SCHOOL POLICY

Parliament Hill School
A high achieving and happy school

Special Educational Needs And Disability policy

Governor Committee: School Improvement

Responsibility of: Ms Fox (SENDCo)

Date ratified: Autumn 2026

Review date: Autumn 2027

Our Mission

Our feminist mission is to enable every student to forge a strong identity, empowered to make their mark in the world.

We are proud to be a centre of excellence and innovation for girls' education.

We nurture aspirations and support each student to discover their dreams and ambitions. We empower girls to take risks and to develop the confidence, leadership attributes, and cooperative relationships that enable them to flourish academically, socially and personally.

Students are educated to be inclusive global citizens, enabled to speak out, and make a positive difference to the world now and in the future.

We believe that achievement and happiness are inextricably linked and we are committed to enabling both.

Parliament Hill School

Special Educational Needs and Disability Policy

1. INTRODUCTION

Values and beliefs

We welcome **all** students including those who have special educational needs or disabilities (SEND) to our school. We are particularly proud about how well students with special educational needs and those with disabilities do at our school.

We have high expectations of all our students. We want to ensure that **all** our students make progress both in their studies as well as socially and emotionally.

Inclusion is at the centre of our school's aims and values. This means all members of our school's community, including the governing body, are committed to doing their best for all students, including those with SEND.

We believe that inclusion is successful when we are welcoming and positive and when there is proper support for **all** students and their parents or carers. We want all students to progress, to achieve, to feel safe and included and to be involved in the day-to-day life of our school.

Our priority is to ensure that a student with SEND has access to the right support. We always want to work closely with parents and carers as well as with health and education professionals.

We follow the national guidance on special educational needs and disabilities set out in the government's SEND code of practice (2014) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

2. DEFINITION OF SPECIAL EDUCATIONAL AND DISABILITY NEEDS (SEND)

Students at our school are defined as having special educational needs or disability if they have a difficulty that calls for special educational provision to be made for them, which is different from or additional to a good, adapted curriculum plan available in a mainstream school. This is further defined in the SEND CoP 2014 as:

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her

i. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions' (SEND Code of Practice 2014)

The SEND code of practice describes four broad areas of difficulty. We recognise that some students will experience difficulties in more than one area.

Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Cognition and learning

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

Social, emotional and mental health difficulties

- Social, emotional and mental health (SEMH)
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or physical needs

- Visual Impairment (VI)
- Hard of Hearing/Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

3. OVERALL PURPOSE OF THIS DOCUMENT

The purpose of this document is to tell parents/carers, staff, the governing body, the local community and Camden local authority (Camden) about our high quality provision for students with SEND and how we remove barriers to the progress of these students. (Please also refer to our SEND information Report – 2026 for more information about provision).

This policy explains how we ensure all students can benefit from the full life at our school, for example:

- Academically – access to and progress in the national curriculum;
- Socially and emotionally - encouraging friendships and co-operation.

We believe that the five outcomes set out in the Every Child Matters Agenda remain important for all students. They are especially important for our most vulnerable students. The five outcomes inform our thinking about the curriculum, classrooms and the care, guidance and support we provide for our students.

The five outcome areas are:

- Stay healthy;
- Stay safe;
- Enjoy and achieve;
- Make a positive contribution; and Achieve economic wellbeing.

4. CURRENT PRIORITIES OF OUR SEND POLICY

During 2026/27 we are focusing on the following to make sure our students with SEND do as well as possible at our school. We are:

- Continuing work to increase parental involvement and confidence in our SEND provision;
- Ensuring a whole school awareness of SEND roles and responsibilities and the implications of the Equality Act (2010) and the SEND CoP (2014)
- Ensuring a systematic and thorough approach to the identification and assessment of needs and the tracking progress of students with SEND;
- Ensuring staff are well informed of about the strengths, needs and abilities of students with SEND;
- Listening to students with SEND;
- Developing staff skills on SEND matters, inclusive teaching/quality first teaching/adaptive strategies;
- Improving progress and standards for students with SEND, including attendance;
- Developing aspects of support and intervention for students not making expected progress, especially in mathematics and literacy;
- Developing the services of the Well Being team to improve our provision and support for students with social, emotional, mental health needs; and
- Supporting transition for students with SEND from year 6, between years, KS5 and into the next stage of education or alternative education if required.
- Working with the local authority to prepare for SEND statutory reforms.

