

Richard Cobden Primary School SEND Information Report

The School SEND Information Report

Richard Cobden Primary School SEND Information Report sets out what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education. Our SEND Policy provides greater detail about SEND aims and procedures in our school. The School Offer seeks to support parents to understand how the processes of identification are implemented and how teaching and learning needs are met.

The Camden Local Offer

Camden Local Authority also publishes on its website a Camden SEND Offer setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEN/D. It can be accessed at: www.localoffer.camden.sch.uk

You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters: support for parents and guardians.
- Health and care services, and leisure activities e.g. Mosaic and www.kids.org.uk
- Parental Advocacy via SENDIASS

The Purpose of our SEND Information Report

The purpose of our school's SEND Information Report is to inform parents and carers of how we welcome into our school children with special educational needs and/or disabilities. It outlines how we make effective provision for all children with SEND and remove potential barriers to their learning. It shows how we work in close partnership with children, parents and additional agencies in order to ensure best possible outcomes.

What kind of school is Richard Cobden Primary School?

Richard Cobden Primary School is a two-form entry school in Camden. We teach children 3-11 years old. We have a nursery attached for children 3-5 years old.

We recognise and provide for children who have learning needs in one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Our Vision

Our vision is to uphold high expectations and standards so as to:

- provide every child with their right to a high-quality education embedded in an inspiring and creative curriculum, enriched with opportunities to stretch their individual talents and interests
- enable every child to use well developed oracy skills to think, learn, reason, explore, communicate, create and influence
- develop every child's ability to be a creative thinker and problem solve
- help every child to develop independence and resilience to enable them to be responsible and accountable for their learning and behaviour
- ensure every child is heard, understood and valued

Our Links with other Schools

We believe that it is important to work with other schools to make sure our knowledge, expertise and skills on SEND issues are up to date and also to have the opportunity to share best practice. Our Inclusion Lead/SENDCo. also attends the Local Authority SEND forum which keeps all schools up to date with national developments and local projects on inclusion. Our Inclusion Leader/SENDCo. also attends the SEND Hub, which enables teachers to share best practice and receive continuing professional development.

Communicating the SEND Information Report

We have placed this information here on our website:

<https://www.rcobden.camden.sch.uk>

We have made sure all information is presented clearly and helpfully. You will also find our new SEND Policy on the website. You can also request hard copy of policies from the school office.

Who to contact for more information:

Executive Headteacher: Ruby Nasser

Head of School: Scarlett Cookson

Deputy Headteacher: Hou Law

Inclusion Leaders/SENDCo's: Lee Buttery and Zoe Stegmann

SEND Governor: Ms Ruhie Ali

School Office Staff: Farida Bishi and Christine Grant, who can give you copies of our policies and arrange for you to visit the school.

All of the above staff can be contacted via telephone on 0207 387 5909 or email admin@rcobden.camden.sch.uk

Richard Cobden SEND Information Report

We present our School Offer in the form of twelve important aspects of SEND provision to ensure that parents/carers can access the information they require.

- 1. Effective Leadership, Management and Governance**
- 2. Developing the Skill and Expertise of Staff**
- 3. The Contribution of Specialist Services**
- 4. Identification, Assessment and Planning**
- 5. Reviewing Children's Progress**
- 6. Inclusive Teaching and Effective Support**
- 7. Ensuring Access to the Curriculum**
- 8. Providing Accessible Classrooms and Special Resources**
- 9. Working in Partnerships with parents and Carers**
- 10. Listening to Children and young People**
- 11. Managing Transitions**
- 12. Providing Support for Safety, Personal Well-being, Attendance and Health**

At Richard Cobden School we support all our pupils to achieve the very best they can. We are committed to providing equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We aim to achieve this through providing the best support, advice and resources possible to help our pupils to overcome any challenges to learning they may experience.

Richard Cobden School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve the best educational outcomes. We have high expectations of all our children and we work hard to ensure the children in our school feel that they are a valued part of our school family. We expect our children to become independent learners and take responsibility for their actions.

Our teaching is aimed at engaging the children and encouraging them to take their learning as far as they can. For the majority of our pupils, their needs are well met through our universal provision of quality first teaching. Some of our pupils require more targeted support to meet additional SEND needs. This support takes the form of additional short-term, targeted interventions aimed at closing the attainment gap between them and their peers.

A small minority of our pupils require more individualised, intensive and specialised programmes of learning and support to meet their complex SEND needs.

Our School Offer sets out the provision available for pupils with SEND needs at this school and can be accessed on our school website.

You may find the following links useful:

SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service): <http://www.sendiasscamden.co.uk>

KIDS: www.kids.org.uk

MOSAIC (Camden MOSAIC is the integrated service for the borough's disabled children, young people and their families): <https://www.camden.gov.uk/documents/20142/1195356/MOSAIC+booklet.pdf>

We will review our Local Offer annually. During this process we will seek the views of pupils, parents/carers, staff, governors and partner agencies. This Local Offer will be reviewed in September 2025.

