



Our School Offer: Campsbourne School

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

Our school vision:

At our school we aim to provide a welcoming atmosphere where staff and children work together to create a happy, secure, caring and stimulating environment. This will be in partnership with parents, governors, and the wider community. At Campsbourne ALL children are given the opportunity to achieve their full potential, to develop responsibility, self-esteem, respect for others and their environment. This will be achieved through a broad and balanced curriculum with high quality teaching and learning experiences. This will be provided in a well-resourced school that encourages creativity and co-operation and where individual efforts are valued and celebrated.

Campsbourne is two-form primary school in Hornsey, North London. The school is in a federation comprising an Infant and Junior School and a Children's Centre. We are led and managed by the same Head Teacher, Senior Leadership Team and Governing Body.

Our most recent Ofsted (May 2013) was rated good with outstanding features and the report noted our welcoming community, good relationships between staff, children and parents in addition to good quality teaching and assessment that means our children make good progress and achieve well.

Who are the best people to talk to about children with SEND in our school?

Our SENCo – (Special Educational Needs co-ordinator)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all our children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support

your child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc...

- Making assessments of children learning and progress to inform our choice of interventions and support.
- Alongside Class Teachers generating support trackers and sharing and reviewing these with parents at least once each term and planning for the next term.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are very good records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class Teacher

Responsible for:

- Providing high quality teaching and checking on the progress of your child. Identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- In consultation with the SENCo developing appropriate support and sharing this through support trackers and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENCo and Class Teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Alongside the Governing Body has responsibility for allocating the SEND budget.

SEN Governor

Responsible for:

- Making sure that the necessary support is provided for any child with recognised SEND.

- Alongside the Head Teacher has responsibility for allocating the SEND budget.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher and share your concerns as early as possible. This will enable the class teacher to address your concerns and provide appropriate support where required.

If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to the SENCo.

If you are still not happy you can speak to the Headteacher or school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

At Campsbourne we recognise that early intervention and support is paramount in supporting your child's development. Their progress is carefully monitored as part of our regular pupil progress cycle.

If your child is identified as not making progress or is believed to have additional needs the class teacher will set up a meeting to discuss this with you in more detail and to:

- * listen to any concerns you may have
- * plan any additional support your child may require
- * discuss with you any possible referrals to outside professionals to support your child's learning.

This information will be shared with the SENCo who will be able to support both the child, yourselves and class teacher if required.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Haringey LA, includes money for supporting children with SEND.

The Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the Governors discuss all the information they have about SEND in the school, including:

- * the children getting extra support already
- * the children needing extra support
- * the children who have been identified as not making as much progress as would be

expected

They will decide what resources/training and support is needed in order to provide effective provision for children with SEND.

All resources/training and support are reviewed regularly and changes made as needed.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher through a regular cycle of Pupil Progress meetings that are attended by members of the Senior Leadership Team and the SENCo.

His/her progress is reviewed formally every term by the Class Teacher and assessment levels given in reading, writing and maths.

If your child is in Year 1 and above, but is not yet reaching expected levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Children who currently have a Statement/Education Health Care Plan or receive additional support from external professionals will have an SEN review which looks at the current support in place for your child. This is reviewed termly with your involvement, and the plan for the next term made.

In addition to this the progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with parents, class teacher, SENCo and other professionals who may be involved with the child's education.

The SENCo will also review and check that your child is making good progress within any intervention groups that they take part in during the school year.

The SENCo and Lead Learning Mentor meet regularly to review the progress of children with SEND (non academic) and to plan any additional support that may be required.

Who are the other people providing services to children with SEND in this school?

At Campsbourne School we work very closely with all professionals who provide support for our children and welcome their advice and guidance in helping us to support children with SEND.

Directly funded by the school:

Two Learning Mentors

Two School Counsellors

Three Higher Level Teaching Assistants supporting Literacy/Maths development across the

school.

Paid for centrally by the Local Authority but delivered in school:

Educational Psychology Service

Autism Outreach Service

Hearing Impairment Team

Speech and Language Therapy (provided by Health Service but paid for by the Local Authority).

