

## **Campsbourne School**

Our School Offer for pupils with SEND-

Our Guide for Parents

Campsbourne School is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND). Our expectation is that children and young people with SEND will receive an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make successful transition into adulthood, whether into employment, further or higher education or training

We will use our best endeavors to make sure that a pupil with SEND gets the support they need – this means doing everything we can to meet the pupil’s special educational needs.

### **About this Information Report**

This report answers some of the most frequently asked questions about the school and special educational needs.

We will review and update this information report regularly to reflect changes and feedback.

The date of the review of this report is September 2025.

If you need any more information please see our SEND Policy or contact Morgan Currie, (Inclusion Manager and Deputy Head Teacher) via the school office or through email:  
[morgan.currie@campsbourne.haringey.sch.uk](mailto:morgan.currie@campsbourne.haringey.sch.uk)

## Frequently Asked Questions

### 1. What does SEND mean?

The term SEND describes the needs of children who have a difficulty or disability which makes learning significantly more difficult than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

### 2. What kind of Special Education Needs (SEND) does the school cater for?

Campsbourne School is a mainstream primary school and welcomes children and young people with SEND in one or more of the following areas:

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD)
- **Cognition and Learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global development delay, dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), mental health needs, attachment disorders.
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-Sensory impairment (MSI) or Cerebral Palsy (CP)
- **Medical needs**  
Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a coordinated way with their medical care plan, if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions

### 3. What are the school's policies for the identification and assessment of pupils with special educational needs (SEND)?

All of our staff recognise the importance of identifying SEND early and making effecting provision through high quality teaching our first approach. The identification and assessment of SEND is built into the school approach to monitoring the progress of all pupils using a gradual approach and action cycle.

We assess each pupil's skills and attainment when they first come to the school. This builds on the information from the child's previous setting where appropriate and, through the process of transition/review meetings, provides us with information we need to monitor their progress. It also ensures that we discover any areas of difficulty early on. Where children already have SEND diagnosed or identified, we will work closely with the family and other agencies to make sure we know as much as possible about the child before they start at the school.

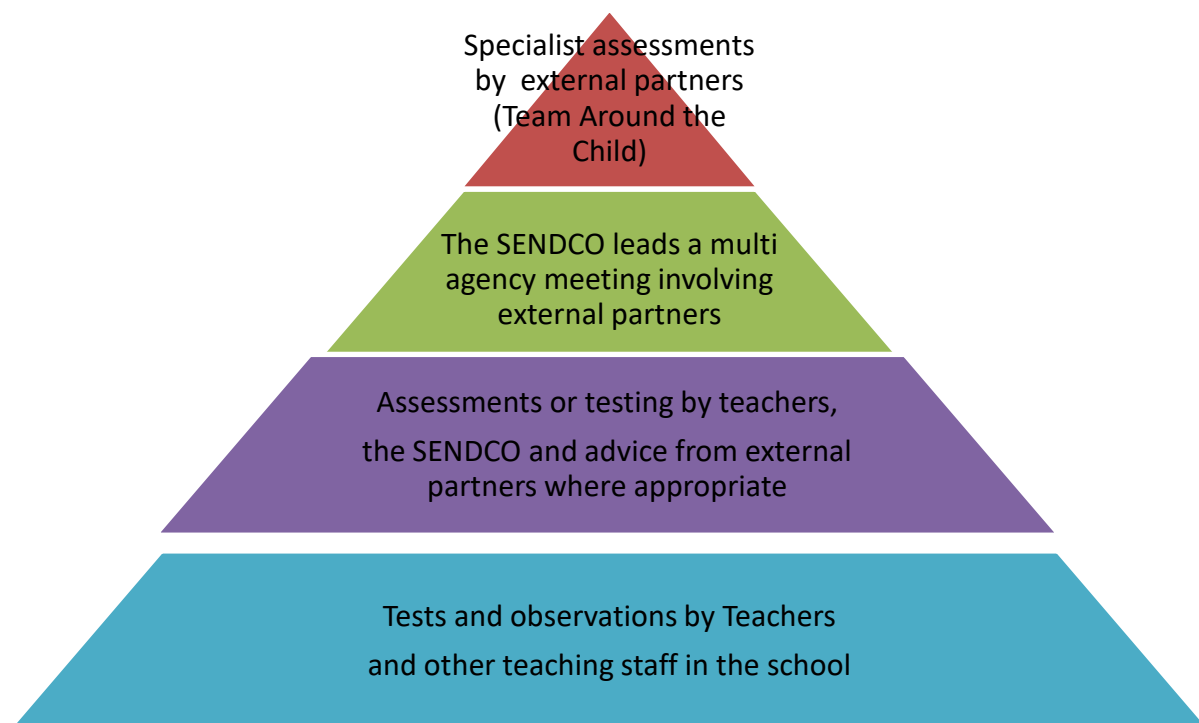
Teachers are supported by the Senior Leadership Team to regularly assess pupils' progress. This helps us to see any pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