5. HOW THE GOVERNING BODY ENCOURAGES HIGH QUALITY SEND PROVISION

- Ensuring we identify all students at our school who have SEND;
- Agreeing and monitoring our policy and approach to provision for students with SEND;
- Establishing the appropriate staffing and funding arrangements for students with SEND;
- Ensuring that improving SEND provision is a fundamental part of our development plan and that we will consistently monitor the quality of SEND provision across our school;
- Maintaining a general oversight of our approach to students with SEND;
- Reporting annually to parents and carers on how well we are delivering our SEND Policy;
- Designating a governor to be responsible for overseeing our SEND provision.

6. ADMISSION AND INDUCTION ARRANGEMENTS FOR STUDENTS WITH SEND INCLUDING THOSE WITH EHCPs

We are a community school and we welcome all students who have special educational needs or disabilities (SEND). We believe that all students have the right and should be educated in a local mainstream school unless this would be incompatible with the wishes of the parent or the provision of efficient education of other students. We follow Camden's guidelines on the admissions of students with SEND.

We are committed to working with parents and carers to ensure their daughter has a good start to her time with us.

Before a student starts with us we will offer opportunities to:

- Meet with the student and her parents to plan their transfer to our school.
- Provide the student with information about our school in a format that is accessible.
- Collect information from the parents/carers and all the agencies, including early years' providers, involved with the student
- Meet with her primary school to discuss their strengths, abilities and needs.
- Identify students who would benefit from extra support when they are changing schools.

- At KS2-3 identify girls with parents and primary schools for the Head Start programme; a transition programme to support which runs during the summer term before transition and first term in Year 7.
- Arrange for the student to visit our school before she starts in September, including on the Year 6 transition day.
- Meet the S&AEN team and other key staff.
- Take part in a transition programme during our school summer holiday.

When your daughter starts at PHS in KS3 the Special and Additional Needs team will:

- Use information from her primary school and from tests we have done ourselves to ensure she receives the right support. This could include extra literacy and numeracy support in class, in groups with other students, or one to one with a teacher or teaching assistant.
- Place students who require support that is 'additional to and different from' our usual adapted practices and curriculum, on our SEND Profile.
- Place students who require support from external agencies on the SEND Profile. If your daughter is placed on the SEND Profile we will work with you to write an individual personalised plan for her. It will outline your daughter's needs and the strategies we will follow. We will also develop specific, measurable, realistic targets with dates for your daughter. This may include targets from mainstream staff or those devised by the Special and Additional Needs Team, depending on your daughter's needs.
- Share any relevant information about the student's needs with her teachers to support her learning and progress.
- Provide the opportunity for the student to attend a daily lunch time club, where students can do homework receive academic support or just chat to their friends.

When your child starts at LaSWAP and is based at PHS the Special and Additional Needs team will:

- Use information provided by you to identify necessary support.
- Gather information from previous schools that your child has attended.
- Meet with the young person and parent/carer to discuss support including access arrangements.
- Place the young person on the SEND profile as necessary.
- Inform your child's teachers about you're their needs using a personalised plan.
- Monitor your child's progress.
- Support the young person to choose an appropriate pathway.at KS4/KS5.

7. SPECIALIST PROVISION FOR STUDENTS WITH DISABILITIES

We always work closely with Camden when we admit students with physical disabilities to our school to make sure we have the right resources. We want all students to benefit equally from their time at our school.

The Well-Being Project Manager oversees our counselling provision and liaises closely with CAMHs. There is access to a number of different counsellors in the school including talking and art therapies.

