

Special Educational Needs

Advice for parents and carers

Some children may need some extra help because they have special educational needs and/or a disability.

The school SENDCOs are:

Ali Sedaghat KS2 and Sophie Levy EYFS KS1

You can contact the SENDCOs at the school

You can contact Camden Local Authority at

www.localoffer.camden.gov.uk

If you want impartial free advice you can contact:

SENDIASS

Highgate Newtown Community Centre

25 Bertram Street

London N19 5DQ

Telephone 020 7974 6264

SENDIASS@camden.gov.uk

Please see the links below for information about support and provision at Kingsgate Primary School for children with special educational needs and/or a disability:

[Special Educational Needs policy](#)

[SEN school information report](#)

I am worried about my child's difficulties with learning/special educational needs or disability (SEND). Who should I talk to?

Class teacher

The Class teacher is the first person you should speak to because:

- they know your child's attainment and progress
- they identify, plan and deliver additional help that your child may need
- they ensure that all staff working with your child in school are helped to deliver the planned work 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
- they discuss your child's needs with the inclusion manager/SENDco and with the leadership team in termly pupil progress review meetings
- where your child has been identified as requiring additional special educational needs support, they may write an Individual Education Plans (IEP), and share and review these with parents
- they ensure that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND

Inclusion manager/SENDco

The inclusion manager/SENDco is responsible for:

- planning and coordinating all the support for children with special educational needs or disabilities (SEND)

- coordinating and managing the support provided by additional school SEND staff such as specialist SEND teachers and Learning Support Assistants
- coordinating the support provided by all the other external agencies who may come into school to help support your child's learning e.g. Educational Psychologist, Language and Communication Team, Occupational Therapists, Speech and Language Therapy, Primary Learning Support Services, Sensory Impairment Team, Medical Professionals, Advocates, Advisors and Family Support Workers
- liaising with other agencies who can provide additional specific support to children and families, e.g. Child and Adolescent Mental Health Services
- ensuring that you are:
 - o involved in supporting your child's learning
 - o kept informed about the support your child is getting
 - o involved in reviewing how they are doing
- 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 excellent records of your child's progress and needs
- discussing all SEND matters with senior leaders so that improvement priorities and resourcing are at the forefront of the school's work
- monitoring and evaluating SEND provision and the impact of additional interventions and resources
- organising training and providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible
- developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school

Headteacher

The Headteacher is responsible for:

- the strategic leadership of all aspects of the school, including the support for children with SEND
- delegating responsibility to the inclusion manager/SENDco and class teachers and supporting them to carry out their duties
- keeping the Governing Body up to date about any issues in the school relating to SEND

SEND Governor

The SEND Governor is responsible for:

- Making sure that the school fulfills its SEND responsibilities in line with the SEND policy
- Ensuring the Governing Body is well informed about the effectiveness of the school's SEND provision, legislation and policy so that decisions are made in the best interest of our pupils

If the school have concerns about my child's learning, how will they let me know?

The school will set up a meeting with you to:

- Discuss any concerns they have about your child's learning
- Listen to any concerns you may have too
- Plan any additional support your child may receive
- Discuss with you any referrals to outside professionals to support your child's learning

How does the school identify and plan for children with SEND?

There are a number of ways that children may be identified as having special educational needs:

- The class teacher will identify children who may require additional support, a decision which is informed by assessment information and knowledge of the child. The class teacher will discuss the child's needs with the inclusion manager/SENDco

- Assessment data is used to inform decisions about children's attainment and progress. Children who may require additional support will be identified through analysis of this and other assessment information.
- We hold termly pupil progress review meetings where each individual child is discussed. At these meetings we discuss children's special educational needs.
- We listen to the views of parents and carers and we use this information to inform decisions about whether a child has special educational needs.
- We seek and take advice from other professionals to support our identification of children with special educational needs.

Planning:

- The class teacher and SENDCo will discuss the needs of the child and write an Individual Education Plan (IEP) will be written. This sets out teaching strategies the adults will use to support the child to meet their targets. If the child receives intervention from an additional agency or professional, for example an Educational Psychologist, then the targets they have suggested will inform the IEP.
- The class teacher and SENDCo will ensure the parent/carer is involved in the process.
- The SENDCO and staff working with the child will meet with professionals involved to plan the necessary provision to address the child's needs.
- The class teacher will ensure that teaching is differentiated and is appropriately resourced to enable the child to access learning successfully.
- Planning and teaching are regularly monitored by the leadership team to ensure provision is well matched to the needs of the children.

How do we assess and monitor the progress of SEND children in school?

Your child's progress is measured in a number of ways as follows:

- Your child's progress is continually monitored by the teachers working with him/her
- Progress is reviewed formally every term for reading, writing, mathematics and science
- At the end of each key stage (i.e. at the end of year 2 and year 6) children undergo statutory assessment. This is something the government requires all schools to do and the results that are published nationally
- Children receiving intervention on the school's SEND register will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education
- The inclusion manager will also ensure that your child is making good progress within any individual work and in any group that they take part in

How do we make sure our staff are well trained and supported to help your child?

All members of staff are provided with regular training to ensure we meet the needs of our children. We address the four areas of need when devising our training programme:

Communication and Interaction

Cognition and learning

Social, Emotional and Mental Health

Sensory and/or Physical Needs

We also:

- Conduct audits of staff training needs when planning our training programme
- Ensure that all staff implement school's SEN policy.
- Teaching staff are given regular opportunity to participate in Continuing Professional Development (CPD) to secure quality first teaching
- Learning Support Assistants are provided with training to enable them to support the children they work with

- Staff receive training delivered by a range of professionals throughout the academic year. This will include the educational psychologist, speech and language team, occupational therapists and the school nursing team.
- The SENDCOs attends regular training courses and SENDCo forums to keep informed of good practice and new initiatives in SEN teaching