Frequently Asked Questions

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

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/programme 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 Leader as necessary and with the leadership team in pupil review meetings which take place each term.
- Where your child has been identified as requiring additional special educational needs support, they may write an Individual Education Plan (IEP) or Special Educational Needs (SEN) plan, 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.

1. Effective Leadership, Management and Governance

There are two Inclusion Leaders (INCLUSION LEADER/SENDCO.'s) in school who, alongside the Senior Leadership team, have responsibility for SEND and Inclusion. As a result, we regularly discuss SEND issues in our Leadership Team meetings and therefore the progress and support for these children is closely monitored.

Children with SEND are recorded on an SEND register and interventions and progress are monitored through the use of SEND plans. These are discussed with parents/guardians and monitored in school via SEND pupil review meetings with class teachers and outside agencies, where appropriate.

The quality of provision including teaching and support is also monitored through learning walks, book looks, observations and through discussions with teachers and support staff.

We have a governor who takes a particular responsibility for SEND matters and meets regularly with the Inclusion Leads for updates and discussions around SEND provision in the school and revisions to the SEND policy.

The Inclusion Leader/SENDCo.

The Inclusion Leader is responsible for:

- planning and coordinating all the support for children with special educational needs or disabilities (SEND)
- Making referrals to outside agencies as appropriate and after discussion with parents/carers and relevant school professionals.
- 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:
 - I. involved in supporting your child's learning
 - II. kept informed about the support your child is getting
 - III. 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.
- ensuring that all SEND matters are discussed at senior leadership teams so that improvement priorities and resourcing are at the forefront of the school's work
- monitor and evaluate 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 day to day management of all aspects of the school, this includes the support for children with SEND.
- Delegating responsibility to the Inclusion Leader and class teachers and supporting them to carry out their duties
- ensuring that your child's needs are met.
- 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 fulfils 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.

Frequently Asked Questions

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

A. 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

Q. What funding does the school have for my child with SEND?

A. Schools receive a small amount of delegated funding from the Local Authority. The funding is allocated according to a formula and this funding is not attached to a particular child, unless the child has an Education Health and Care Plan (EHCP) or Exceptional Needs Grant (ENG). *Please note, the ENG is only available to children who live in Camden.*

School Leaders hold the responsibility of using the funding to meet the different needs of all our children with SEND, allocating funds according to the level of need within year groups and the amount of funding available. Alongside school leaders, the governors consider if this is being used as effectively as possible. Financial resources are under continual pressure as school costs rise and funding remains static. We will always strive to make the best value offer we can within our available resources.

Q. What happens if my child's needs change?

A. If the level of need changes, the Inclusion Leader/SENDCo. would meet with parent/guardian to discuss this and possible options. In the case that the need is highly-complex and exceeds what school can reasonably provide, it may be the case that parents and school request an assessment for an Education, Health and Care Plan. These are for children who have complex needs across most areas of development and would be considered necessary for children who will potentially require a more specialised setting or resource base. You can find further information about assessment for an Education, Health and Care Plan on the Camden Local Offer website: www.localoffer.camden.gov.uk

2. Developing the Skill and Expertise of staff

How do I know the staff working with my child are well trained and supported to meet my child's needs?

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, these are:

- Communication and Interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

We also:

- Conduct an annual audit of staff training needs when planning our training programme.
- Ensure that all staff implement school's SEND 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 will 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 Inclusion Leader/SENDCo. attends regular training courses and Inclusion Leader/SENDCo. forums to keep informed of good practice and new initiatives in SEND teaching.
- Staff are encouraged to attend training provided by national SEND organisations.
- Staffs are encouraged to visit schools whose pupils may have similar SEND or complex SEND, to share best practice.
- Through our performance management process, staff focus on developing the strategies and skills to ensure they are able to meet the needs of our children with special educational needs.
- Ensure new staff are given an induction with the Inclusion Leader/SENDCo. to ensure they are aware of the individual needs of all the children in their class and guidance on how to meet these needs.

Frequently Asked Questions

Q. Will my child with an Education Health and Care Plan have a Teaching Assistant (TA)/Learning Support Assistant (LSA)?

A. All adults work together with the class teacher in class teams. The number of additional staff in the classroom depends on the level of need and the number of children with EHC plans. Children with EHCP's will be supported effectively to meet the targets outlined in their EHCP and IEP's. It is imperative that the adults working in school foster independence in all children. We aim to avoid the highly dependent relationships that can occur when a child becomes reliant on the support of an adult in order to complete activities and daily tasks. Therefore, we manage LSA and TA time to minimise potential over-reliance.

