

# WILLIAM ELLIS SCHOOL

## SPECIAL EDUCATIONAL NEEDS: THE LOCAL OFFER

### THE PURPOSE OF OUR LOCAL OFFER

The purpose of our school's local offer is to inform parents and carers about how we welcome, support and make effective provision for students with special educational needs and/or disabilities (SEND).

William Ellis School Local Offer links to the information which Camden Council provides for parents and carers of children with SEND; you can see this on their website: <http://www.localoffer.camden.gov.uk>

We will keep our Local Offer under review asking parents and students what is working well and what they would like to see improved.

### WHAT WE THINK IS IMPORTANT AT WILLIAM ELLIS SCHOOL

- We welcome difference and diversity - learning from diversity strengthens our community
- We help all of our students to realise their potential and to recognize the basic equality of all people so that they can become responsible citizens who make a positive contribution to society and become life-long learners.
- We value, respect and celebrate the achievements of all students and young people.
- We are committed to work in partnership with parents to ensure they are well informed and centrally involved.
- We will always involve parents and their children in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively.
- We know that the earlier we identify special educational needs and provide support, the more successful our students will be.
- We will provide expert support and resources for students with SEND to fulfill their potential.
- Our starting point is to guarantee a whole school approach to making provision for students with SEND: we make sure that all staff have the knowledge and skills to support all students with SEND in our school.

### HOW WE LEARN WITH AND FROM OTHER SCHOOLS

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We also share our best practice with other schools.

We undertake visits to local schools to look at aspects of their practice such as how they support students making slow progress in reading and mathematics and how they train, support and make best use of Teaching & Learning Assistants.

Our SENDCO attends the Local Authority SENDCO Forum which keeps all schools up to date with national developments and local projects on inclusion.

### COMMUNICATING THE LOCAL OFFER

We have placed this information on our website - [www.williamellis.camden.sch.uk](http://www.williamellis.camden.sch.uk); we have tried to make sure everything is clear and helpful.

You will also find our new SEND Policy and SEND Information Report which summarises our SEND Policy and Local Offer on the website.

If you want to talk to member of staff we will arrange for a member of staff to meet you and answer your questions and provide an interpreter in the main community languages when this is needed.

## WHO TO CONTACT FOR MORE INFORMATION

The Special Educational Needs Coordinator (SENDCO) is the first person to contact if you have any questions about our approach to SEND - is Ms. Delisser, email: [delisser@williamellis.camden.sch.uk](mailto:delisser@williamellis.camden.sch.uk)

Our Assistant Headteacher for Personal Development and Enrichment is Mr Lane, email: [lane@williamellis.camden.sch.uk](mailto:lane@williamellis.camden.sch.uk)

## OUR LOCAL OFFER

**We present our Local Offer under 12 headings:**

1. What school leaders and governors, including the school's SENDCO, do to make sure that all students feel welcome, included and achieve their potential.
2. How we develop the skills, knowledge and expertise of school staff.
3. The contribution that specialist services and teams make to the progress and well-being of students with Special Educational Needs and Disabilities.
4. How we identify and assess students with Special Educational Needs and Disabilities, including you in the process.
5. How we review your child's progress.
6. How we make sure that teaching and support helps your child to learn and make good progress.
7. How we make sure that students with Special Educational Needs and Disabilities enjoy a broad and balanced curriculum.
8. How we make sure that our school and classrooms are safe, accessible and stimulating.
9. How we work in partnership with parents and carers.
10. How we listen and respond to students and young people with Special Educational Needs and Disabilities.
11. How we support students with Special Educational Needs and Disabilities joining our school, leaving our school and making transitions.
12. How we support students' health and general well-being including their safety, attendance and positive behaviour.

All Camden schools use the same headings to describe their Local Offer to ensure that we provide consistent information about our provision for students with SEND.

### **1. WHAT SCHOOL LEADERS AND GOVERNORS DO, INCLUDING THE SCHOOL'S SENDCO, TO MAKE SURE THAT ALL STUDENTS FEEL WELCOME, FEEL INCLUDED AND ACHIEVE THEIR POTENTIAL?**

The Headteacher has overall responsibility for ensuring the provision for students with SEND. A member of the school's Senior Leadership Team has oversight of SEND and supports the SENDCO.