Where assessments show that a child is not making adequate progress, our first response is to make sure there is high quality teaching in place (Quality First Teaching). Making sure there is high quality teaching normally available to the whole class is likely to mean that fewer pupils will require additional support.

If their progress continues to be slower than expected, the teacher will work with the family and the SENDCO to carry out a clear analysis of the child's needs and identify if they need additional support. There can be many reasons why a child doesn't make the progress expected of them – perhaps there has been a significant change in family circumstances or perhaps they do have a special educational need.

We use a range of different assessment tools and systems to help identify and assess pupils with SEND. The tools and assessments gradually draw upon more frequent reviews and more specialist expertise to understanding SEND and match interventions to the SEND of pupils. They are summarised in the diagram below:



When considering if a child needs SEND support we take into account:

- the pupil's previous progress and attainment
- the teacher's assessment and experience of the pupil
- the pupil's development in comparison to their peers and national data or from the SEND child's starting point
- the views and experience of parents
- the pupil's own views
- advice from external support services, where appropriate

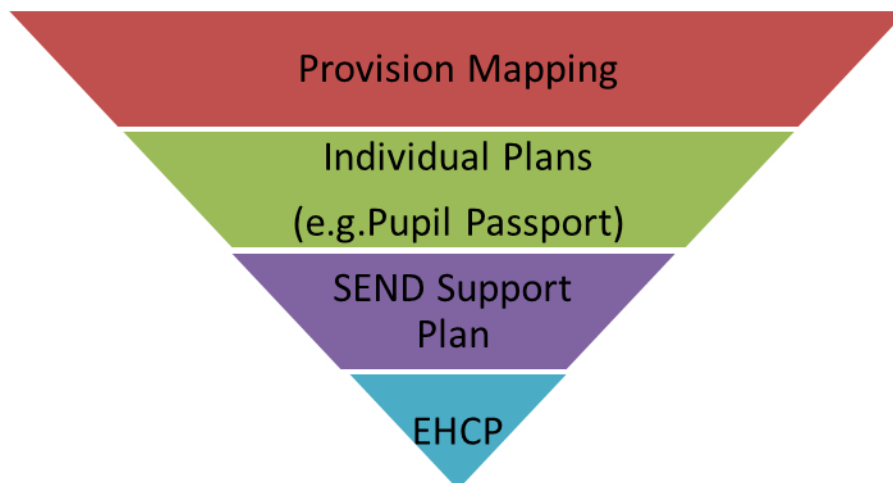
Further information is set out in our SEND Policy.

#### **4. What are the school's policies for making provision for pupils with special educational needs (SEND), whether or not pupils have Education Health and Care Plans?**

Most of our pupils with SEND have their needs met as part of high quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning styles; personalised learning arrangements for different pupils and a range of interventions normally provided by the school.

If a pupil is identified (through the assessment process above) as having special educational needs, their teacher and SENCo will consider everything we know about the pupil to determine the support that they need and whether it can be provided by adapting our core offer or whether something different or additional is required.

Where provision for SEND is needed, we work with pupils and their families to plan what to do. This usually includes writing a plan of action using one of the SEND planning tools we have available to use. The tools we use are summarised below.