Educational Welfare Officer

Language Support Teacher

Provided and paid for by the Haringey NHS Trust but delivered in school:

School Nurse

Occupational Therapy

Physiotherapy

CAMHS

Volunteers

Reading Support

Literacy Teacher

Parent Volunteers

How are the teachers at Campsbourne helped to work with children with SEND and what training do they have?

We currently have staff who are trained and experienced in Makaton, working with children who have a diagnosis of Autism, working with children with a diagnosis of Down Syndrome in addition to staff who are experienced working with children with Speech and Language Difficulties.

Our staff are trained to deliver Literacy Support through The Read Write Inc programme in addition to this we have staff trained to deliver a range of maths support programmes including Maths Mastery and 1st Class at Number.

The SENCo is also able to support the class teacher in planning for children with SEND and our teachers are able to differentiate the class curriculum to support any individual needs that a child may have.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

Class Teachers are responsible for planning lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met through effective differentiation.

Trained support staff can also adapt the teachers planning to support the needs of your child where necessary to ensure further differentiation if required for your child.

Specific resources and strategies, which may include additional adults, will be used to support your child individually and in groups and this will be logged in the support trackers.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

Smaller focussed teaching groups in reading, writing and maths are provided for children who are identified as needing additional support.

For some children 1:1 programmes are required to support their continued development and progress.

What support do we have for you as a parent of child with an SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCo is also available to meet with you to discuss your child's progress or any concerns/worries you may have and can help to signpost appropriate areas of support that you may wish to access.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Support trackers will be shared and reviewed with your involvement each half term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

There is a parents group at our school for parents of children with SEND in addition to a very active PSA.

How is Campsbourne accessible to children with SEND?

Both buildings are accessible to children with physical disabilities via ramps.

The ground floor of our Junior school building is accessible to those with physical disabilities. We are able to move our classes if required in order to accommodate the needs of a child. We have a toilet that has been modified to enable those with physical disabilities to access it.

The infant school building is a one storey building and there is access to a toilet that has is suitable for those with physical disabilities.

We have a designated medical room and trained staff.

How will we support your child when they are leaving this school, joining the school OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible and ensures that the child feels supported and ready to make the changes.

If your child with SEND is joining the school:

The SENCo will arrange either a visit to your child's existing setting or ensure that all information is shared by the previous setting in regards to your child's needs and to ensure that appropriate support is in place when your child joins us.

If your child is moving child to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a handover meeting will take place with the new teacher. Your child's support tracker will be shared with the new teacher to ensure continuity of appropriate support.

If your child would be helped by a book to support them understand moving on then it will be made for them. The book will use photographs and provide key information for the child such as who their new teacher will be, what their new class looks like and any other important changes for the child.

A transition morning is timetabled towards the end of the summer term and offers the opportunity for all children to spend time in their new class and with their new teachers.

In Year 6:

The SENCo will arrange and attend transition meetings with the SENCo of their secondary school.

Class teachers will also have the opportunity to meet with the Heads of Year 7 during the

summer visits from Secondary schools.

Your child will be provided with access to a Secondary Transition group provided by our Learning Mentors to support their understanding of the changes ahead,

Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school and meet with families.

What support do we offer for children and young people's overall health and wellbeing?

At Campsbourne we are very fortunate to have two Learning Mentors at the school who work closely with the SENCo and Staff to provide appropriate support for children's social, emotional and behavioural needs. The learning mentors run social skills groups, provide support to teachers and offer 1:1 sessions for children to explore their feelings and address any concerns they may have. The learning mentors are also available to liaise and provide support to parents.

Our learning mentors are also the key people to contact in order to access the two school counsellors that we have at school who are able to provide support to both children and parents. They also provide a range of support including art/play therapy for our children who have identified emotional/behavioural needs.

We have an active school council that is run by the learning mentors and offers the opportunity for children to share the views and opinions of their peers about our school and to affect positive changes.

When running Annual Reviews for children with SEND their views are gained either through completing a child's view form or from attending the Annual Review where appropriate.

At Campsbourne we have well-established programme of peer mediators, students who are trained to support younger children during their lunchtimes.

A high number of staff are first aid trained and able to administer appropriate care for our children. For children with a recognised medical condition who require medication during the school day this is managed in conjunction with the school nurse and parents.

Our offer to children with special educational needs and disabilities was prepared in June 2014.

It will be reviewed in Summer 2015 and amended and adapted accordingly.