The SENDCO manages the school's day to day provision for all students identified with SEND. This involves:

- keeping a register of children and young people we identify as having an additional need

- working closely with subject teachers, Heads of Faculty and Heads of Year planning the programmes of support for individuals and small groups of students with SEND
- working with the Headteacher and governing body to ensure that we follow the requirements of the Equality Act 2010

We carefully monitor the progress and well-being of children and young people with SEND. The SENDCO keeps a student record of support and an evaluation of what impact it has had. We also regularly evaluate the quality of our provision for students with SEND, including teaching and support. For example senior leaders observe lessons and hold discussions with students, teachers and support staff.

The Governing Body challenges us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve. The Governing Body publishes information about the admission of students with a disability and about how the school is becoming more accessible for students with SEND in its Accessibility plan.

We have Governor responsible for SEND who meets with our SENDCO once a term, makes visits to classrooms looking at learning and teaching and reports regularly to the Governing Body. Governors are fully involved when we review and revise our SEND policy.

### ***FREQUENTLY ASKED QUESTIONS - Leadership, management and governance***

**Q.** Who are the key people involved in making decisions about students with SEND?

**A.** The SENDCO manages the day to day provision and planning and works closely with Teaching and Learning Assistants (TLAs). The SENDCO is responsible for monitoring the progress of students with SEND. Our team of well-trained TLAs provides much of the support in the classroom.

**Q.** Who is keeping an eye on my son's progress at William Ellis School?

**A.** All members of staff who teach and support your son, including his Form Tutor, will monitor his progress. The SENDCO is the person who brings all the information together to get a clear picture of each child.

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

**A.** We receive funding from Camden Local Authority for supporting students with SEND. The amount of funding is received by the school should reflect the level of need in the school.

**Q.** How are the school's resources allocated and matched to students' special educational needs?

**A.** We have to make sure that we use this funding as effectively as possible. Our SENDCO consults parents/carers and the class teacher before making a decision about each student's support programme. We review with parents/carers how well each student is doing and agree changes if we need to.

**Q.** If a student has a very high level of need; can the school apply for additional funding?

**A.** If the level of needs is high or significantly increases, the school can make an application to the Local Authority for extra funding to meet these needs from the "High Needs Block".

## **2. HOW WE DEVELOP THE SKILLS, KNOWLEDGE AND EXPERTISE OF SCHOOL STAFF**

All staff - including Teaching & Learning Assistants (TLAs) - have regular training and guidance to meet the needs of our students. Our SENDCO - working closely with Assistant Head teacher for training- has a responsibility to arrange and provide this training.

One of our training days has a SEND focus where we make sure that:

- teachers and TLAs have an awareness of the different special educational needs and disabilities in our school

- are able to plan and teach/support lessons which meet the needs of all students
- understand the social and emotional needs of students with SEND

We provide training for all of our TLAs who are working with students with particular SEND, for example, reading, maths and communication. Specialist training is provided for Teachers and TLAs who support students with the more complex needs - for example General Learning Difficulty, Hearing Impairment, and Autism.

At the start of the school year we provide a whole staff briefing on the procedures set out in our SEND policy. We also provide training for staff new to the school on holding "listening conversations" with parents and carers. Members of our SEND team attend training sessions run by national and local organisations.

### ***FREQUENTLY ASKED QUESTIONS – Skill knowledge and expertise of school staff***

**Q.** How will all of my son's teachers know about my child's needs?

**A.** The SENDCO provides teachers with an outline of strengths and needs of all students with SEND. She also gives guidance and advice on most successful strategies for supporting them.

**Q.** How do you make sure that staff new to the school are able to meet my child's needs?

**A.** All staff new to the school have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of students in her/his classes, personal support when necessary and detailed guidance on how to provide high quality teaching and support.

**Q.** Will there be someone in the school that has experience and training on my child's needs as soon as he/she starts?

**A.** We have a wide range of expertise in our SEND team - we have staff who are trained to offer appropriate support in many areas of learning and special needs. They receive support and training from specialist services to make sure that our expertise is up to date. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant ongoing training.

**Q.** Will my child with an Education Health and Care Plan have a key worker?

**A.** Yes. We will allocate a key worker at the start of the school year or when a SEND support programme is put in place.

