



King's Cross Academy

SEND Policy and Local Offer

This policy is written with the Camden Local Offer in mind: www.localoffer.camden.gov.uk

Ratification and Monitoring

Ratified date:	September 2025
Review date:	September 2026
Website?	YES - statutory
Policy drive?	YES
Master Policy S/S	YES

Approval

Headteacher	Stephen Mitchell	1 st October 2025
Chair of Quality of Education Committee	Allan Atlee	1 st October 2025

Internal Monitoring

Kay Baxter	SENDCo	September 2025
Amber Lambert	Assistant SENDCo	September 2025

What types of SEN/D do we provide for? How do we identify and assess pupils with SEN/D?

The Academy currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autism, developmental language delay (DLD) speech and language difficulties
- **Cognition and learning**, for example, specific learning difficulties, moderate learning difficulties, severe learning difficulties, global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties.
- **Social, emotional and mental health** difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, eating disorders, attachment disorder, trauma, bereavement and forced separation from a loved one during a difficult period, coping with periods of hospitalisation.
- **Sensory and/or physical needs**, for example, visual and hearing needs including blind/deaf, sensory processing difficulties, epilepsy and seizures.
- **Moderate/severe/profound and multiple learning difficulties -**
- **For medical needs**, where pupils have medical needs and special educational needs, we will plan and deliver education provision in a coordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions (the Medical Needs policy is available on our website under the Policies and Information / Conditions for Learning tab).

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Initially, we will:

- **Inclusive Classroom Practice:** Teachers and staff observe learning, social interaction, and wellbeing, celebrating strengths and identifying barriers.
- **Early Identification:** Baseline assessments and developmental checks highlight needs as early as possible.
- **Ongoing Monitoring:** Regular formative assessment ensures emerging difficulties are recognised quickly.

- **Collaboration with Parents/Carers:** Families are key partners in sharing insight about their child's needs, history, and aspirations.
- **Listening to Pupils' Voices:** Children are encouraged to share their experiences, preferences, and feelings to shape support.
- **Use of Progress Data:** Academic progress, attendance, engagement, and behaviour are monitored to identify patterns that may indicate SEN/D.
- **Specialist Involvement:** Where needed, assessments from educational psychologists, speech and language therapists, occupational therapists, or other professionals inform personalised provision.
- **Multi-Agency Partnership:** We work closely with external agencies, including health and social care, to ensure a joined-up approach.
- **Respect for Independence and Dignity:** Support is tailored to encourage self-care, confidence, and independence while meeting individual needs.

Class teachers and the Academy SENDCos will make regular assessments of progress alongside professionals for all pupils and identify those 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, even when targeted interventions are provided.
- Shows a widening gap compared with peers of the same age.
- Does not meet age-related expectations, despite high-quality teaching and support.
- Is inconsistent across different areas of learning, such as literacy, numeracy, social skills, or emotional regulation.
- Is affected by additional barriers, such as difficulties with communication, sensory processing, or physical needs.
- Is not sustained over time, even with differentiated or scaffolded learning opportunities.
- Reflects limited independence or self-care skills, compared with developmental expectations.

<p>Who is our special educational needs coordinator (SENDCO) and how can he/she be contacted?</p>	<p>Our SENDCO (also known as the 'Inclusion Manager' at the Academy) is: Kay Baxter. She can be contacted on 020 7504 0533 or via email: Kay.baxter@kingscrossacademy.org.uk</p> <p>Our Assistant SENDCO is Amber Lambert and can be contacted on 020 7 504 0533 or via email sencoassistant@kingscrossacademy.org.uk</p> <p>If you have concerns about your child, you should speak to your child's teacher before you speak to the Inclusion Manager/SENDCos.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>Teaching and Learning for Pupils with SEN/D</p> <p>Teachers are responsible and accountable for the overall progress and development of all pupils in their class, supported by the Academy SENDCos. High-quality teaching is the first step in responding to pupils who have SEN/D. All pupils, including those with SEN/D, have access to a broad and balanced curriculum. For a small number of pupils, a bespoke curriculum is tailored to meet their specific needs.</p> <p>Teachers plan lessons carefully, taking into account the wide range of abilities and needs within their class. Information from assessments and progress reviews is used to set ambitious targets, encouraging pupils to aim high and achieve their potential. Planning with SEN/D pupils in mind ensures that most are able to access the full national curriculum alongside their peers.</p> <p>Teaching staff aim to match work to pupils' abilities, ensuring it is challenging yet achievable. Quality first teaching for pupils with SEN/D includes strategies such as flexible mixed-ability grouping, developing metacognition and cognition, explicit instruction, and the use of technology to further support learning.</p> <p>Structured, targeted interventions are implemented to ensure progress is made according to individual needs. Identification and assessment of needs inform the careful deployment of these interventions. Teaching assistants are effectively deployed to enhance learning experiences for pupils with SEN/D, supplementing high-quality teaching rather than replacing it. Staff work collaboratively to ensure continuity and consistency in support.</p> <p>Ongoing training, continuing professional development (CPD), and monitoring support staff in maintaining high standards of teaching and learning for all pupils, including</p>