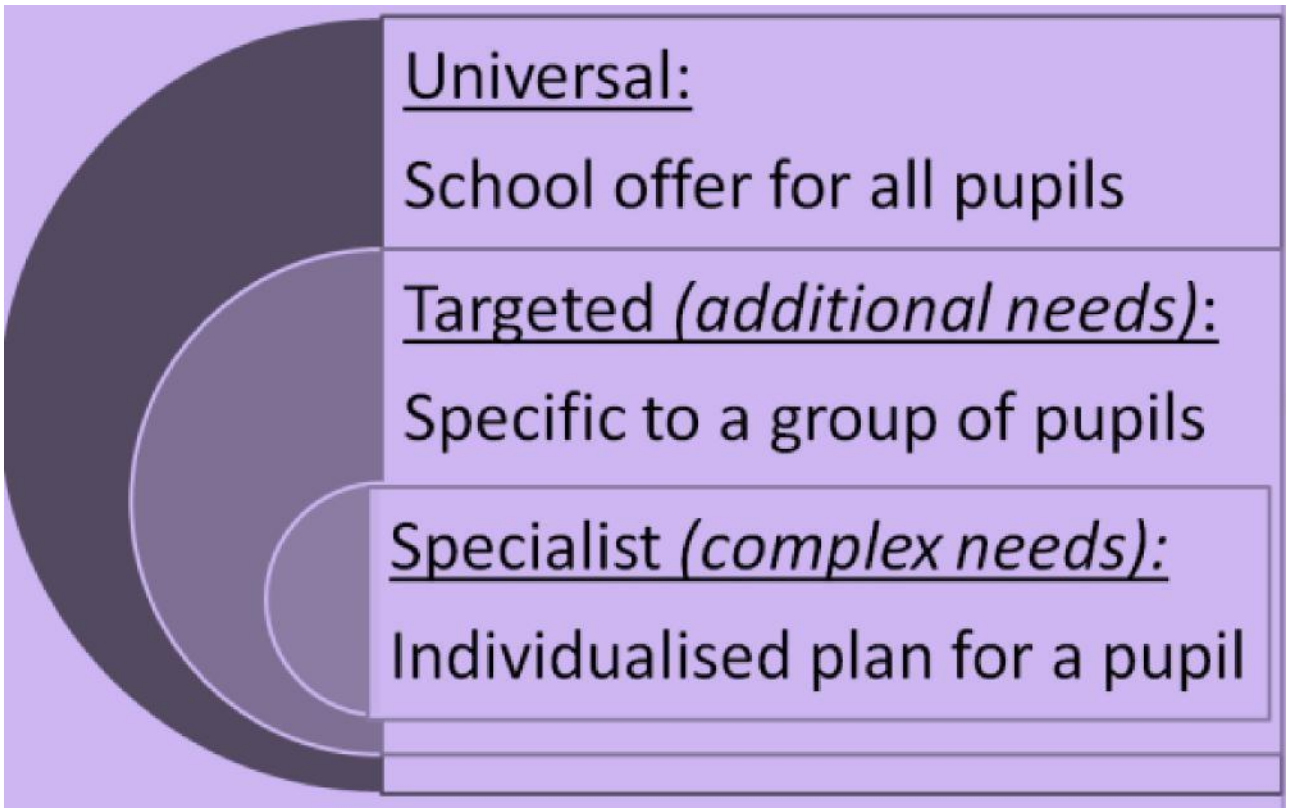
8. HOW WE ORGANISE PROVISION FOR STUDENTS WITH SEND

The education of each of our students is of equal importance to us. All our students are encouraged to achieve their best.

One of the ways we achieve this is by making sure each student has full access to a broad and balanced curriculum including the National Curriculum.

The Special and Additional Needs staff are used in a variety of ways, from staff training to supporting whole classes, running small group programmes for specific areas of need to one-to-one sessions for pupils. We run a three-tiered approach to providing for pupils: x`

- Universal
- Targeted
- Specialist



All staff are expected to respect and acknowledge the abilities and attainments of all students; to know which students have SEND, the nature of their needs, and how best to meet them. To encourage maximum access to the curriculum for all students, we actively promote the development of good practice, embracing adaptive practice and mixed ability groupings, where possible, so all students are appropriately challenged.