### **3. THE CONTRIBUTION THAT SPECIALIST SERVICES AND TEAMS MAKE TO THE PROGRESS AND WELL-BEING OF STUDENTS WITH SEND**

Teaching and support staff work closely with members of specialist services. A full range of these services work in our school, including:

- Educational Psychologists
- The Hearing Impaired service
- The Visually Impaired service
- Occupational Therapists
- Speech and Language therapists
- CAMHS Team - supporting the emotional and personal development of students
- MOSAIC - supporting students with complex needs
- Social Services
- SCAS - helping schools with identification planning for students with ASD
- School nurse

These services share the responsibility for improving the wellbeing, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one with small groups of students
- providing training for teachers and support staff
- helping us to assess needs and plan next steps and review progress

You can find more information about specialist services who work with Camden schools in the Local Authority website: <http://www.localoffer.camden.gov.uk>

#### **FREQUENTLY ASKED QUESTIONS – Specialist services and teams**

**Q.** Will I be able to meet 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 meet a member of the team to discuss your child's progress.

**Q.** How long does a referral take?

**A.** This depends on the needs of the student and the different services.

**Q.** If my child is referred to a specialist service, how will I know what's going on?

**A.** We also work with specialist services- for example Educational Psychologists and speech therapists who provide expertise in finding out the type and range of the students' needs for example in terms of language and communication needs or slow progress in acquiring reading or number skills.

#### **4. HOW WE IDENTIFY AND ASSESS STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES, INCLUDING YOU IN THE PROCESS.**

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We also analyse a wide range of information from primary schools about students' needs- including their progress and standards in literacy and maths. This helps us to plan the right kind of support and provision.

In addition we assess our students using some standardised tests for reading and writing.

We take great care to establish whether lack of progress is because a student has English as an additional language (EAL), for example by talking to the student (and parents/carers) in his home language.

We also work with specialist services- for example Educational Psychologists and speech therapists who provide expertise in finding out the type and range of the students' needs for example in terms of language and communication needs or slow progress in acquiring reading or number skills.

We have a regular "listening conversation" with parents/carers to share information and to agree a support programme.

This helps us to make decisions about what kind of support will be most successful - for example, a reading support group, a speaking and listening group.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures.

For students coming in to Year 7, we ask whether parents/carers have any concerns about their children- for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as he starts at the school.

We follow Camden's guidance for the identification of SEND

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress.

### **FREQUENTLY ASKED QUESTIONS - How we identify and assess students with SEND**

**Q.** If I feel that my child has a SEND, who do I contact?

**A.** Contact your child's Form Tutor or Head of Year. S/he will listen to your concerns and if s/he cannot help s/he will put you in touch with the SENDCO. The SENDCO will always talk to you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support.

**Q.** How does the school decide that a student has a special educational need and goes on the SEND Register? Are there criteria?

**A.** Camden LA provides clear guidance on this and we follow the Camden guidance. You can talk to the SENDCO about this.

**Q.** Will my child have an individual plan?

**A.** Many students with SEND have a strategy sheet that summarises your child's needs and effective learning strategies. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The targets will focus on the most important areas of need.

**Q.** I am a carer of a boy in Year 7- he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?

**A.** Arrange a meeting with our SENDCO. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated teacher for LAC and with services and link workers to make sure that we "join up" our support.

### **5. HOW WE REVIEW YOUR CHILD'S PROGRESS**

It is very important for our school that all our students enjoy success and achievement and make good progress in learning. Subject teachers assess the progress of all students in their subjects three times a year and report progress levels to parents.

In addition we use the information we have about each child with a statement or Education Health Care Plan (EHCP) to plan an individual programme of support. This is developed in partnership with parents and the student- working with the SENDCO and subject teachers. This plan will include short term targets and will describe how we will support students to achieve these targets.

Once a term we review how well a student with SEND has progressed and we will include parents/carers and their child in this meeting. Sometimes we agree new targets and different ways of supporting, for example, a small reading group with a trained member of staff. We will make sure that children and parents/carers always know these targets and the next steps for learning.

We report on the progress of students three times a year. For many students with SEND we will provide more frequent reports.

### **FREQUENTLY ASKED QUESTIONS – Reviewing your child's progress**

**Q.** What should do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

**A.** We will invite you to a meeting once a term to discuss your child's progress. If you have concerns and worries during term time about your child please contact the SENDCO or your child's Form Tutor and s/he will arrange a

meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful.