those with SEN/D.

Coordinated Support and Planning for Pupils with SEN/D

A coordinated, team-wide approach is essential to ensure success for all pupils with SEN/D. Pupils' needs vary, and some may require a personalised and tailored curriculum. This may involve using assessment frameworks such as PIVATS levels or P scales to identify gaps and target areas for development.

Some pupils may benefit from a dyslexia screening; however, formal dyslexia assessments are not provided by the Academy. A yearly Gap Analysis may also be conducted to identify emerging or additional needs.

All pupils with SEN/D will have a **Targeted Action Plan (TAP)**, outlining termly targets and planned support. Pupils with an **Education, Health and Care Plan (EHCP)** will have an annual review, with detailed short-, medium-, and long-term plans developed in line with the EHCP and submitted to the local authority.

Academy staff—including teaching assistants, key workers, and specialist staff—may work with pupils in pairs, small groups, or individually. The type and level of SEN support provided is based on reliable evidence of what is effective and aligns with the **SEND Code of Practice**. Care is taken to avoid over-reliance on individual support, as evidence shows this can limit pupils' development of independence and self-regulation.

The Inclusion Manager and second SENDCo, supported by the Senior Leadership Team, ensure that all staff have the necessary skills, knowledge, and training to deliver high-quality interventions and support tailored to pupils' needs.

We actively collaborate with a range of external agencies throughout the school year to support pupils' individual needs. Engagement occurs at different times for different pupils, as appropriate, and not all agencies are involved simultaneously. This partnership approach ensures timely intervention, coordinated support, and the best possible outcomes for every child. Currently we work with:

- Speech and Language Therapy (SALT)
- Occupational Therapy
- Physiotherapy
- Music Therapy - in-house weekly

- Art Therapy - new for 2025/26
- Teachers of the Deaf (Camden and Islington hearing impaired Service)
- Teacher of the Visually impaired (Camden and Westminster visually impaired Service) Educational Psychologist Service
- Child and Adolescent Mental Health (CAMHs)
- Emotional Literacy Support Assistant (ELSA) – in-house service
- MOSIAC – supporting pupils with complex needs
- Social Services (FSSW)
- School Nurse/Health Visitor/GP
- Mentoring Schemes such as ‘The Kids Network’ and ‘Chance UK’
- Anna Freud Centre
- National Autistic Society
- SENDIASS/KIDS
- Camden’s Health and Wellbeing team/Health Improvement
- Virtual School for Looked after Children (LAC)
- Specialist staff from Frank Barnes School

Throughout the school year, we provide a range of in-house interventions to support pupils’ individual needs. These interventions are offered at different times for different pupils, depending on their circumstances, and are tailored to promote progress, independence, and well-being. We will also provide the following interventions.