We support good practice for all students, including by:

- Taking account of the learning characteristics of the students - building on our knowledge of them;
- Creating the optimum learning environment, e.g. classroom layout, seating plan, classroom climate and ethos;
- Adapting practice and tasks and activities: providing support in writing and reading; developing abstract thinking; developing speaking and listening;
- Varying teaching styles – using multi-sensory approaches and challenging questions;
- Taking into account literacy and numeracy across the curriculum;
- Making best use of the second adult in the classroom; and
- Planning effectively to meet a range of needs.

9. HOW WE CO-ORDINATE PROVISION FOR STUDENTS WITH SEND

We expect all staff to respect and value the contributions of teachers, non-teaching staff, parents and students in meeting a student's SEND. Staff receive information both verbally and in writing about our procedures for identifying, assessing and making provision for students with SEND.

All subject teachers must know about the students in their classes who are on our special needs profile. Staff receive information about each student they teach including particular needs of key individual students as well as strategies to help them to make progress.

We provide additional guidance and support for students with SEND who are making the transition to Key Stage 4 – for example when they are choosing their subjects to study – and when they are making the transition to post 16 provision.

When a student with SEND is leaving us, the S&AN team will liaise with their future school, college or university and discuss any needs, access requirements and other support required. We also do this with employers.

The S&AN team works hard to help staff to understand the special educational and curriculum needs of each of their students.

The roles and responsibilities of the staff in the S&ANT are in **Appendix 1.**

The current staffing of the S&ANT is in **Appendix 2.**

The way in which we work with Camden services is **in Appendix 3.**

How we identify special educational needs and disabilities is in **Appendix 4.**

10. HOW WE IDENTIFY, ASSESS AND PLAN SUPPORT FOR STUDENTS WITH SEND

- We meet the needs of differently achieving groups and different needs through careful planning. We record all students' progress as part of our monitoring and assessment practices. These include making observations and termly tracking of each student.
- If we remain concerned about the progress of a student, subject teachers or form tutors consult the SENDCo and ATL. We may place students on the SEND profile as having an Additional Educational Need, using our criteria, which are based on Camden's guidelines.
- The S&ANT monitor the progress of each student for whom we are making SEND provision every term. We are committed to listening to the voice of the student and acting on it and discussing progress with the student and parent. This discussion is structured around the needs of the student and how well they are doing. We review current progress and provision and agree new outcomes/targets and strategies as necessary.
- We use these discussions, alongside professional advice, to update individual personalised plans. We pass on information in the file when the student moves to another school. If a student is making adequate progress, they may no longer need to receive SEND provision. We consider a student to have made adequate progress when they no longer meet Camden's criteria for SEND.
- If a student is not making adequate progress, in spite of the provision we are making, we may seek further advice. This could include an assessment by outside agencies. For a small minority of students this may eventually lead to a request for the new funding route, Exceptional Needs Grant or for a statutory assessment, which could lead to an Education and Health Care Plan. (See Camden's SEND criteria and guidance for statutory assessment on the Camden website) https://families.camden.gov.uk/send-local-offer/education-health-and-care-ehc-plans/

- The school takes great care over the identification and assessment of students whose first language is not English. We do not assume that lack of progress in English means that a student has a SEND. However, we know that for some students, slow progress may be the result of SEND.
- The school receives funding for students with SEND from Camden based on factors such as the percentage of students receiving free school meals and the level of attainment in our school. In addition, we are committed to using Camden's general and personalisation budgets to support students with SEND.
- We seek to meet the needs of all students on the SEND Profile, who do not have an EHCP or are in receipt of the new Exceptional Needs Grant from within our allocated resources. The school only requests a statutory assessment for a student we believe has 'exceptional and complex needs' according to Camden criteria. We only do this after we have tried a variety of interventions to support their progress.
- The SENDCo reports to the Headteacher and link Governor regularly.

APPENDIX 4 HAS MORE INFORMATION ABOUT THE DIFFERENT STAGES OF THE SEND CODE OF PRACTICE AND WHAT THEY MEAN

11. HOW WE TRAIN OUR TEACHING AND SUPPORT STAFF ON SEND

We understand the importance of training for staff in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff need regular training on aspects of special needs and inclusion to increase their knowledge, skills and confidence.