Q. If my child does not have an EHCP but has a SEN, how will they be supported?

A. All children with SEND are supported by a network of adults including the Inclusion Leader/SENDCo, who will advise teachers and where appropriate will arrange for additional resources and intervention. The class teacher, sometimes with advice from the Inclusion Leader/SENDCo. and/or additional agencies where required, meets the needs of the children in their class by personalising their learning and setting appropriate IEP / SEN plan targets. The best support for children in developing their learning is Quality First Teaching as provided by the teacher. Additional adults in the class will enhance what the teacher provides and may also provide small group or 1:1 intervention to a range of different children as determined by the teacher to meet the needs of all the children in the class.

3. The Contribution of Specialist Services

Teaching and support staff work closely with relevant members of specialist services which provide support for SEND children and for school staff. They will:

- Support to devise programmes that meet the individual needs of pupils
- Support us to access specialist training to support us in our work
- Enable children with more significant needs to have 1:1 or small group interventions provided directly by these professionals
- To contribute to assessment and planning for children's specific needs

Professionals working with your child may include:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	By referrals for specific children.	Observations and assessments of children. Feedback and support for target setting.
Camden Language and Communication Service: <ul style="list-style-type: none"> • Speech and Language therapists • Language and Communication teachers 	By referrals for specific children.	Observations and assessments of children. Feedback and support for target setting.
Occupational therapists	By referrals for specific children.	Observations and assessments of children. Feedback and support for target setting.
Robson House Outreach	By referrals for specific children.	Training, support and advice to school staff and direct work with children with social, mental and emotional health challenges.
Mental Health Support Team (MHST) in Schools	On request.	Based in school- Training, support and advice to school staff. Support for parents, in the form of webinars around common parenting challenges. Individual or group support for children with mild or common social and emotional needs.
The Camden Hearing Impaired Service The Camden Visually Impaired service	By referrals for specific children.	Support and advice to parents and school staff on meeting the needs of HI and VI children. Staff training.
Children and Adolescent Mental Health services (CAMHS)	By referral for specific children.	Support for the emotional and personal development of children.
MOSAIC	By referral for specific children with complex needs.	Training, support and advice to school staff and direct work with children with complex needs.
Camden Education Welfare Service	On request.	Attendance support for the school and parents.
Social Services	By referral for specific children.	Support for families, as required.
School Nurse		Supports the school, parents and children with meeting the children's health needs.

Good communication and information sharing is vital to securing effective liaison between schools and professionals from external organisations and agencies. This ensures that children and their families benefit from the advice, intervention and training that all the involved professionals provide.

We treat information with the strictest confidentiality. Information is only shared with relevant professionals and in consultation with parents/carers. This means if your child requires a referral we will seek your consent first.

Each service has referral and eligibility criteria. This means that service support is targeted on children with higher levels of need. These services provide a range of support including:

- Carrying out individual assessments, if a referral meets the agency's threshold
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

Please note that although we work very closely with these services, the school is not responsible for the management of them. You can find more information about specialist services who work with Camden schools in the Local Authority SEND Local Offer website.

Frequently Asked Questions

Q. Will I be able to speak to the speech therapist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to speak to a member of the team to discuss your child's progress with them. They will arrange for a meeting at school or if convenient may also call you directly.

4. Identification, Assessment and Planning-children with SEND.

How will the school identify, assess and plan for my child if they feel they have special needs?

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

- We listen to the views of parents/guardians and this information is used to inform decisions about how best to support a child in school and whether a child requires further assessment.
- The class teacher may identify children who 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 parent/guardian and the Inclusion Leader/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 review meetings where each individual child is discussed. At these meetings children's special educational needs are discussed.
- We seek and take advice from other professionals to support our identification of children with special educational needs.

Where a parent/carer raises concerns, or if the school is concerned that a child may have special educational needs, an assessment process will commence. There will be ongoing discussions and sharing of information with parents/carers throughout the process.

To support children identified as having SEND:

- Planning will include the input of class teachers, learning support assistants, the SEN teacher and other adults working with the child.
- The class teacher and Inclusion Leader/SENDCo. will discuss the needs of the child and an Individual Education Plan (IEP) or Special Educational Needs Plan will be written. These outline teaching strategies the adults will use to support the child to meet their targets and secure progress. 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 / SEND Plan.
- Weekly class plans which include the advice and guidance provided by additional agency professionals who will support SEND children to access the curriculum.
- Regular communication and information sharing with agencies involved in the child's provision.
- Team around the Child (TAC) or Team around the Family (TAF) meetings. These are organised so that parents and professionals can meet to share information and work together to agree an education plan.
- The class teacher and Inclusion Leader/SENDCo. will ensure the parent/carer is involved in the process.
- The class teacher will ensure that teaching is differentiated and is appropriately resourced to enable the child to access learning successfully.