- Lego Therapy
- Nurture groups
- Handwriting without Tears
- Colourful Semantics
- Touch typing
- Toe by Toe
- Early Talk Boost
- Talk Boost
- ACT training
- Social Stories.
- Zones of Regulation (ZoR)
- Sensory room programmes.
- Specific Learning programmes
- Swimming lessons/soft play (1-1 SEN lessons) New for 25/26

	<ul style="list-style-type: none"> • Attention Autism/Bucket time/Special time!
How do we adapt the curriculum and learning environment?	<p>Adapting Learning to Meet Pupils' Needs</p> <p>At King's Cross Academy, we make a range of adaptations to ensure that the needs of all pupils, including those with SEN/D, are met. Teachers, supported by the SENDCos, assess, plan, and differentiate the curriculum or make adaptations as required. This may involve collaboration with external partners. These adaptations are designed to promote inclusion, independence, and engagement, ensuring every pupil can access learning effectively. Adaptations currently include:</p> <ul style="list-style-type: none"> • Provide visual resources and scaffolded support to enhance learning • Create positive, inclusive learning environments without barrier • Maintain high expectations while offering additional support within lessons • Develop strong, positive relationships with pupils, using consistent and proactive behaviour strategies • Rearrange classroom layouts, including seating and tables, to support learning • Design learning environments that avoid over-stimulation • Provide individual learning "workstations" and tailored breakout spaces where required • Support structured play during playtimes and lunch breaks • Designate quiet areas and sensory spaces within classrooms and across the school • Provide specialist ICT software and individual devices, including iPads and Chromebooks • Identify and supply ancillary aids and assistive technologies, including AAC • Provide specialist equipment recommended by professionals, such as occupational therapists • Support families through workshops, modelling strategies, and assisting with home learning • Help families access funding for specialist equipment • Liaise with partner schools, including Frank Barnes School for Deaf Children • Differentiate the curriculum using flexible grouping, 1:1 support, varied teaching

	<p>styles, pre-teaching key concepts, and pupil-created vocabulary resources</p> <ul style="list-style-type: none"> • Adapt staffing across the curriculum to draw upon staff specialisms • Use recommended aids such as wedges, slopes, handwriting tools, visual timetables, larger fonts, Numicon, and tangle toys • Differentiate teaching by giving longer processing times, pre-teaching key vocabulary, using PECS cards, reading instructions aloud, employing social stories, and providing access to the KCA hub so pupils can pre-learn sections of text at home
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>Enabling Pupils with SEN to Engage in Activities with Their Peers</p> <p>At King's Cross Academy, all pupils, including those with SEN/D, are fully included in extra-curricular activities, school visits, and before- and after-school clubs. Pupils may be invited to specific clubs based on their individual needs, with funding provided where required to ensure participation.</p> <p>All off-site trips are planned with careful consideration of individual SEND needs. Every pupil participates in whole-school events such as sports days, school plays, and special workshops. No pupil is ever excluded from any activity because of their SEN or disability.</p> <p>British Sign Language and French are taught across the school, ensuring all pupils have access to these languages. Pupils also benefit from digital resources and programmes, supported by the Academy's digital lead, which are adapted to meet the learning needs of all pupils, promoting engagement and inclusion.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Consulting Parents and Involving Pupils with SEN in Their Education</p> <p>At King's Cross Academy, we recognise the importance of working closely with parents and ensuring pupils with SEN/D are fully included in all aspects of school life.</p> <p>Enabling Pupils with SEN to Engage in Activities with Peers</p> <p>All extra-curricular activities, school visits, and before- and after-school clubs are available to all pupils, including those with SEN/D. Pupils may be targeted for specific clubs based on their needs, and funding is provided where required. Off-site trips and</p>

activities are planned with individual SEN considerations in mind. Every pupil participates in sports days, school plays, special workshops, and other whole-school events. No pupil is excluded from activities because of their SEN or disability.

All pupils from Year 2 have access to a musical instrument, such as violin or cello, and participate in weekly music tuition. Nursery pupils take part in weekly Musicianship sessions. Pupils also learn French and British Sign Language (BSL) from nursery and participate in swimming lessons from Year 1. Digital resources and programmes are adapted to support the learning needs of pupils with SEN/D, ensuring full engagement and inclusion.