- We keep staff training needs consistently under review. Each year all staff discuss their individual training needs at performance management review meetings with their line manager.
- We expect all staff who work with students with SEND to attend relevant training. We hold regular SEND training sessions for all staff. The SENDCo has drop in sessions, four mornings a week, for staff to seek support and information.
- The Lead Practitioner for Inclusive Pedagogy works with teaching and non-teaching staff to provide training and support around inclusive practices.
- The Professional Learning coordinator and SENDCo identify courses that staff should attend, responding to our students' current identified needs to develop their own capacity. These courses are run by Camden or by SENDJIT. We also have whole school training on specific SEND issues.
- Staff can request to attend training at any time.

12. HOW WE WORK WITH PARENTS AND CARERS

We understand how important it is to work closely with parents and carers. We always aim to be positive and proactive. We always aim to listen and respond without delay.

We make sure we:

- Use parents' and carers' knowledge of their children;
- Provide support for students' learning and personal development at home;
- Involve parents and carers in reviewing their daughter's progress;
- Help parents and carers to get independent advice;
- Communicate frequently about how their daughter is doing, and on their well-being, success and needs.

We value the involvement and contribution of parents and carers in the annual reviews of students with Education and Health Care Plans and in termly reviews of personalised plans. We have adopted a "Person Centred Planning" approach that gives the family and the student a central role in the review process.

We help parents and carers to make a positive contribution to the education of their daughter through:

- A systematic effort to support parents and carers when their daughter is changing school or provision or deciding subjects at KS4. We clearly explain all the procedures, visit new settings (internal or external), have interviews with new students and make sure that we communicate effectively about all the students' needs so we can follow them up successfully.
- Good communication including face to face structured conversations, annual review meetings, telephone calls, email and school reports. We meet parents and carers to discuss any questions and/or concerns that they may have about their child's education in our school.
- Parents and carers of students with SEND can ask school staff about the progress of their daughters at any time. Parents/carers can also ask for support from Special Educational Needs Information Advice and Support Service (SENDIASS – formerly Parent Partnership), and Early Help. They can work closely with, advocate for and explain policies and practices to parents and carers. These people and organisations provide parents and carers with independent advice and can give parents the confidence to express their concerns and complaints about their daughter's progress or provision. They can do this formally and informally. The school responds to these concerns and meets with the stakeholders and, where appropriate, external professionals to clarify any issues and concerns;
- Providing information about the transition of disabled young people to Camden's adult services (where relevant);

13. HOW DO WE DEAL WITH COMPLAINTS FROM PARENTS AND CARERS

It is always best to try to resolve concerns about a student both quickly and informally. This is what usually done, either by the teacher or SENDCo (Please see Complaints' appendix).

We will always make time for a more formal meeting and parents and carers are welcome to bring family members or people acting as their advocate or translator if required. We subscribe to the 'Camden Code of Conduct for working with families and advocates', which can be found on our website.

https://www.parliamenthill.camden.sch.uk/docs/policies/Code_of_Conduct_for_working_with_families_and_advocates.pdf

We are usually able to provide translation/interpreters if necessary, when informed in advance. However, we have a clearly outlined process for any parents and carers with a concern or complaint about their daughter's SEND provision or progress. (See Appendix 5)

14. HOW WE EVALUATE THE SUCCESS OF THIS POLICY

The SENDCo and Headteacher monitor the impact of our SEND policy. The SEND policy and provision is evaluated through 'line management' links (Headteacher) to the senior team, and through the Governors' School Improvement Committee.

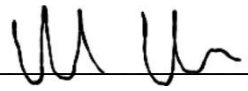
The school has a development plan that describes what we are going to do in all areas and sets out criteria on how we will know whether we have been successful. There is an extensive programme of monitoring and evaluation to measure our effectiveness that looks at, for example, quality of teaching and learning, students' work and test results.

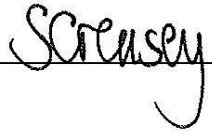
Governors will judge how well this policy is being implemented using the following criteria:

- impact of our work with Camden, other schools and outside agencies on our students' learning and wellbeing;
- the number of our students identified as having SEND and their progress;
- the views of students on our provisions;
- the views of parents and carers who have daughters with SEND on how well their daughter has been supported at our school; and
- the effectiveness of our SEND arrangements.