**Provision Mapping:** A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

**Individual Plan:** an action plan listing the individual goals and provision to meet the needs of an individual child (e.g. individual reward chart with target)

**(IEP) Individual Education Plan/SEND support plan:** a document containing targets listing the goals and provision to meet the individuals SEND, depending on their category of need.

**Education Health and Care Plan (EHCP):** where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care **needs assessment**. The process for requesting an EHCP assessment in Haringey can be found on the Council's website, [www.haringey.gov.uk](http://www.haringey.gov.uk). Click on Children and Families tab which will take you to the Children with Special Educational Needs and Disability – Local Offer. As a parent, you can also request access to further support by emailing Haringey on SEND@haringey.gov.uk

Education Health and Care plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe or complex needs. The majority of young people with Special Education Needs or disabilities will have their needs met within the universal and targeted level in the local mainstream early years settings, schools or colleges.

Some children and young children may require an Education, Health and Care needs assessment in order for the council to decide whether it is necessary for it to make provision in accordance with an EHCP.

The EHCP needs assessment referral is designed to enable a setting to provide evidence in line with the **Assess-Plan-Do-Review** cycle and the **graduated response** (as outlined in the SEND Code of Practice (2015)) that the LA consider for an EHCP needs assessment.

The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care needs they have
- the goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- any education, health and social care provision in place to meet their needs

The EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the pupil for the next year, and the activities that everyone supporting the child will put in place to support them.

The following table shows the number of pupils with SEND in the school in June 2024 and the type of tools we use to plan SEND provision:

SEND Planning Tool	Number of Pupils
IEPs (SEND support plan)	67

**a) How does the school evaluate the effectiveness of its provision for SEND?**

The quality of teaching is the most important factor in ensuring all pupils make progress. We regularly review the quality of teaching in the school and ensure that teachers are able to identify how individual children learn best and what support they need.

We test the effectiveness of our SEND provision by checking pupil progress and to see if the agreed goals and outcomes for a pupil are being met. We use our data monitoring process in addition to SEND diagnostic and assessment tools to collate, review, and monitor individuals through the system. Both the attainment and progress of SEND pupils is monitored through this system.

The SEND pupil are a standing item on the agenda at pupil progress meetings. Where professionals from health or social services are involved with the child, we will ask for their help to inform and review progress and to make sure that all those supporting the family are working together effectively.

The teachers work with the SENDCo, the parents and the child to make sure any SEND support is adapted or replaced by another approach where this is possible if it is not effective.

The SENDCo and the head teacher report regularly to Governors on the quality of SEND provision and the progress towards outcomes being made by pupils with SEND. Governors also consider the attainment data for pupils with SEND and compare it with the progress of other pupils and the progress of pupils in similar schools. This helps to ensure that the approaches used to meet SEND are based on the best possible evidence and are having the required impact on progress.

**b) What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?**

Every pupil in our school has their progress reviewed regularly. This information is shared with both parents each term during parent consultation meetings where the child is at the center of the discussion, achievements are celebrated, and targets are set. SLT also meet with teachers regarding identified pupils to discuss their learning and their progress. From Year 2, if a child's learning difficulties make it difficult for them to access their year groups standardised assessments, we facilitate an individual assessment in Reading, Maths or Spelling depending on what subject area they might need accommodations for.

Where a pupil is receiving SEND support, whether through informal discussions or more structured meetings, we provide feedback to parents more regularly. We may contact parents by phone or email where we have specific feedback which may include achievements, concerns or observations. Some pupils with SEND may have more frequent reviews if they are required.

Reviews are usually led by a teacher with good knowledge and understanding of the pupil's needs and attainment, usually the class teacher, supported where necessary by the SENDCo.

Annual reviews for pupils with Education Health and Care Plans involve the pupil, the family and other professionals where this is appropriate. They are child-centered and used to:

- Discuss what everyone present at the meeting appreciates about the child
- What is important to the child
- What is working well and not working well
- Review the SEND provision delivered as planned
- Discuss and agree on clear outcomes for the future
- Identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the pupil, the school, the local authority and other partners.

A record of the outcomes, action and support agreed through the discussion is then shared with all the appropriate school staff, the pupil's parents and the Local Authority.