## 6. HOW WE MAKE SURE THAT TEACHING AND SUPPORT HELPS YOUR CHILD TO LEARN AND MAKE GOOD PROGRESS

We know that high quality teaching and skillful support will make a big difference to the progress of students with SEND.

Making sure that this happens in all classrooms is one of the most important things that our school leaders- including our SENDCO - do

We make sure that the guidance and advice of specialist services and experts influences teaching and learning, for example, we provide training from the Sensory Service for all the teachers of a student with significant hearing loss or visual impairment.

The SENDCO and Learning Support team work with teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

- carefully differentiated (taking account of different needs) planning which ensures that all students are able to make progress
- helping and supporting Subject Teachers to take full responsibility for all students' learning and progress
- using a wide variety of teaching approaches, for example, group and paired work;
- guiding learning through demonstration; providing lots of visual support materials
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track students' progress and identify gaps in their understanding
- providing additional adult support from well-trained teaching assistants
- making available specialist equipment and digital technology available to support access and participation in learning

### ***FREQUENTLY ASKED QUESTIONS - Teaching and support***

**Q.** What kind of support will you be able to offer my child?

**A.** This depends on the needs of your child. We can provide a range of specialist one to one and small group support. Where necessary we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

**Q.** Will teachers understand my child's needs?

**A.** We make sure that all teachers receive a "profile of need" for all students with SEND.

## 7. HOW WE MAKE SURE THAT STUDENTS WITH SEND ENJOY A BROAD AND BALANCED CURRICULUM

We provide a curriculum that is broad, balanced, motivating and accessible to all students. We want our exciting curriculum to be one of the many reasons our students love coming to school!!

We work hard to ensure that our students with SEND achieve in lots of different ways as well as academic learning- for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We also arrange educational visits and journeys and make sure that all of our students can take part, including our camping programme in Years 7 to 9 and the Duke of Edinburgh Awards scheme in Year 10. Where necessary we will carry out additional risk assessments to make reasonable adjustments to plans and arrangements for students with SEND.

Our provision map shows addition specialist interventions – which we are confident, will work – to help students who are not making enough progress in, for example, reading or maths skills. These sessions run for a limited time sometimes 24 weeks, frequent and short – for example two or three twenty minute sessions a week. They are well taught by a trained teacher or teaching assistant

We take reasonable steps to include students with SEND in our curriculum, for example, providing quiet time out for a student with emotional needs or providing a visual timetable and clear explanations of tasks for a boy with autistic spectrum disorder

We keep interventions under review, for example, we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you and your child.

### **FREQUENTLY ASKED QUESTIONS - Our curriculum**

**Q.** What happens if my child is not making progress in reading? Is there any extra support?

**A.** We provide additional support through one to one and small group teaching sessions which we have used many times because we are confident that they are effective. We always consult you when we are planning to do this and we report back on your child's progress.

**Q.** Will my child miss out on important lessons in the classroom if they are taken out for extra support?

**A.** We will always try to make sure that a student does not miss important parts of a lesson:

**Q.** How will my child get involved in extra-curricular activities?

**A.** The curriculum includes a wide variety of clubs and activities that take place before and after school and we monitor the attendance of our most vulnerable students at these activities. We specifically target students with SEND and encourage them to participate in extra-curricular and enrichment activities. If a student needs help to get involved we provide that help.

### **8. HOW WE MAKE SURE THAT OUR SCHOOL AND CLASSROOMS ARE SAFE, ACCESSIBLE AND STIMULATING**

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

We have an Accessibility Plan through which we are making improvements to the school environment over time, for example, we are removing minor barriers to movement around the school for our students with limited mobility

We undertake a regular review of the school site to ensure that the environment- buildings, playgrounds, classrooms- remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support needs.

We have a range of equipment designed to support the development of students' coordination and motor skills.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, tablets and lap-top computers.

### **FREQUENTLY ASKED QUESTIONS - How we make sure that our school and classrooms are safe, accessible and stimulating**

**Q.** How accessible is the building for my child who uses a wheel chair?

**A.** We are accessible for wheel-chair users in that we have a lift, stair lifts and ramps where necessary.

**Q.** My child has a visual impairment- will the school be able to meet his needs?



**A.** We have improved the "visual environment"- for example, the clarity of signs around the school to help our students with moderate visual impairment. We also work closely with the Camden Sensory Support Service to make sure that we provide the right kind of specialist resources needed to access the curriculum.

