps schools with identification and planning for students with Autistic Spectrum Disorder
School nurse	In school two days a week to support students with a variety of health needs.
Sensory Champion	A teacher in the school who has particular training to be aware of issues related to sensory issues e.g. hearing impairment
Speech and Language Therapists	Assessment of students needs who are not making progress. Advice to parents as well as to teachers about teaching strategies.
Social Services	Local authority social services support families and safeguard children who may be at risk of harm, whether from family members or others.

Word	What this means
	Levels of support can vary within each local authority but they provide support to families who are in need of additional help and support which is unavailable from schools, GPs, other health services, or community-based services.
Visually Impaired service	London Borough of Camden staff who support and advice parents, students and school staff on meeting the needs of students with Visual impairment. Available to support transition of pupils e.g. from secondary school to higher education. Staff training
4. Additional terms	
Access Arrangements	Arrangements that are made for students in exams to help compensate for their particular difficulty e.g. extra time
Accessibility Plan	The Disability Discrimination Act placed new duties upon schools to remove discrimination against pupils with disability in their access to education. It required them to make “reasonable adjustments” to their policies, procedures and practices to accommodate pupils with disability more fully in school life.
Buddies	Pupils from the school who support younger pupils e.g. at the beginning of year 7.
CAF	The CAF process is a 'referral' process or a 'request for services'. It can be initiated by parents or the school. Usually the parental consent, input and signature is required.
EpiPen	EpiPen, a medication, given by injection, that can help decrease the body's allergic reaction.
In class Strategy sheets	Provide information about students SEN/D strengths and weaknesses and possible strategies for teachers, Teaching Assistants and students.
Inclusion Handbook	Handbook of SEN /D conditions and disabilities, including a description and strategies for teachers
Educational Health Care Plans (EHCP)	An SEN entitlement to additional support. 2014 on going, gradually to replace Statements.
Governing Body (Governors)	
Key Worker	A teacher who will oversee the EHCP.
LAC	Pupil looked after by the Local Authority
Local Offer	Information about the school's SEN offer, on the school and Local Authority websites.
Mediation	The new Families and Children Bill puts a duty on local authorities to “provide for the appointment of independent persons with the function of facilitating the avoidance or resolution of disagreements.”

Word	What this means
Progress Check	Short report on pupils showing the progress that are making.
Provision Map	The Provision Map shows the provision for students who attend extra support lessons, e.g. reading groups as well as individual interventions in order to identify and overcome potential barriers to learning.
Reasonable Adjustment	An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include: changes to physical features - for example, creating a ramp so that students can enter a classroom, providing extra support and aids (such as specialist teachers or equipment)
Risk Assessment	Hazards are identified and evaluated and a plan is created to minimise the risks.
School Improvement Plan (SIP)	The SIP is a plan that defines a school's targeted work for the year to raise achievement for all of its students. It is aimed at measurable goals, and it is monitored throughout the year.
SEN Policy	Policy outlining giving information about the day to day procedures of the SEN provision in the school. To be updated in light of the 2014 SEN Code of Practice and attached to website.
Sound Field System	Sound field ensures an even distribution of sound from the teacher, the students and any multimedia equipment.
Standardised tests	Tests that are designed to find the average score for a particular age group.
Supported Student List	List of students who the school have classified as having SEN/D
Statement	An SEN entitlement to additional support. 2014 on going, gradually to be replaced by Educational Health Care Plans (EHCP)