When the school has an Ofsted inspection, the inspectors take a particular interest in the progress of pupils with SEND.

### **c) What is the school's approach to teaching pupils with SEND?**

The vast majority of SEND pupils have access to a broad and balanced curriculum and Quality First Teaching within the mainstream classroom provided by the class teacher. Teachers plan lessons carefully and think about a wide range of different needs in their class and use information from assessments and progress reviews to set targets which are deliberately ambitious to encourage pupils to aim high. Teachers plan their lessons with the SEND of pupils in mind, which means that most pupils with SEND and disabilities will be able to study the full national curriculum along with their peers.

Teaching staff always aim to match the work given to pupils with their ability to do it. School staff such as Teaching Assistants and Key Workers and other more specialist staff may be directed to support pupils, in pairs or small groups and sometimes individually.

We have a team of SEND support assistants who support children with special educational needs. This support can be in the classroom or outside through specific interventions. The type of SEND support provided is based on reliable evidence of what works. We are careful to avoid the over reliance of individual support for pupils as evidence shows that in many cases this prevents them from becoming independent learners.

We ensure that through provision of Continued Professional Development and Training opportunities, all the staff will acquire effective skills and knowledge to deliver the interventions that pupils need.

We also have a team of SEND support assistants who support several individual children working at the Engagement descriptor level and Pre-key stage level of the curriculum within a designated SEND Hub which is adapted to meet these children's needs.

#### **d) How does the school adapt the curriculum and learning environment for pupils with SEND?**

We are committed to meeting the needs of all pupils including those with SEND. We make all reasonable adaptations to the curriculum and the learning environment to make sure that pupils with SEND are not at a substantial disadvantage compared with their peers.

We work closely with families and parents to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, and what additional resources and support may be required.

Teachers will be supported by the SENDCo to assess, plan and differentiate the curriculum or make adaptations to meet the needs of pupils with SEND. This may also involve working with outside partners. For example, we might need to:

- Provide visual resources to support learning
- Rearrange the layout of the classroom
- Create resource areas in the school (e.g. our Sensory Room, calm corners)
- Buy specialist ICT software
- Supply pupils with SEND resources to aid learning (dyslexic or communication friendly tools)
- Adapt teaching using ongoing formative and summative assessment for learning

In considering what adaptations we need to make, the SENDCo will work with the headteacher and school governors to ensure the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and arrangements. A link to the Equality Act 2010 can be found here: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

#### **e) What additional support for learning is available to pupils with SEND?**

The school organises the additional support for learning into 3 stages (gradual process for identification and support of SEND).

**Universal:** describes the quality of inclusive teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Targeted:** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These are often targeted at a group of pupils with similar needs.

**Specialist:** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

The provision available at each level is summarised in our provision map.



We also provide additional support for pupils with SEND to be able to access assessments, including SATS tests, when needed. (This includes extra time, separate settings, readers for Maths and Writing Tests, scribes, enlarged print for the visually impaired etc.)

**f) What extracurricular activities are available for pupils with SEND?**

Our school has extracurricular activities including sports and fitness clubs, music clubs, yoga, drama and dance clubs. The current list of activities for this term is available on the school website. [Campsbourne Primary School | School Clubs](#)

We try to ensure that all pupils with SEND can engage in these activities which are delivered inclusively, alongside pupils who do not have SEND.

The school also provides opportunities for pupils to go on school trips including the annual residential trip to Pendarren for year 6 pupils. We will involve parents of pupils with SEND in the planning of school trips and the residential to assess the benefits and risks and identify how the need of individuals pupils can be best met.

**g) What support is available for improving the emotional and social development of pupils with SEND?**

The staff team and the culture within the school aim to encourage the emotional and social development for all pupils, including those with SEND.

At Campsbourne, in line with our mission statement, we believe in developing a culture that values all pupils.

We seek to be a model of tolerance, equality, respect and opportunity notable for our quality of care.