Frequently Asked Questions

Q. If my child has been assessed as having a Special Educational Need, what happens next?

A. Class teachers regularly assess the progress of the children in their class and if they have any concerns, they will talk to the Inclusion Lead and discuss what the next steps will be. Sometimes this can mean a timed intervention by the class teacher or a teaching assistant. There are times that we may involve a specialist service, once we have met with you.

Q. Will my child have a personal plan?

A. Some children will have an IEP / SEND Plan if they have specific targets, which may be identified by additional agencies or if school have identified needs which are needing to be met by significant teaching assistant support. If a child's needs are based in Social, Emotional and Mental Health (SEMH), children may have a well-being support plan in place.

Q. What should I do if I think my child has SEND?

A. You should contact the school and ask to talk to your child's class teacher. They will then talk to the Inclusion Lead about possible next steps. The Inclusion Lead will always talk to you about your concerns. If it is agreed that your child would benefit from further assessment and intervention, they will agree a programme of support.

5. Reviewing Children's Progress

How does the school assess and monitor the progress of SEND children in school? When and how will I be able to discuss my child's progress?

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 and maths.
- If your child is identified as having significant special needs, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use PIVATS to identify areas of strength and progress.
- 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 with an IEP / SEND Plan have their targets and progress reviewed regularly by Inclusion Leader/SENDCo.'s, teachers and a parent/guardian.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

Frequently Asked Questions

How often will I be able to discuss my child's progress?

You will be able to meet your child's class teacher each term at the parent consultation meetings. If you have concerns about your child at any time, please contact your class teacher and we will arrange a meeting to discuss these concerns.

You may also request an appointment with the Inclusion Leader/SENDCo. to discuss your child's learning. We can also respond to particular questions over the phone or by email if you would find this helpful.

6. Inclusive Teaching and Effective Support

We know that high-quality teaching and well-matched support will make a significant difference to the progress of children with SEND. Making sure that this happens in our classrooms is one of the most important things that school leaders do. We make sure that all Teaching Assistants and Learning Support assistants have a clear understanding of the learning needs of the children in their class.

How does the school ensure the teaching of literacy and numeracy is inclusive and supports my child to make good progress?

- At Richard Cobden Primary school our high-quality teaching has the greatest impact on improving our children's reading and writing skills. We provide a range of strategies and resources that support our Quality First Teaching.
- Assessment for Learning throughout lessons, which enables teachers to adapt planning and teaching to meet the identified needs of the children.
- Using a range of teaching approaches and resources, for example, modelling, use of concrete and visual supports.
- Ensure a rich and stimulating environment which also celebrates all children's achievements.

- Making available specialist equipment, e.g. move and sit cushions, ear defenders, sensory space and digital technology to support all children to be able to access and engage in learning.
- In addition to high quality first teaching in class, some pupils are taught in smaller groups by an additional qualified teacher.
- Additional small group support in class from class teachers, learning support assistants and teaching assistants.
- Some children with more specific learning needs will receive additional specialist support. The Inclusion Leader/SENDCo.'s work with small groups of children or individuals to provide additional support to meet their specific and individualised needs.
- Phonics, reading, writing, maths and spelling intervention programmes are used to provide short term additional and targeted support to pupils who need this.
- Some children will require much greater support to develop their fine motor skills and improve their letter formation. Programmes such as Handwriting without Tears or Motor Skills United are delivered by the LSA's to support this.
- Cognition and Learning strategies as recommended by the Educational Psychologist will be implemented by teachers, learning support assistants and teaching assistants as appropriate.

Frequently Asked Questions

Q. How can I help my child with learning at home?

A. When you meet with your child's class teacher, they will share your child's strengths and their next steps in learning. They will advise on some practical strategies and ideas that may help you when working with your child at home. It would be really helpful if you can try to ensure that your child has a quiet place to work, if it is a task that demands your child's full concentration. Ask your child to tell you about their approaches to working and ask questions to gauge their understanding. Share your observations with the class teacher, so you can work in partnership.

There are training and guidance opportunities provided by the school for parents, for example events focusing on how to help children at home with reading. We send out the dates for these events in our newsletter and publish these on our website.

7. Ensuring Access to the Curriculum

Q. How does the school ensure my child has equal access to the curriculum?

It is vital that children are able to have equal access to the curriculum and equal opportunity to be successful at school. At Richard Cobden School we work hard to ensure this is true for all our pupils. We achieve this by:

- High quality teaching and learning support by staff who know children well and who establish strong and caring relationships with children.
- Providing access to learning through the appropriate differentiation of tasks and activities. Work is appropriately challenging for all children.

- Extensive use of visual supports.
- Ensuring children are clear about what they are learning by having clear learning objectives and success criteria. These enable the child to identify what they need to do to complete an activity successfully. They also promote independence and reflectiveness.
- We ensure effective feedback. This means children are provided with timely assessment feedback that supports them to improve their work.
- Additional interventions to meet targeted needs.