Consulting Parents and Sharing Progress

Pupil progress is regularly reviewed and communicated to both parents and pupils. For pupils receiving SEN support, feedback is provided more frequently, and progress is monitored through:

- Annual reports summarising pupil progress at the end of the school year
- 'Professionals meetings' held throughout the year to report on progress
- Opportunities for parents to meet with the SENDCo and other professionals, including occupational therapists, speech and language therapists, via telephone, email, or in-person consultations
- Communication in clear, accessible language, with translation and interpretation support available from bilingual staff where needed

Each pupil with SEN/D has a Targeted Action Plan (TAP) each half term, developed collaboratively with pupils, parents, staff, and any involved agencies. TAPs are reviewed each half term or term according to individual needs. Parents are also contacted by phone or email to discuss specific achievements, concerns, or observations, and regular "red praise" postcards are sent home to celebrate pupil progress.

Pupils are encouraged to create a one-page personal profile at home with their family to share with their teachers each academic year. Effective communication between home and school is vital, and parent consultation reviews are held at least three times each year, with more frequent reviews arranged for pupils with additional SEN needs. Reviews are usually led by the class teacher, supported where necessary by the SENDCo, ensuring that parents are actively involved in planning, reviewing, and

	supporting their child's learning.
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Consulting Pupils with SEN and Involving Them in Their Education</p> <p>At King's Cross Academy, we prioritise listening to and involving pupils with SEN/D in their own education. Early discussions are held with pupils and their parents when identifying whether a child requires special educational provision. These conversations ensure a clear understanding of the pupil's strengths and areas for development, consider parents' concerns, agree on desired outcomes, and clarify the next steps. Notes from these discussions are recorded in the pupil's file and shared with parents. Parents are formally notified when a pupil is placed on SEN support.</p> <p>Pupils are actively involved in their education in a variety of ways. They contribute to their Targeted Action Plans (TAPs), provision maps, and annual reviews, either by attending the review or participating in a Q&A session with their class teaching assistant or key worker, helping to shape new targets and action plans. Pupils are encouraged to share their ideas and thoughts via the KCA Hub and take part in weekly class feedback meetings with a member of the Senior Leadership Team.</p> <p>All pupils at the Academy, from nursery onwards, have a leadership role to foster responsibility and self-advocacy. Pupils' voices are regularly recorded, capturing their personal targets and areas they wish to improve. Those with an Education, Health and Care Plan (EHCP) have a personal passport or one-page profile highlighting their likes, dislikes, preferences, and the best ways to support their learning. Weekly class meetings with teachers and teaching assistants provide further opportunities for pupils to express themselves and influence their learning.</p> <p>This approach ensures that pupils with SEN/D are fully engaged in planning, reviewing, and shaping their educational experiences, promoting independence, self-confidence, and ownership of their learning.</p>

How do we assess and review pupils' progress towards their outcomes?

Assessing and Reviewing Pupils' Progress Towards Their Outcomes

At King's Cross Academy, pupils' progress towards their outcomes is regularly assessed and reviewed to ensure that support is effective and personalised.

All teachers and support staff working with a pupil are fully informed of their needs, the outcomes being sought, the support provided, and any specific teaching strategies or approaches required. The effectiveness of interventions and support is reviewed regularly, with adjustments made as needed to maximise progress.

Ongoing support includes training provided by the SENDCos, or enabling staff to access external training, to ensure they have the knowledge and skills required to support pupils effectively.

Progress is monitored through Pupil Progress Reviews (PPRs), where teachers, teaching assistants, phase leaders, the Senior Leadership Team, and the SENDCos meet to discuss pupil progress. Teachers use regular, rigorous assessments to track progress and identify gaps in understanding, while the SENDCos carry out further assessments and make referrals for professional assessments where necessary.

The Academy follows the graduated approach and the four-part cycle of **assess, plan, do, review**. Class or subject teachers work closely with the SENDCos to carry out a thorough analysis of each pupil's needs, drawing on:

- The teacher's assessment and experience of the pupil
- Previous progress, attainment, and behaviour
- Assessments from other teachers, where relevant
- The pupil's development in comparison to peers and national data
- The views and experiences of parents
- The pupil's own views, ensuring the child's voice is central to planning

This approach ensures that each pupil's progress is monitored systematically, interventions are targeted effectively, and pupils with SEN/D receive support tailored to their individual needs.