We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the school. (See school Anchor Approach Relationships and Behaviour Policy inc Anti Bullying)

For children with more complex problems additional in-school interventions may include:

- Advice and support to the pupil's teacher- to help them manage the pupil's behaviour within the classroom, taking into account the needs of the whole class.
- Small group sessions to promote positive behaviour, social development and self-esteem and access to our pastoral provision and learning mentor.
- Additional support for the pupil to help them cope better within the classroom.
- Therapeutic work with the pupil/family, delivered by specialists (within or beyond the school) such as play therapy or counselling services.

**5. Who is the SEND Coordinator and how do I contact them?**

Our Special Education Needs Coordinator (SENDCo), Morgan Currie, is a qualified teacher working at the school who has responsibility for SEND. She works closely with the headteacher and governing

body as well as all teachers and support staff. If you have concerns about your child you should speak to your child's teacher before you speak to the SENDCo.

The SENDCO is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special education needs
- Liaising with and advising fellow teachers
- Overcoming to learning and sustaining effective teaching
- Managing teaching assistants/ key workers
- Overseeing the records of all children with SEND and Disability
- Liaising with parents of children with SEND
- Planning successful movement (transition) to a new class group or school
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

Morgan Currie – Special Educational Needs Coordinator, Inclusion Manager and Deputy Head Teacher

Email: [morgan.currie@campsbourne.haringey.sch.uk](mailto:morgan.currie@campsbourne.haringey.sch.uk)

Phone: 02083402064

You can request a meeting with the SENDCO by emailing or phone or in person.

### **What expertise and training does the school staff have in relation to SEND?**

Some staff have received specialist training in supporting children with dyslexia in and out of the classroom.

Individual teachers and support staff attend training courses relevant to the specific needs of children in their class.

The majority of our staff are trained in *Soundswrite*.

All teachers are trained in *Talk for Writing*, *Destination Reader (Key Stage 2)* and *White Rose Maths*

Designated members of staff are trained in:

- Speech and Language assessment and interventions (*Talkboost and Word Aware*)
- Social, emotional and mental health difficulties (*Happy to be Me, play therapy, Talkabout, Language for Thinking, Alex Kelly, Zones of regulation, 5 Makes me Lose control, Anchor Approach*)
- Communication and interaction (*Lego Therapy, Blacksheep press Secondary transition groups, Comic Strips and Social Stories, Attention Autism, Intensive Interaction*)
- Handwriting (fine motor skill) support (*Write from the Start, Letter Join, Finger gym (NHS)*)
- Specific Learning Difficulties e.g. Dyslexia (*Orton-Gillingham, Sounds Right*)

- Reading Comprehension (*Inference training and Reading Fluency Project*)
- Numeracy development (*5 Minute box, Numicon*)
- Learning mentors
- Play therapy
- Counselling

Our links to external organisations with specialist training and expertise are listed:

- *Haringey Language and Autism Team*
- *NHS Speech and Language Therapy*
- *NHS Occupational Therapy*
- *Haringey Hearing Impairment Advisors*
- *CAMHS Educational Psychology and Clinical Psychology*
- *Haringey Learning Partnership (Primary Outreach team)*
- *Haringey SEND Advisory and Coordinators*
- *CAMHS Trailblazer's*
- *NHS Child Development Clinic*
- *ASD Haringey Autistic Service Team*

## **6. What equipment and facilities are available to support pupils with SEND?**

Campsbourne School is set on one site but with two separate buildings:

- An infant school on a flat site at pavement area with an outside area. This is the school for pupils in nursery through to year 1 and is accessible by all pupils from nursery through to year 1.
- A junior school with wheel chair access to the ground floor. This is the school building for pupils in year 2 through 6 and the ground floor is accessible for pupils. The ground floor is for year 2 and 3 classrooms and is accessible to all pupils. The first floor is for year 4-6 classrooms and the mezzanine levels are for intervention rooms, neither are accessible for wheelchairs.

Equipment available in our school for specific pupils to access at specific times includes:

- Communication books (for home and school)
- Devices for additional recording e.g. Tablets, reading/scanning pens
- SEND software e.g. Communication In Print, Widget Online, Speech to text
- Visual Timetables
- Use of Laptops
- Sensory Room
- Fidgets
- Therabands, standing desks, sloping boards, medicine balls, reading trackers and overlays and coloured workbooks
- Dyslexia friendly chapter books
- Ear defenders
- Desk screens

## **7. What are the arrangements for consulting and involving parents of children with SEND in their child's education?**

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teacher
- Setting and reviewing targets
- Parent consultations
- During discussion with our SENDCo or other professionals
- Commenting and contributing to assessment, planning, provisions and reviews.

