

How do we involve parents of children with SEN in their decisions about their child's provision?

- ◆ Termly review meetings
- ◆ Person Centred Approach
- ◆ Parent support group
- ◆ Access and signposting to other services in and out of school
- ◆ Surveys

How do we support children between phases of education/changes of placement?

- ◆ Home or setting visits by staff prior to child starting
- ◆ Creating Transition Books
- ◆ Phased transition timetable
- ◆ Transition meetings between staff
- ◆ Attend visits with children to new settings

How do we evaluate the effectiveness of provision for SEND children?

- ◆ Pupil Performance Reviews
- ◆ School tracking system and data
- ◆ Intervention evaluations
- ◆ Surveys
- ◆ Pupil interviews

Useful links:

Camden Local Offer

www.localoffer.camden.gov.uk

SENDIASS (*Special Educational Needs and Disabilities Information Advice and Support Services*)

<https://sendiasscamden.co.uk/>

020 7974 6264

What is the procedure for making complaints about provision for children with SEND?

- ◆ The Inclusion Manager is always available to discuss any concerns you may have about your child

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An environment where everyone can succeed



Fitzjohn's is a community which welcomes all children including those with Special Educational Needs or Disabilities (SEND). We value and encourage diversity in our school and pride ourselves on being an inclusive community

For an additional information:

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How do we identify children with SEN and assess their needs?

- ◆ Termly whole class assessment and class reviews
- ◆ Class teacher discusses child with Inclusion Manager and parents
- ◆ Parents raise concerns with class teacher or Inclusion Manager
- ◆ Reference to SEN Code of Practice and LA guidance materials

What adaptations made to the learning environment / curriculum for children with SEND?

- ◆ Advice from advisory outreach teachers for Visual impairment, Hearing Impairment and Physical Disability
- ◆ Access to visual timetables, workstations, specialist equipment, MAKATON, PECS
- ◆ All areas of the school are accessible by wheelchair

Which external agencies work with the school to meet the needs of children with SEND?

- ◆ Educational Psychology Service
- ◆ Occupational Therapy Service
- ◆ Speech, Language and Communication Service
- ◆ Primary Learning Support Service
- ◆ Advisory Service for Visually or Hearing Impaired
- ◆ Child and Adolescent Mental Health Service

What kinds of SEND are provided for?

We aim to meet the needs of pupils with any learning or medical need, including

- ◆ Cognition and learning needs
- ◆ Communication and Interaction skills
- ◆ Social, emotional and mental health needs
- ◆ Physical disabilities
- ◆ Visual and hearing impairments
- ◆ Complex health needs

How we develop provision to meet children's individual needs?

- ◆ Termly meetings for parents of children with SEND
- ◆ Follow 'Assess, Plan, Do, Review' cycle
- ◆ Seek advice from external professionals
- ◆ Use a range of teaching strategies and approaches
- ◆ Training of all staff—in house and from LEA
- ◆ Support from Inclusion Manager

How do we support children's social, emotional and mental wellbeing?

- ◆ Programmes run for classes or groups by Mental Health Support Team
- ◆ Iheart programme for Year 5 and Year 6
- ◆ Play therapist
- ◆ Emotional Literacy Support Assistant drop in and check-in sessions

How do we include children with SEND in all aspects of school life and remove barriers to achievement ?

- ◆ Extensive range of after-school clubs
- ◆ Make reasonable adjustments where necessary
- ◆ Allocation of staff
- ◆ Inclusive and pro-active ethos
- ◆ Careful planning and preparation

What approaches do we use for children with SEND?

- ◆ Access to Quality First teaching
- ◆ Additional time with an adult (inside or outside the classroom)
- ◆ Adaptation of work or activity
- ◆ Following a specific programme for part of the day
- ◆ Access to technology or specialist equipment