**Q.** What specialist resources and equipment are available for my child?

**A.** We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our school.

## 9. HOW WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement. We know that parents are the first educators of their child and that we need their knowledge in order to plan effectively

We hold a termly meeting with parents of students with EHCPs to review progress and plan the support for the next term. We will always involve parents and students in planning and reviewing progress.

We communicate clearly and regularly with parents and carers of students with SEND about:

- how we support their children,
- their achievements and their well-being, and
- their participation in the life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We aim to communicate in plain English and have several bilingual staff who can offer translation and interpretation services in French, Portuguese, Mandarin, Spanish, Russian, Congolese and Bengali

### **FREQUENTLY ASKED QUESTIONS - Partnership with parents/carers**

**Q.** Who do I talk to in the school if I have questions about my child's SEND?

**A.** The first person to talk to is your child's Form Tutor who will always be happy to listen to your concerns and discuss how well your child's progress. S/He may then put you in touch with the SENDCO

**Q.** How do I raise concerns about my child?

**A.** If you have questions or concerns about the particular special educational needs of your child, the school's SENDCO. She will listen carefully to your concerns, explain the different ways in which the school supports your child and when possible and appropriate come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist team who are working with your child. The SENDCO will organise this meeting.

**Q.** How will you make sure I am involved in planning and reviewing?

**A.** We review every student's progress each term and will invite you to come to the school to discuss progress with the SENDCO who keeps a careful record of all meetings and an overview of records and provision of your child.

**Q.** What can I reasonably expect from the school?

**A.** We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with students with SEND which you can look at and contribute to.

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

**A.** Yes. It's called the Parent Partnership. It is funded by Camden Local Authority but is totally independent in terms of giving advice. You will find information on the website [www.camden.parentpartnership.com](http://www.camden.parentpartnership.com). The person in charge of the service is Victor Baldock, email: [Victor.Baldock@camden.gov.uk](mailto:Victor.Baldock@camden.gov.uk), telephone: 020 7974 6264

**Q.** My child has an Education health and Care plan- who do I contact if I have a concern?

**A.** As soon as your child starts at the school, the SENDCO will give you a list of the key staff who work with your child.

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

**A.** 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 possible through face to face meetings where we will listen carefully to your concerns.

## 10. HOW WE LISTEN AND RESPOND TO STUDENTS AND YOUNG PEOPLE WITH SEND

We know that the only way we really find out if a student is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears their voices, especially those who are most vulnerable. We make sure that we listen to students in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support students in expressing any worries or concerns that they have: giving students the right to choose a preferred adult to talk to
- talking to students and/or groups of students after lesson observations to understand their experience of the lesson
- inviting students to make personal contributions to their Annual Review meetings, for example, through a video montage or power point presentation.
- doing an annual student questionnaire on student voice
- encouraging students to respond to feedback given through developmental marking (making clear the next steps in learning)
- agreeing individual targets with them
- making sure that our school Council is inclusive and represents the whole of our community
- ensuring that our safeguarding procedures are strong and that all staff are well trained

### **FREQUENTLY ASKED QUESTIONS - Listening to students**

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

**A.** 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.** You should discuss with your child the reasons they do not want to attend. You should contact the school to let them know if your child will not come to school.

## 11. HOW WE SUPPORT STUDENTS WITH SEND JOINING AND LEAVING OUR SCHOOL AND MAKING TRANSITION

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND. We also analyse a range of information from primary schools about students' needs- including their progress and standards in literacy and maths. In addition we assess our students when they arrive in our school using some standardized tests for reading and writing. We have a "listening conversation" with parents/carers to share information and agree a support programme. This helps us to plan the right kind of support and provision.

When a student moves up to the next key stage, we organize "Hand-Over" briefings where the SENDCO provides a wide range of information about students with SEND for subject teachers and support staff. This helps to make sure that the teacher and TLA have a clear understanding of the needs of all students.

When a child comes to our school in the middle of a term, we plan a range of support- depending on their particular needs. This often involves a team of "buddies" to help him settle in to the new classes and provide help to find their way around the school.