The governing body of Parliament Hill School adopted this policy October 2026

We will review it during Autumn term 2027

Signed:  Chair of Governing Body

Signed:  Headteacher

Appendix 1

Roles and Responsibilities in SEND Provision

The Headteacher delegates the responsibility for the day to day management of our provision for students with SEND to the SENDCo.

The Headteacher is responsible for:

- ensuring that policy is translated into practice **The Deputy Headteacher** is responsible for
- line managing the SENDCo
- meeting with the SENDCo regularly to discuss student and department progress

Special Educational Needs and Disabilities Coordinator (SENDCo) has responsibility for the day to day operation of our SEND policy and for coordinating provision for students with SEND, including those identified as being on the SEND Profile with an additional educational need or EHCP. The role includes:

- Ensuring we follow all procedures as required in the SEN code of practice (2014). https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Liaison between outside agencies and the internal services
- Keeping up to date with SEND and informing staff as necessary;
- Maintaining a list of the students on the SEND Profile and monitoring their progress
- Providing advice for staff for all students;
- Working closely with the parents and carers of students on the SEND Profile; Working with our educational psychologist and other agencies as necessary;
- evaluating the effectiveness of SEND provision;
- ensuring that appropriate timetables for all staff in the department;
- Updating the accessibility plan;
- Overseeing proper examination access arrangements for students who meet the criteria;
- Attending Local Authority SENDCo forum;
- Liaising with Camden's Advisory Teacher for SEND;
- Line management of key personnel in the Special and Additional Needs Team
- Oversight and line management of the Well Being Project/Mental health Services in school

Deputy SENDCo

- monitoring progress and informing parents and carers of students with SEND;
- working with named students, keyworking, who have an EHCP, monitoring progress and liaising with appropriate staff as to how students may make progress;
- ensuring their students' integration into the full life of our school, by implementing strategies to meet their needs as defined by their EHCP; monitoring progress and informing parents and carers through termly reports, personalised plans and annual reviews.
- Overseeing assessment, applications and record keeping for access arrangements for exams.
- Running intervention groups
- Leading on the Prince's Trust Achieve Programme at KS4
- Overseeing literacy programmes for students with specific needs
- Keyworking students as delegated by the SENDCo
- Record keeping for in-class support
- Admin as delegated by SENDCo

Lead Practitioner – Inclusive Pedagogy

- Leading on professional learning related to Inclusive pedagogy through delivering and arranging training to all staff.
- Working with departments to ensure inclusive practices are embedded
- Coaching individuals
- Monitoring inclusive practices and pedagogy

Teaching Assistant Lead

- Overseeing the day to day work of the TAs including their timetables;
- Overseeing intervention groups
- Overseeing extra-curricular groups including KS4 revision groups and 'calm club'
- Supporting students in class
- Keyworking students as delegated by the SENDCo
- Leading on Speech, Language and Communication work with individuals and groups
- Record keeping for in-class support
- Admin as delegated by SENDCo

SEMHN Mentor

- Keyworking identified students with SEMHN
- Maintaining keyworking list
- Monitoring and reporting on students on keyworking list
- Liasing with outside agencies involved with students on keyworking list
- Supporting students in class
- Running groups for identified students
- Keyworking students as delegated by the SENDCo
- Record keeping for in-class support, group work and 1:1s
- Admin as delegated by SENDCo and TA Lead

SEND Teaching Assistants (TAs) work under the guidance of subject and S&ANT teachers with named students who have an EHCPs. In some cases, they are responsible for;

- supporting the students' integration into the whole life of our school, particularly outside the classroom;
- liaising with subject staff in relation to the students they support;
- where applicable, adapting practices to allow for access to the curriculum for students they support; and
- Running breakfast, lunchtime and after school homework clubs.
- In class support
- Delivering 1:1 and small group programmes, overseen by SEND teachers
- Keyworking students as delegated by the SENDCo
- Record keeping for in-class support
- Admin as delegated by SENDCo and HLTA

The Literacy Co-ordinator is responsible for

- liaising with the S&ANT to ensure literacy projects are organised across the whole school and work in conjunction with the whole school literacy agenda.
- Arranging the administration of reading tests in year 6 and for those in Super groups in years 7 and 8.