<p>How do we support pupils moving between different phases of education?</p>	<p>Supporting Pupils Moving Between Different Phases of Education</p> <p>At King's Cross Academy, we ensure that pupils with SEN/D experience smooth and well-supported transitions between phases of education. We share relevant information with the receiving school, college, or setting, and agree with parents and pupils which information will be shared. Class teachers, phase leaders, and the SENDCo meet to discuss individual needs, current support, and transition arrangements. Where face-to-face meetings are not possible, staff join virtual or audio meetings to ensure continuity of support.</p> <p>We participate in transition visits to support pupils joining the Academy and accompany parents and pupils on visits to new schools, including secondary settings, as part of the planning process. We also invite receiving SENDCos and class teachers to attend key meetings, including annual reviews. Pupils joining the Academy are offered multiple visits to meet their teacher, explore their classroom, and take part in school events. For younger pupils, home visits and nursery visits are arranged to help them settle confidently into school life.</p> <p>These coordinated actions ensure that each pupil receives personalised support, fostering confidence, continuity, and readiness for the next stage of their education.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>Supporting Pupils with SEN in Preparing for Adulthood</p> <p>At King's Cross Academy, we recognise that preparing pupils with SEN/D for adulthood begins in the primary years and involves careful planning, collaboration, and the development of independence. We support pupils through a range of strategies and approaches, including:</p> <ul style="list-style-type: none"> • Sharing relevant information with the school, college, or other setting the pupil is moving to, ensuring a smooth transition • Avoiding an over-reliance on keyworker support ("velcro" approach) by

	<p>reviewing support arrangements termly</p> <ul style="list-style-type: none"> • Participating in transition meetings between the Local Authority and clusters of schools, including EYFS transition discussions • Visiting new settings and schools, meeting with class teachers, SENDCos, pupils, and their families to plan support and address any concerns • During Year 6, organising off-site visits to the new provision, practising the journey, touring the school, and meeting key staff • Supporting pupils to develop independent travel skills, including route planning and practising journeys on public transport where appropriate • Providing opportunities to develop self-advocacy skills, such as attending meetings, expressing preferences, and making choices about learning and support • Facilitating sessions on life skills, including managing personal care, organising belongings, money management, and basic cooking or household skills • Introducing age-appropriate opportunities to explore future education, employment, and social pathways • Collaborating with external agencies, including social care, health professionals, and post-16 providers, to ensure coordinated planning and support <p>These strategies aim to equip pupils with SEN/D with the confidence, skills, and independence needed to thrive in secondary school and beyond, laying the foundation for successful transition into adulthood.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Supporting Pupils with SEN to Improve Emotional and Social Development</p> <p>At King's Cross Academy, the culture and structures of the school are designed to promote the emotional and social development of all pupils, including those with SEN/D. Clear policies on behaviour and bullying set out the responsibilities of all members of the Academy, while established systems allow staff to identify and respond effectively to mental health difficulties.</p> <p>For pupils with more complex needs, additional in-school interventions may include:</p> <ul style="list-style-type: none"> • Providing advice and support to teachers to help manage pupil behaviour in the

	<p>classroom while considering the needs of the whole class</p> <ul style="list-style-type: none"> • Small group sessions to promote positive behaviour, social development, and self-esteem • Whole-class weekly meetings to discuss issues and concerns • Bespoke sessions with the Academy's behaviour mentor and lead staff • Personal timetables to support pupils during transition periods, break times, or other challenging situations • Additional in-class support to help pupils cope effectively with learning and social demands • Coaching to build resilience, help pupils identify challenges, and develop strategies to solve problems independently • Therapeutic work delivered by specialists within or beyond the Academy, which may include cognitive behavioural therapy, behaviour modification, counselling approaches, family support, or therapy by health professionals to help pupils and their families understand and manage behaviour • Social and Emotional boxes in each classroom where pupils can submit slips to raise concerns, which are then used to guide weekly class discussions • Review of Social and Emotional slips by the Senior Leadership Team on a half-termly basis • Planning and coordination with the Academy's Social and Emotional team leader and curriculum teams to ensure consistent support • Collaboration with Camden and Islington's local authority Educational Psychologist Services to access additional expertise and guidance <p>These approaches ensure that pupils with SEN/D receive comprehensive emotional and social support, fostering resilience, self-regulation, and positive engagement within the school community.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Staff Expertise and Training to Support Pupils with SEN</p> <p>King's Cross Academy is committed to ensuring that all pupils with SEN/D are supported by highly trained and experienced staff.</p>

The Academy has a full-time Inclusion Manager/SENDCo, who is also the Deputy Headteacher, with over 15 years of SEND experience. In addition, a second part-time SENDCo brings more than 10 years of experience working across a range of primary schools.