If your child has an Education, Health and Care plan we will discuss their progress with you at termly parent consultations and have a formal review with you and your child annually.

Specific strategies to help you support your child at home will include:

- Meetings with teachers and SEND staff to discuss progress and support including ideas for home.
- Parent workshops/meetings

If we think your child needs significant amounts of extra support we will discuss this with you, and where appropriate, a meeting with the parents and the people supporting your child can be arranged.

Where required we will arrange interpreters to enable parents to fully participate in formal meetings.

## **8. What are the arrangements for consulting and involving pupils with SEND in their education?**

Engaging all pupils as active participants in their own education and in making a positive contribution to their school and local community is a priority for the school. All children, through informal meetings and parent consultations are consulted about their learning and how they feel about their progress.

Where pupils have SEND, we will take extra care to involve them and make sure their voice is heard where this is possible. Their involvement will be tailored to each child and takes into account their preferred methods of communication. This may include:

- Providing them with relevant information in accessible formats.
- Using clear, ordinary language and images rather than professional jargon.
- Giving them time to prepare for discussions
- Dedicating time in discussions and meetings to hear their views.
- Involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation
- Ensuring staff are skilled in working with children, parents and young people to help them make informed decisions and have access to training so they can do this effectively.

We ensure that pupils with SEND are included and represented in the groups and activities that we have set up to listen to the views of pupils and involve them in decision-making. These groups and activities include:

- The School Council
- School Buddies
- School representation e.g. Junior travel Ambassadors, E-Cadets and other school clubs
- Pupil Surveys
- Pupil Voice (discussion groups with the SLT/Pastoral team)

The views of the individual child and young person sit at the heart of the SEND assessment and planning process. Where possible, we make sure that assessments include the wishes and feelings of the child; their aspirations; the outcomes they wish to seek and the support they need to achieve them. Whenever possible we include pupils with SEND in planning how best to support them and in reviewing their progress. This may include the use of questionnaires, story boards or symbols.

All pupils with SEND will have specific goals and outcomes and are part of the discussion to agree and review these. Where a personal budget is being used for those with an EHCP, the school will support the child's involvement in decisions about their support.

#### **9. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the school?**

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns as soon as they arise and not to wait for the next formal opportunity to meet. If you have something to ask us or tell us, please contact the class teacher or SENDCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order:

- The class teacher
- The SENDCO
- The head teacher – through the school office
- The SEND governor (a letter can be submitted through the school office)

The SEND governor will then refer to the complaints procedure to try and address the issue.

Further information about our complaints procedure can be found on our school website. [Campsbourne Primary School | Complaints Procedure](#)

Further information on local support for families of pupils with SEND can be found on Haringey's website [www.haringey.gov.uk](http://www.haringey.gov.uk) (Click Link to Children and Families and Children with SEND – local offer).

#### **10. How does the school involve others in meeting the needs of pupils with SEND and in supporting the families of such pupils?**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we seek advice and support from external specialists such as:

- Educational psychologists
- Language Advisory and Social Communication Team (LAST)
- Child and Adolescent Mental Health Services (CAMHS) and CAMHS Trailblazers
- Specialist teachers
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Social workers
- Pastoral workers
- School counsellor

We always involve parents in any decision to involve specialists.

The SENDCo is the person who usually coordinates the contact and works with these outside agencies. We mainly use other agencies outside of the school to:

- Help train staff e.g. autism awareness
- Receive specialised advice e.g. advice on visual or hearing impairment
- Carry out assessments e.g. a social care assessment
- Ask for a service to be delivered e.g. occupational therapy
- Setting programmes for implementation at home and school
- Review progress and plan provision e.g. at annual reviews

### **11. What local support, outside of the school, is there for the parents of pupils with SEND?**

Information about local support is located here: [www.haringey.gov.uk/local\\_offer](http://www.haringey.gov.uk/local_offer)

**The Parent Partnership Service – Markfield Together for Inclusion** Gives free, impartial information, advice and guidance about services for children, young people and families.