For a small number of individuals, additional provision may include:

- Implementation of specifically tailored support strategies and programmes which may be devised by specialist teachers, the educational psychologist, the speech therapist or the occupational therapist.
- Provision of specialist equipment or modified resources.
- 1:1 support from an allocated learning support assistant for children with an Education, Health and Care plan.

The school will take all reasonable and practical steps to make any required modifications to the learning.

Frequently Asked Questions

Q. Do children with SEND still enjoy a broad and balanced curriculum?

A. We provide a curriculum that is broad, balanced, motivating and accessible to all children. Some children with special needs will require an adapted curriculum. That focuses on them mastering the basic concepts and key skills in English and Maths. This sometimes involves lots of repetition and revisiting of previous learning to make sure key skills are firmly in place.

We work hard to ensure that all of our children achieve in lots of different ways as well as in their academic learning, for example, in drama, sport, music, dance, showing leadership and in taking on responsibilities. All children will have equal access to activities and visits outside of school, for example we make sure children with accessibility needs are provided with appropriate methods of transport and access when engaged in off-site education.

Frequently Asked Questions

Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a child does not miss important parts of a lesson. We focus on including children in all areas of the learning alongside their classmates. Interventions aim to support the learning that takes place in the classroom, not replace it.

8. Providing accessible classrooms and special resources

(please also refer to our Accessibility Report, available on our website)

How does the school make classrooms safe, accessible and stimulating?

Richard Cobden School is a large three storey Victorian building. It has a separate Nursery and the Honeysuckle Suite. The building presents significant accessibility challenges beyond the ground floor, the

Nursery and the Honeysuckle Suite. All practicable measures are taken to enable accessibility for all pupils and adults who come to our school. Our school building is not yet fully accessible for wheelchair users.

The school regularly reviews accessibility and resources. The school improvement planning process takes account of aspects of school improvement required to ensure all reasonable and practicable steps are planned and achieved in order to ensure equitable provision for all pupils, including those with special educational needs and disabilities.

We work hard to make sure that all classrooms are safe and stimulating. Specialist teams, for example Physiotherapists, Occupational Therapists and the Camden Hearing and Visual Impairment Support Service provide guidance and advice and equipment for a child with particular access or support needs.

For some children with special educational needs, we provide specialist equipment including digital technology: IPADs and lap-top computers. We also provide equipment to support sensory and listening and attention needs.

Occupational Therapy

Some children may require additional support to develop their independence and self-care skills. Due to learning, physical or emotional needs, a child may require guidance on such every day activities like tying shoe laces, buttoning their clothes or using a pencil. Some children may require assistance with developing their concentration skills during lesson time or improving their fine motor skills. At Richard Cobden Primary school, we use the following methods to address a child's identified occupational therapy (OT) needs:

- Posture packs, to aid appropriate sitting and working posture.
- Move and Sit cushions which promote active sitting and help to develop children's posture.
- Writing wedges which enable children to find a comfortable position for writing.
- OT programmes which adopt an occupational therapy approach, for example Handwriting without Tears and Motor Skills United to support writing.
- OT kit-this includes activities and resources which strengthen fingers and hands and promote appropriate pencil grip.

For some children it may be necessary to further call upon the expertise of the Occupational Therapist. Where this is necessary, the school will:

- Refer to occupational therapy if a functional need is identified, for them to identify if assessment is required.
- Organise for implementation of individual OT/physiotherapy support and intervention programmes as a result of the referral outcome.
- Training of individual members of staff by the OT/physiotherapy services in the delivery of individual OT and physiotherapy programmes targeted to their individual child's particular needs.

Speech and Language

Children's speech and language development is a priority at our school. We provide opportunities for children to engage in worthwhile speaking and listening experiences to support them to be able to express themselves appropriately. High quality teaching meets the needs of the majority of children. For others

who have speech and language difficulties more specialised support may be needed in addition to Quality-First Teaching. We work with specialist speech and language professionals. We provide the following:

- Support as required in class from teachers, learning support assistants and teaching assistants, all of whom have been trained by the Camden Speech and Language Therapy Service to Schools.
- For those children with additional needs there is provision of small group speaking and listening skills and vocabulary interventions. Examples of the interventions which children may participate in are Word Aware and Lego therapy.

Some children with more significant speech and language needs may require further specialist support. In these cases, the school will request an assessment from Camden Speech and Language Services. If the child's referral meets their criteria, they will either provide more specific advice and guidance to the school to enable us to deliver an individualised speech and language programme, or they will support us to complete a series of block therapy sessions on a small group or 1:1 basis.

9. Working in Partnerships with Parents/guardians

How does the school work with parents/guardians to ensure good communication and the best possible outcomes for my child?