Subject Team Leaders have responsibility for;

- the academic achievement of students with SEND, including the development of schemes of learning, strategies and resources including adaptive practices;
- identifying, implementing strategies for, monitoring the progress of and informing parents of students with SEND; and
- ensuring that liaison occurs between subject staff and teaching assistants who support students in their lessons.

Subject Teachers have responsibility for;

- the learning and progress of all students in their classes;
- ensuring good practice for all students;
- ensuring that work is appropriate to students' abilities;
- effective deployment of the TA and themselves;
- if a student is not making adequate progress, despite a good curriculum plan, which includes adaptive practices, in place and communication with the parents and carers has occurred, it is the teacher's responsibility to have this underpinned by evidence and pass it onto the SENDCo.

If a student is on the SEND Profile, the subject teacher must:

- Take into account additional information and guidance about students, particularly specialist advice (e.g. speech and language therapist, educational psychologist). Use information to develop effective adaptive practices.
- Discuss with SENDCo or other appropriate members of staff how to meet individual needs.
- Assess and note students' progress, as well as communicate with parents and carers about students' progress.

Particular responsibilities of the subject teacher when a student has an EHCP include:

- Maintaining a partnership with the relevant S&ANT member for the student with an EHCP e.g. sharing planning and records;
- Taking into account the personalised plan; and
- Contributing information on progress and attainment to the annual review of the student's EHCP.

Achievement Team Leaders (ATLs) are responsible for;

- the year group's pastoral welfare and overview of their curriculum offer,
- oversight of the academic progress students are making;
- identifying students who have particular needs and informing teaching staff of individual student difficulties that may impact on the student's learning;
- liaising with the SENDCo about the students with SEND in their year group.
- Attending SIPs and alerting the panel to any SEND concerns shared with them

Tutors are responsible for;

- oversight of their tutor group;
- liaison with their ATL and SENDCO about students with difficulties or SEND;
- an understanding of their students' needs.

Appendix 2

Learning Development Department 2021/22

SEND Governor	Danny Silverstone
Headteacher	Sarah Creasey
Deputy Headteacher	Fiona Carey
SENDCo	Yinka Fox
Deputy SENDCo	Joanna Johnston
Lead Practitioner – Inclusive Pedagogy	Kirsty Behan
TA Lead	AnnMarie Joseph
SEMHN Mentor	Grigorios Kirmizolglou
Teaching Assistants	7 teaching assistants

Well-being Project Manager	Neera Dhingra
Counsellor	Sarah Gilmour
Psychotherapists	A combination of qualified and trainees)
Literacy Co-ordinator	Marie Underwood
Connexions Advisor	Tina Mahon

Appendix 3

PARTNERSHIP WITH CAMDEN LOCAL AUTHORITY AND ADDITIONAL SUPPORT SERVICES

The SENDCo and Achievement Team Leaders work in partnership with a range of outside agencies.

Educational Psychologist

The educational psychologist makes regular visits to school according to our agreement with Camden. The educational psychologist has many aspects to their role, including:

- the assessment of the needs of individual students;
- advice and training for teachers and parents on how to support a particular student or groups of students;
- attendance at strategic planning meetings.
- leading group work

In addition, the educational psychologist can observe students and advise teachers. With parental agreement, the educational psychologist can also seek information from other professionals, and advise suitable courses of action.

Referral: via SENDCo

School Counsellor supports emotional needs of individual students and their parents/carers.

Referral: via Social Inclusion Panel, SENDCo or Well-being project manager.

School Connexions Personal Advisor supports student in developing their future plans, both educationally and/or vocationally.

Referral: via Social Inclusion Panel and ATLs

CAMHs/Tavistock Clinic - Child and Adolescent Mental Health Services provide psychotherapy and mental health assessment for individual students and their parents/carers.

Referral: via Social Inclusion Panel, SENDCo or Well-Being Project manager.

Social Services

Referral: via Social Inclusion Panel, Safeguarding Leads, ATLs

School nurse advises on medical needs of students.