Email: [enquiries@markfield.org.uk](mailto:enquiries@markfield.org.uk)

Website: [www.markfield.org.uk](http://www.markfield.org.uk)

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements; providing information and advice; direct support; help with personal budgets and form filling, and access to social groups and other activities and local networks.

### **12. What are the school's arrangements for supporting pupils with SEND when they join the school, and supporting them to move to secondary school/further education, training or employment/adulthood and independent living?**

All children and young people with SEND and their families may be particularly anxious about changing classes or 'moving on' from school to school. We work with families and our partner organisations to make sure changes are planned and well managed. The SENDCo holds transition meetings with previous school settings prior to SEND children starting at Campsbourne. A transition booklet is created for

children with EHCP's to support the child in their new setting/classroom. The SENDCo arranges transition meetings with SEND children's secondary schools in preparation for transition to Secondary school. We also deliver transition lessons for our Year 5 and 6 SEND children to support them with new transitions in preparation for secondary school. Those with an Autism diagnosis can receive specialist sessions from the LAST team (*All About Me*) in preparation for secondary transition. Some SEND individuals receive specialist input from HLP (Haringey Learning Partnership) in preparation for secondary school transition. EHCP children in upper KS2 are given opportunities to visit the local community in preparation for adulthood and independent living.

### **13. Where can I find more information about SEND services in Haringey and the local area (the Local Offer)?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled.

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND and their parents and disabled young people and those with SEND, and service providers in its development and review.

The school cooperates with the Local Authorities in the local area to:

- Make families aware of the kind of support available to them and where to find the Local Offer.
- Help people access the Local Offer information, especially where there are barriers to them accessing it. This can include helping them to access the internet, printing off pages, explaining and interpreting.
- Consult children and young people and their families directly in preparing and reviewing the Local Offer.
- Keeping the Local Offer information up to date and identifying the gaps in provision.

To find out more about the range of services on offer locally go to:

Haringey Local Offer: [www.haringey.gov.uk/localoffer](http://www.haringey.gov.uk/localoffer)

## Appendix A: Campsbourne School Provision Map

<b>Campsbourne School Provision Map</b>			
<b>Area of need</b>	<b>Universal- All pupils</b>	<b>Targeted</b>	<b>Specialist SEN support</b>
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>• Adapted and adjusted curriculum, planning, activities, delivery and outcomes eg. Simplified language, scaffolding for tasks, processing time</li> <li>• Use of “learning partners/talk partners” to promote peer support and learning</li> <li>• Communication friendly school using Word Aware strategies across the school day</li> <li>• Word mats</li> <li>• Whole class visual timetable</li> <li>• Communication in Print (Wigit)</li> <li>• Structured school and class routines</li> <li>• Use of symbols/visual prompts</li> <li>• “show and tell” opportunities</li> <li>• Gold certificates in school assemblies</li> <li>• Circle time in classes</li> <li>• Playground Buddy system</li> <li>• Zones of regulation</li> <li>• Bubble boxes in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language intervention group: Talk About</li> <li>• NELI vocabulary groups</li> <li>• EYFS Talkboost</li> <li>• KS1 Talkboost</li> <li>• Language for thinking</li> <li>• Behaviour for learning</li> <li>• Lego therapy</li> <li>• Visual support</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapist sessions and individual programme</li> <li>• Early years support for alternative forms of communication eg. Makaton</li> <li>• Attention Autism support</li> <li>• Support from LAST team for 5 makes me lose control</li> <li>• Flexible timetable</li> <li>• Now and Next boards</li> <li>• Visual prompt cards</li> <li>• Social stories</li> <li>• Positive behaviour support plan</li> </ul>
<b>Cognition &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Adapted and adjusted curriculum planning, activities, delivery and outcome e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics intervention groups Sounds-Write Yr 1</li> </ul>	Educational psychologist Personalised learning programme <ul style="list-style-type: none"> <li>• Individual reading support</li> </ul>