The following grid sets out our main Transition procedures

Which Transition?	The key focus	Who is involved?	What we do?
Primary to Secondary	Identification and planning support	SENDCO Head of Year	Provide Induction days Hold Transition meetings with parents Make Visits to Primary schools Attend Year 5 + 6 Annual views
Key Stage 3 to Key Stage 4	Support for option choices	SENDCO Heads of Year Connexions	Give Support and guidance for option choices Start Transition planning for students with EHCPs
Key Stage 4 to Key Stage 5	Transition to sixth form, FE or training, preparation for adult life, employment, independent living, participation in society FE learning support	Heads of 6th Form Head of Year 11 Careers Advisor Connexions	We seek and record the views, wishes and feelings of the student Review support and guidance Write Transition plan for EHCPs students Review Training options and Apprenticeships

### **FREQUENTLY ASKED QUESTIONS - Transitions**

**Q.** What happens when my child is moving on to secondary school?

**A.** For students with an Education Health and Care plan (or SEN statement) the primary school will invite parents and the Secondary school SENDCO to take part in the Annual Review in Year 6. Some primary schools then provide extra escorted and supported visits to the secondary school and agree extra support for each child depending on her or his needs. This often involves a "buddy" arrangement whereby a Year 8 child makes friends with the new student and helps her/him through the first term.

**Q.** What changes about my son's teaching and support when he moves to secondary school?

**A.** The primary SENDCO will make sure that the secondary school is fully aware of his needs and will explain what was most effective and successful for him in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum. He will have over 12 teachers in different subjects and will be moving around the building to different classrooms.

**Q.** How do I find out about who the new point of contact will be in the new school?

**A.** Request a meeting with the school's SENDco as soon as possible after your child starts secondary school. The SENDCO holds all the records on students with SEND new to the school and s/he will let you know who the Key Worker will be for your child.

**Q.** What support will there be for my son (he has an EHCP and learning difficulties) when he moves on to Further Education? Who is going to help him?

**A.** We start planning for adult life before the end of Year 9. We provide Careers advice and guidance on what help and support he can expect if he moves on to a college. Colleges must (it is a legal duty) inform parents and students what support and help they will provide. Your son can also get help and guidance and face to face support from

Camden services such as the Parent Partnership and Independent Support advisers. For further details visit the website. <http://www.camden.gov.uk/ccm/content/education/services-for-children-and-parents/parent-partnership-service.en>

## 12. HOW WE SUPPORT STUDENTS' HEALTH AND GENERAL WELL-BEING- INCLUDING THEIR SAFETY, ATTENDANCE AND POSITIVE BEHAVIOUR

The school takes the personal development and well-being of students very seriously. We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles. We also know that some students 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 students to develop confidence and resilience through day to day teaching

We promote positive behaviour as part of our philosophy of learning- for example, through group and paired work.

You can read more about our approach to behaviour on the school website

We have a zero tolerance of bullying. We talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the bully and the child who is being bullied to make sure that it does not happen again.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's Lead Learning Mentor the Head of Year or a member of the Learning Support Team.

We use current DFE guidance to manage medical needs and we have a senior leader with responsibility for Health and Safety across the school.

Our school Nurse is Rose Thomas, email [Thomas@williamellis.camden.sch.uk](mailto:Thomas@williamellis.camden.sch.uk)

We support all students to attend school regularly, for example thorough providing an enjoyable and stimulating curriculum and through home support where this is needed.

Our policy on attendance describes why and how we promote high attendance for all students.

We provide specialist support and up to date training for staff on safeguarding, keeping students safe and meeting their emotional needs.

### ***FREQUENTLY ASKED QUESTIONS - Personal development and safety***

**Q.** How can I get hold of these policies?

**A.** All of our policies are on the school website. [www.williamellis.camden.gov.uk](http://www.williamellis.camden.gov.uk). You can also get paper copies from the school office. Staff will always have the time to discuss these policies with you.

**Q.** Who will watch out for my son at break and lunch times and make sure they are safe?

**A.** The playgrounds are supervised at breaktime and lunchtime by staff. City year mentors work at break and lunchtime to support students and encourage them to participate in activities and games. Year 7 students have exclusive use of an enclosed quad which is closely supervised.

**Q.** My child has medical needs and requires support for Personal Care. How does the school organise this?

**A.** The school will work with you to complete a personal health care plan which will be shared with staff. Our school nurse provides training and advice to staff in relation to specific medical conditions a student may have. The school has a number of staff qualified to administer first aid.