We know that having positive partnerships with parents is very important to ensure that together, we can successfully meet the needs of your child. We encourage parents and carers to attend school activities and meetings as often as possible. In school we provide:

- Termly Parent/Guardians meetings throughout the academic year. At these meetings parents/carers and teachers discuss the child's interests and needs. The child's targets and progress are also discussed. Information is shared that will enable us to work together to provide the best we can for your child.
- Parents/carers can arrange an appointment to meet with their child's class teacher at any time throughout the year to discuss any concerns or share any relevant information that will support the child's development.
- In order to ensure children make a positive start to their education in our school, Early Years Home Visits are arranged prior to your child starting Nursery or Reception classes. Visits are carried out by Early Years teachers and Nursery Nurses. During these visits, parents/carers have the opportunity to share information about their child to make the settling-in process as comfortable as possible (see EYFS Transition Policy).
- The Inclusion Leader/SENDCo. is available to meet with parents/carers. The Inclusion Leader/SENDCo. may arrange meetings with parents/carers and other professionals to discuss a child's needs and progress.
- If a child has additional agency involvement, then parents/carers will be invited to attend Team Around the Child (TAC) meetings. In these meetings parents/carers and professionals share information and work together to agree an education plan.
- The school's educational psychologist works closely with referred children and their parents/carers. They provide on-going support in the form of completing school-based assessments, advising teachers and working alongside the family.

You can speak to a member of the leadership team who are always happy to discuss your child's needs with you.

Frequently Asked Questions

Q. Where can I find information about how the school works in partnership with parents and carers of children with SEND?

A. You will find information in our SEND policy on the school's website and in this SEND report. You will also find lots of information about how different services in Camden provide help and support to children with SEND and their parents on the Camden Local Authority web site <https://www.camden.gov.uk/send-local-offer>

Q. Is there a special service in Camden that supports and advises parents about issues such as assessment and provision?

Yes. It's called the Special Educational Needs and Disability and Information Advice and Support Service (SENDIASS). It is funded by Camden Local Authority but is totally independent in terms of giving advice. The person in charge of the service is Julie Bridgway, she can be contacted on the following SENDIASS@camden.gov.uk.

Q. What if I am unhappy about my child's provision or progress?

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Camden's Parent partnership adviser (SENDIASS) on 0207 974 6264. Camden also uses a SEND mediation service. Details of this can be found on the KIDS.org.uk website.

10. Listening to Children and Young People

We feel it is important for pupils to be able to express their concerns and worries, in an environment they feel comfortable to do so. Children also need to learn to express their views and needs in an appropriate manner. We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- By ensuring that our safeguarding procedures are strong and that all staff are well trained.
- By having clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to.
- By making sure that our School Council is inclusive and represents the whole of our community
- Inviting children to make personal contributions to their Annual Review meetings.
- By agreeing individual targets with pupils
- Talking to children and/or groups of children after lesson observations to understand their experience of the lesson

- Encouraging children to respond to feedback given through developmental marking

Frequently Asked Questions

Q. Who can my child talk to if s/he is worried about something?

A. All adults in school will make time for a child who wishes to talk about a concern or worry. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

Q. What should I do if my child says that they do not want to come to school?

A. Talk to your child about any worries or concerns they may have. The first point of contact is the class teacher, who can address any concerns your child has shared and who may be able to positively encourage them into the class. The class teacher will seek appropriate support if the issues are wider.

11. Managing Transitions-joining, moving through and leaving our school

How will my child be supported when transitioning to Nursery, across Phases and on into Secondary School?

The school has a number of measures in place to support children's transitions. In addition to these, we have the following measures for children with SEND:

- All parents/carers are invited to attend Nursery and Reception Open Evenings. These provide opportunity to view the Nursery and Reception areas, meet the staff and ask questions.
- All children are invited to visit nursery and/or Reception classes. This will be a series of visits designed to allow the children to experience their new environment before making the full transition. For children with SEND, it may be the case these experiences are initially conducted with 1:1 adult support or in smaller groups.
- Inclusion meetings that take place at the beginning and end of school year.
- We pass on all records to the next class teacher and ensure that he or she is fully aware of the child's needs.
- At the hand-over meeting in the Summer term, the class teacher shares detailed information with the new class teacher using an Inclusion check list.
- We share behaviour support plans for Social, Emotional and Mental Health (SEMH) with class teachers and the whole school, if required.
- At the beginning of the new academic year, provision for the child is reviewed and finalised in a meeting between the new teacher and the inclusion team. Provision maps are then populated ensuring that reviewing and maintaining a statement of SEND for children with severe and complex needs is up to date.
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.
- Use of social stories for within school transitions-change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)
- When a child transfers to another primary school we pass on the SEND profiles and speak to the teacher with responsibility for SEND at the new school.