Referral: via Social Inclusion Panel, SENDCo

Special Educational Needs and Disability Information, Advice and Support Service
(SENDIASS) advises parents/carers on matters of SEND
https://families.camden.gov.uk/send-local-offer/

SENDIASS@camden.gov.uk Tel number 020 7974 6264

Referral: Parent/Carer self-referral, SENDCo

Speech and Language Therapist advises on speech and language needs of students.

Referral: via SENDCo

Sensory Needs Service advises on needs of hearing/visually impaired students.

Referral: via SENDCo

Appendix 4

HOW WE IDENTIFY SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Please also refer to Camden's guidance and criteria for school action, school action plus and statutory assessment for students with SEND.

Considerations for placing a student on the SEND Profile

A student will only be considered for placement on the SEND profile if it can be demonstrated that they are not making satisfactory progress in spite of the inclusive measures in place and after receiving appropriate Wave 2 provision. A student will not be regarded as having special needs solely because the language or form of language of the home is different from the language in which they are taught or solely for underachievement.

A student's attainment would be at least one whole level below national expectations in one core subject.

And the student exhibits at least one of the following:

- Speech and language difficulties as assessed by a speech therapist;
- Inability to focus and attend in class;
- Significant gross and fine motor difficulty;
- Significant other physical or medical difficulties;
- Significant social, emotional or mental health difficulties that affect the student's progress; and
- Significant discrepancy in the student's attainment.

Appendix 5

HOW WE MANAGE COMPLAINTS BY PARENTS AND CARERS ABOUT OUR SEND PROVISION We always want to: ○ resolve complaints as soon as we can. We use a staged approach; ○ make all reasonable adjustments to ensure we address parental or carer concerns as quickly as possible; and

○ build parents' and carers' confidence and trust in the quality of our provision for students with special educational needs and disabilities.

We have a five stage process

If you, as a parent or carer, are unhappy about something that is happening at school – for example, you think your daughter is making slow progress in learning or appears to be very unhappy in school - you have the **right** to discuss your concerns with the school.

Stage 1. First of all talk to your daughter's form tutor. You may need to make an appointment to make sure you have enough time.

The school believes that a face-to-face discussion with a teacher will address most parent's or carer's worries and concerns. You can bring a friend, relative or advocate to the meeting if you want to.

Your daughter's form tutor will listen to you carefully and take time to understand what you feel is the cause of your concerns. S/he will ask you what you would like the school to do to give you confidence about the future.

The form tutor will make every effort to address your concerns informally by making any reasonable change in practice. However, this does not mean that in every case they will come round to your point of view. It will help if everyone tries to understand both sides of the matter in question.

Stage 2. If you are not satisfied with the teacher's response the next step is to discuss your concerns with the school's SENDCo. Again, you can bring a friend, relative or advocate to the meeting if you want. The SENDCo will listen carefully to your concerns. She will also take account of your discussion with the class teacher/s and then try to get agreement on the best way forward.

Stage 3. If you are not happy that the SENDCo has been able to resolve your concerns you can discuss them with one of the Deputy Headteachers or make a complaint to the Headteacher. You should talk informally to the Headteacher first.

If you want to make a formal complaint, you will need to put this in writing.

You will also find it helpful at this stage to have a copy of the school's complaints procedure. This explains in detail what procedures we follow. You can collect this from the school office.

The Headteacher will arrange to meet you to discuss your issues - again, you can bring a friend, relative or advocate to the meeting if you want to. The Headteacher will fully investigate your complaint and will talk to any staff and or students who are involved.

You will receive a written response to your complaint.

Stage 4. If the above does not resolve your concerns, the next stage is for you to talk to the chair of the governing body. The chair will discuss with you whether mediation between you and the school may be a way forward before you present a formal complaint to a governors' complaints panel.

Stage 5. If your discussion with the chair and mediation have not resolved your issues to your satisfaction the next step is for you to approach the governing body. You can ask the chair of the governing body to refer your complaint to a governors' complaints panel.

Three governors who have no previous knowledge of your issues will hear your complaint. They will be able to bring a fresh perspective to your concerns. The panel will invite you to speak at the meeting. The Headteacher will also be at the meeting.

You will receive a written response to your complaint.