Our full teaching team, including teachers and teaching assistants, are committed to ongoing professional development (CPD) and are trained to deliver a wide range of SEN provision. This includes administering medication for pupils with complex needs (such as epilepsy), maintaining hearing equipment, delivering occupational therapy programmes, providing emotional literacy support, and implementing speech and language interventions.

The Academy also benefits from non-class-based staff, including Assistant Headteachers, ELSAs, and behaviour and pastoral practitioners, all of whom contribute specialist expertise to support pupils with SEN/D.

Staff are trained to implement a variety of targeted interventions, including:

- Daily LING testing/radio aid support for deaf pupils
- Administering daily checks for pupils with cochlear implants
- Supporting pupils who require a sensory diet, including deep pressure massage
- Supporting pupils with eating difficulties using an SOS programme
- Nurture groups
- Emotional Literacy (ELSA) and specialist art therapy
- Handwriting Without Tears, Colourful Semantics, Toe by Toer, Early Talk Boost, Talk Boost, ACT training, Social Stories, Attention Autism, and Super Listeners
- Zones of Regulation
- Speed up and touch typing programme
- Sensory room programmes
- Music therapy/Art therapy
- Occupational and physiotherapy exercise programmes
- Administering medication for pupils with epilepsy (specialist training required)
- These qualifications and interventions ensure that pupils with SEN/D receive high-quality, evidence-based support tailored to their individual needs.

How will we secure specialist expertise?	<p>Securing Specialist Expertise</p> <p>King's Cross Academy is committed to ensuring that all staff have the knowledge, skills, and expertise necessary to support pupils with SEN/D. The Academy supports staff in accessing a wide range of information on effective interventions for different types of need, as well as associated training.</p> <p>Responsibility for ensuring that staff receive appropriate training is shared between the Headteacher, the Inclusion Manager, and the Governing Body. Staff training and development needs are closely monitored through the annual appraisal process.</p> <p>Our staff also access training and resources through outreach services provided by Camden's special schools. Specialist SEN training and expertise are sought when required to meet the needs of individual children, for example when preparing for a new pupil joining the Academy. In some cases, private or specialist interventions may be sourced, such as support from 'The Bridge' (Autism specialists from Islington LA).</p> <p>Approaches to securing specialist expertise include:</p> <ul style="list-style-type: none"> • Reading and research on specific conditions and evidence-based interventions • Visits to other schools to observe and learn from good practice • Home visits to understand pupils' needs in context • Training from external professionals, such as the Complex Care Nursing Team <p>The Academy has been recognised for excellence in SEN/D provision, having received the Inclusion Quality Mark (IQM) award, reflecting the quality of specialist expertise and inclusive practice across the school.</p>

How will we secure equipment and facilities to support pupils with SEN?

Securing Equipment and Facilities to Support Pupils with SEN

King's Cross Academy is committed to providing appropriate equipment and facilities to meet the needs of pupils with SEN/D. The Academy's site is fully accessible, with a flat pavement-level entrance, a multi-level playground with lift access to upper levels, and one flight of stairs to the second floor served by two lifts. Disabled toilets are available on the ground and second floors. The school office and medical room are located on the ground floor, and a designated disabled parking bay is within 20 metres of the school gate.