Children from Richard Cobden School move on to a variety of secondary schools that are closely linked with the school. When children with statements transfer to Secondary School or to a Special school the Inclusion Leader/SENDCo. and Year 6 teacher invite staff from the receiving school to visit Richard Cobden to meet the child. They are also invited to attend their Annual Reviews. We pass on all the SEND profiles to the receiving school.

If appropriate some children may make several visits to their new school with their LSA as part of an individual transition plan.

Children with special educational needs who do not have EHCP's meet the Y7 transition teacher of the new school. The class teacher or Inclusion Manager/SENDCO. will discuss the child's particular needs with this teacher. We pass on all the SEND profiles to the receiving school.

Transition	The Key Focus	Who is involved	What we do
Primary to Secondary	Support for move to new building and curriculum support for friendships and well-being planning support for learning.	Primary and Secondary Inclusion Leader/SENDCo.'s. Teachers and Teaching Assistants	<ul style="list-style-type: none"> ● Attend Induction days ● Hold transition meetings with parents ● Invite visits to our schools ● Secondary Inclusion Leader/SENDCo. attends Year 6 Annual Reviews.
Year group to Year group or Key Stage to Key Stage	Support for SEND children when transitioning to a new year group or Key Stage.	Inclusion Leader/SENDCo.'s Class teachers Learning Support Assistants	<ul style="list-style-type: none"> ● Hold transition meetings with relevant staff members. ● Share Pupil Passports, SEND information and medical information, if required.
Mid-term admissions	Support for coming into a new school, e.g. learning, friendships and well-being.	Inclusion Leader/SENDCo.'s Teachers, Learning Support Assistants, Teaching Assistants.	<ul style="list-style-type: none"> ● Meet pupils and parents ● Assess needs ● Prepare a settling-in plan

Frequently Asked Questions

Q. Who do I speak to about my child transitioning from one phase to another?

In the first instance, you would arrange to speak to the class teacher and the Inclusion Leader/SENDCo. The Inclusion Leader/SENDCo. will support transitions from phase to phase, and from Primary to Secondary with the support of class teachers, LSAs and any other professionals who have been working with your child. Parents will be central to organising the transition process.

12. Providing Support for Safety, Personal Well-Being, Attendance and Health

How will the school support my child's pastoral care?

The school takes the personal development and well-being of children very seriously. We know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We address many of these issues in our PHSE (Personal Health and Social Education) curriculum. We encourage children to develop confidence, independence and resilience through teaching, social play opportunities and through more targeted support where this is needed.

We promote positive behaviour at all times. You can read more about our approach to positive behaviour in our behaviour policy, which is available online. We have a zero-tolerance approach to bullying and talk about all aspects of bullying in assemblies and lessons, including on-line bullying. We make children and parents aware of the impact of bullying and the seriousness of this behaviour. Although incidents of bullying are rare, we encourage children and parents to inform us immediately of any incidents which they feel may be of this nature. We have a number of more informal methods of supporting children socially, for example Playground Buddies and Games Club.

We provide help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff. We will always consult and involve parents in the decision to offer this support. Our support includes:

Support	Available	Examples of Intervention
INCLUSION LEADER/SENDCO.'s	5 days a week	Works with both children and parents to discuss and plan for a potential intervention, if required.
Mental Health in Schools Team	In residence, 1 day per week.	Accessed via a referral. Works with children to explore their thoughts and feelings.
Robson House	By referral	Support and Strategies provided for teachers and staff

Child and Adolescent Mental Health Services (CAMHS)	By referral and applications agreed by their team.	Support and Strategies provided for pupils and their families. Strategies provided for schools.
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How does the school support children with Social and Emotional needs?

Social skills, emotional wellbeing and resilience contribute significantly to becoming a successful learner. Some children experience challenges in these areas and they will need additional support to manage or overcome these difficulties. We provide support in the following ways:

- Building Learning Power is an approach we take to help children to better understand themselves as learners and to develop dispositions and skills that improve their learning capacity and independence. As the children become more self-aware, they are better able to understand and manage the emotional aspects of their learning and interaction with others.
- The Wheel of Choice helps children to develop social skills, resilience and conflict resolution. It provides children with a visual resource and framework which supports them in managing their feelings in challenging situations. This helps them to make sensible choices which result in positive outcomes.
- We use talk partners during whole class and group sessions. Working in this way encourages children to share ideas, rehearse responses and work collaboratively with peers.
- Buddy systems provide additional support during playtimes and lunchtimes. The children know that they can approach any buddy for support when they need it. Buddies organise and lead games and activities to teach your children play skills. They support children to form friendships and to resolve minor disagreements. Children learn that if they go to the 'Buddy Stop' they will always have a friend to talk and play with at playtimes.
- Play leaders initiate and support a range of activities during morning and lunch breaks.

For more vulnerable children, individual lunchtime supervision and support is provided. This might include support for children with Statements of SEND or Education Health and Care Plans (EHCP's).