	<p>simplified language, scaffolding for tasks, modelling of tasks, processing time</p> <ul style="list-style-type: none"> <li>• Increased visual aids / modelling etc</li> <li>• Use of a wide range of concrete resources</li> <li>• Visual timetables</li> <li>• Use of writing frames and word banks</li> <li>• In-class support from teacher</li> <li>• Focused group work with CT in literacy and maths</li> <li>• Well sequenced, coherent curriculum that builds children's learning through stories and texts</li> <li>• Accelerated reader quizzes</li> <li>• Formative assessment</li> <li>• Bubble boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics intervention groups Sounds-Write Year 2</li> <li>• Phonics intervention groups Sounds-Write Year 3</li> <li>• Daily supported reading Year 1</li> <li>• Daily supported reading Year 2</li> <li>• Daily supported reading Year 3</li> <li>• Reading fluency intervention Year 5</li> <li>• Reading fluency intervention Year 6</li> <li>• Touch typing course</li> <li>• Some individual/group support in class</li> </ul>	<ul style="list-style-type: none"> <li>• Individual maths/literacy support</li> <li>• Precision teaching- reading, spelling, number</li> <li>• Coloured overlays</li> <li>• Yellow literacy workbooks</li> <li>• Dyslexia friendly accelerated readers</li> <li>• Scanning pens</li> <li>• Laptop</li> <li>• Small group maths year 6</li> <li>• Access arrangements (extra time, scribe, reader)</li> </ul>
<p><b>Social, Emotional And Mental Health</b></p>	<ul style="list-style-type: none"> <li>• Whole school behaviour policy/Anchor approach</li> <li>• Whole school / class rules</li> <li>• Whole school reward and sanction systems</li> <li>• Whole school assemblies</li> <li>• Circle Time</li> <li>• Weekly PSHE lessons</li> <li>• Zones of regulation approach to understanding and managing emotions</li> <li>• Playground Buddies</li> <li>• In class responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills intervention groups: Talk About</li> <li>• Secondary Transition groups Year 6</li> <li>• Social skills intervention groups: Lego Therapy</li> <li>• Access to learning mentor for friendship / self-esteem / confidence / anger management groups etc.</li> <li>• Support for unstructured times</li> <li>• Play therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Mentor support working 1:1 to develop self-esteem, confidence, develop anger management strategies, anxiety etc.</li> <li>• 1:1 support in class and/ or transition times</li> <li>• Social skills intervention group</li> <li>• Individual counselling via Tavistock</li> <li>• Positive behaviour plan</li> <li>• Education psychologist</li> <li>• CAMHS support</li> </ul>

	<ul style="list-style-type: none"> <li>• All staff trained on Attachment and Resilience strategies</li> <li>• All staff trained on Behaviours Management strategies</li> <li>• Anti-Bullying Week</li> <li>• Anti-Bullying Ambassadors</li> <li>• Student Council</li> <li>• Internet safety assemblies and workshops</li> <li>• Bubble boxes</li> </ul>		<ul style="list-style-type: none"> <li>• Access to equipment such as fiddle toys, calm area, safe space</li> </ul>
<b>Sensory and/or physical needs</b>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Medical support</li> <li>• Staff awareness and understanding</li> <li>• Movement breaks during lessons</li> <li>• Accessible environment</li> <li>• Teaching keyboard skills</li> <li>• Occupational therapy exercises</li> <li>• Bubble boxes</li> </ul>	<ul style="list-style-type: none"> <li>• Additional handwriting practise</li> <li>• Access to specific equipment i.e. writing slops, wobbly cushions, Thera-bands</li> <li>• Access to environments which are as free from distraction as possible</li> <li>• Access to noise reducing headphones</li> <li>• School nurse to advise or monitor</li> <li>• Fine motor skills intervention</li> <li>• Gross motor skills intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Personal physiotherapy programme</li> <li>• Personal Occupational Therapy programme</li> <li>• 1:1 Adult support to access the school environment and learning</li> <li>• Access to trained staff to support medical condition</li> <li>• Access arrangements (extra time, reader, scribe)</li> </ul>

- *The availability of provision depends on school capacity*