Equipment and resources available to all pupils include:

- A sound field system throughout the school to support listening and concentration
- An acoustically treated environment to support pupils with hearing impairments or auditory needs
- Audiobooks for group reading sessions
- Devices for additional recording, including cameras, video recorders, voice recorders, Google Home, See-Saw, and NGL
- SEN software, such as Communication in Print for producing printed materials with visual prompts, and specialist maths and literacy programmes including Numbershark, Wordshark, Nessy, and Maths Rockstars

Specialist equipment tailored to individual pupils includes:

- Personal laptops, iPads, iPod touches, and Chromebooks
- Personalised apps and software installed on devices according to individual pupil needs (e.g., NGL)
- Move and sit cushions
- Specialist handwriting equipment, including left/right-handed pencils, scissors, sloping boards, and overlays
- Weighted vests, cushions, and fidget toys
- Other resources and equipment incorporated as required to support pupil learning and accessibility

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Evaluating the Effectiveness of SEN Provision</p> <p>We evaluate the effectiveness of provision for pupils with SEN/D through a range of approaches:</p> <ul style="list-style-type: none"> • Reviewing pupils' individual progress towards their targets each term • Assessing the impact of interventions after each half term • Gathering pupil feedback through questionnaires and discussions • Observing pupils' behaviour and engagement in learning • Monitoring attendance and participation in co-curricular activities • Collecting feedback from pupils and parents • Regular monitoring by the SENDCo • Using pupil progress reviews and provision maps to measure progress • Holding annual reviews for pupils with Education, Health and Care (EHC) plans • Monitoring and resolving parent complaints related to SEN provision • Evaluating the quality of teaching to ensure teachers can identify pupils' learning needs and provide appropriate support • Collaborating with health and social care professionals involved with the child to review progress and ensure coordinated support for the family • Teachers work with the Inclusion Manager, parents, and the child to adapt or replace SEN support if it is not proving effective • The Inclusion Manager and Headteacher report regularly to Governors on the quality of SEN provision and the progress of pupils with SEN • Governors review attainment data for pupils with SEN, comparing it with the progress of other pupils in the school and with pupils in similar schools
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Complaints Regarding SEN Provision</p> <p>Concerns or complaints about SEN provision should be referred to the school's formal complaints policy. For more details, please refer to our Complaints Procedure on the school website.</p> <p>Parents of pupils with disabilities also have the right to make disability discrimination</p>

	<p>claims to the First-tier SEND Tribunal if they believe the school has discriminated against their child. Claims can be made regarding alleged discrimination in relation to:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services <p>Formal complaints can be made to Ofsted: guidance for parents can be found here http://www.ofsted.gov.uk/schools/for-parents-and-carers/howcomplain, or by phone on 0300 123 4666.</p> <p>Further information on local support for families of pupils with SEN can be found in the Camden Local Offer www.localoffer.camden.gov.uk</p>
Who can young people and parents contact if they have concerns?	<p>The Family Information Service - The Parent Carer Support Service, based at Centre 404 - 020 3316 1930 offers a range of services to assist the parents/carers of children with SEND.</p> <p>SENDIASS are an impartial Service which is confidential, free and operates at arms-length from Camden Council.</p>
Where can the LA's local offer be found? How have we contributed to it?	<p>The law requires all local authorities to provide children and young people with special educational needs and disabilities (SEND) and their parents/carers with information, advice and support.</p> <p>The Service aims to help parents/carers, children and young people and professional staff to work together to provide the best possible support to children and young people with SEND SENDIASS sendiass@camden.gov.uk</p> <p>KIDS is a national charity supporting disabled children, young people and their families.</p> <p>They are independent supporters that are trained to help families during an Education, Health and Care Plan assessment and throughout the process of developing a plan. KIDS offer flexible supports to meet the family's individual needs. The service is able to offer home visits, telephone advice and attendance at meetings in school or with other professionals.</p>

KIDS <https://www.kids.org.uk/parent-family-support>
Traci Pope - traci.pope@kids.org.uk
Vickie Joel – Vickie.joel@kids.org.uk

Camden's Local Offer can be found at: www.localoffer.camden.gov.uk

Where to go for advice and guidance on SEN and Disability matters:

Support for parents and carers:

<http://www.localoffer.camden.gov.uk/template/13/special-educationalneeds-and-disability-information-advice-and-support>

Health and care services: <http://www.localoffer.camden.gov.uk/template/4/mosaic-integrated-service-for-disabled-children>
and
<http://www.kids.org.uk/>

If you have any queries about information on the Local Offer website or comments please contact Camden Local Authority Officers. Their email:
SENDreforms@camden.gov.uk