If a child requires a more intensive level of support, maybe to help settle in the classroom, to engage more effectively in their learning or to manage their behaviour, they may be provided with the following:

- Support from the MHST who work in our school. They will focus on social and emotional development, delivered in a 1:1 session, paired sessions or in a group as appropriate.
- Tailored intervention programmes delivered by the school's allocated educational psychologist to children and their parents/carers, as appropriate.
- In consultation with a parent/carer, a referral may be made to Camden Primary Learning Support Services (PLSS). A specialist learning support teacher will work with the school to devise further strategies to address the child's needs.

If a child has a more complex social, emotional and mental health need they may be referred by the school, in consultation with the parent/carer, to the Child and Adolescent Mental Health Service (CAMHS). This is a service provided outside of school to support children and their families.

Medical Needs

If my child has additional medical needs, what provision will be in place?

If your child has specific medical needs, you should indicate this during the application process. We will arrange an appointment for you to discuss your child's needs with the Inclusion Leader/SENDCo.'s and our Higher-Level Teaching Assistant (HLTA) who will ensure we have the correct information to enable us to further plan their care whilst in school.

Children with serious and ongoing medical needs require an Individual Care Plan, this is written by fully-trained medical professionals, such as a school nurse, GP, Paediatrician or Consultant. Parents are required to request this for the school. A Care Plan will address the following:

- The medical condition and resulting needs, e.g. medication, treatment and environmental issues.
- Support for educational and medical needs
- Who provides support: their role and training and who needs to be aware.
- Arrangements for working with parents or carers
- Support for long-term absence
- Support on school trips and journeys
- Emergency procedures

When a child with medical needs is absent long-term from school we make sure they remain in touch with their teacher and their friends. We also support their learning by setting work and liaising with other settings, e.g. hospital schools.

To ensure effective provision for children with medical needs and sharing of information between the school and parents/carers:

- We have a Medical Policy which outlines how we manage medical needs in school. This is available to read on our website.
- If a child has identified medical needs, the Inclusion Leader/SENDCo. and HLTA will arrange an initial meeting with parents. You will be able to discuss the child's medical recommendations.
- We maintain on-going communication with medical professionals, e.g. GPs, hospital consultants and mental health practitioners who are providing on-going treatment to a child.
- The Inclusion Leader/SENDCo. and senior teaching assistant meet to review the Medical Register.
- The leadership team are kept up to date on pupils with medical needs.
- Relevant staff are made aware of the child's medical needs so that provision is consistent and appropriate. For example, all kitchen staff will be aware of the needs of children with allergies. This means that all the adults directly working with your child are informed about your child's medical needs.
- Regular meetings take place with class teachers and other appropriate staff to keep them updated of any changes in medical need.
- Staff are well trained to administer medication for conditions, e.g. epilepsy, diabetes and EpiPen use. This training is updated regularly.

All support staff are trained in administering First Aid. Early Years staff have additional Paediatric First Aid training. A range of other school staff also have first aid training. This training is kept up to date. There are at least 25 members of staff who are First Aid trained at all times.

Who will watch out for my child at playtimes to make sure they are safe and well?

During playtimes and lunchtimes, there are a number of teachers, nursery nurses and well-trained playground assistants who organise games and activities. They will intervene immediately if a child is feeling anxious or upset.

Attendance

We support all children to attend school regularly, for example, by providing an enjoyable and stimulating curriculum. Our policy on attendance, which is available on our website, describes how and why we promote high attendance for all children.

Safeguarding

We provide specialist support and up-to-date training for staff about safeguarding, keeping children safe and meeting children’s emotional needs. All our staff and governors are DBS checked (Disclosure and Barring service).

Effective From	September 2024
Review Date	September 2025

Glossary

Terminology	Meaning
SEND	Special Educational Needs and/or Disabilities
Inclusion Leader/SENDCo..	Special Educational Needs Co-Ordinator
SLT- Speech and language therapist	A specialist who supports children with language difficulties motor difficulties and many other areas of communication.
OT-Occupational Therapist	Occupational Therapists A specialist who supports children with fine motor difficulties and many other areas of physical development.
Physiotherapist	A specialist who supports children with gross motor difficulties and many other areas of physical development.
EP-Educational Psychologist	A Psychologist who can provide assessments and advice on children’s development to both parents and school staff.

PLSS-Primary Learning Support Service	Provides specialist help for primary school age children with emotional, social, language, communication and mental health difficulties.
CAMHS Team – Child and Adolescent Health Service	Supporting the emotional and personal development of students.
SCAS-Social Communication Assessment Service	Helping schools with identification planning for students with ASD.
ASD	Autism/Autistic Spectrum Disorder
LSA	Learning Support Assistant
TA	Teaching Assistant
IEP/ SEN Plan	Individual Education Plan / Special Educational Needs Plan
ENG	Exceptional Needs Grant
EHCP	Education, Health and Care Plan