

St Alban's C.E Primary School



SEND Information Report

November 2025

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at St. Alban's CE Primary School.

If you want to know more about our arrangements for SEND, read our SEND policy.

which can be found on our school website alternatively, you can request a copy of the policy through the school office.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

“All staff receive targeted training. They know their pupils well and understand how they learn.” OFSTED 2019

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Jayne Andrews

They have been SENDCO for two years and have been mentored by the previous SENDCO, who had held this role for 6 years. Jayne is also the Head of School.

They are allocated 4 hours a week to manage SEN provision.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENDCO to meet the needs of pupils who have SEN.

We work closely and receive training from Camden SEND, PLSS, Speech and Language Therapists, Educational Psychologist and Occupational Therapists.

Teaching Assistants (TAs)

We have a team of TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are trained to deliver high quality interventions from all agencies involved with SEND provision.

In the last academic year, TAs have been trained in Attention Autism, Circle of Friends, Zones of Regulation, Intensive Interaction, Box Clever, Handwriting without tears and PECS.

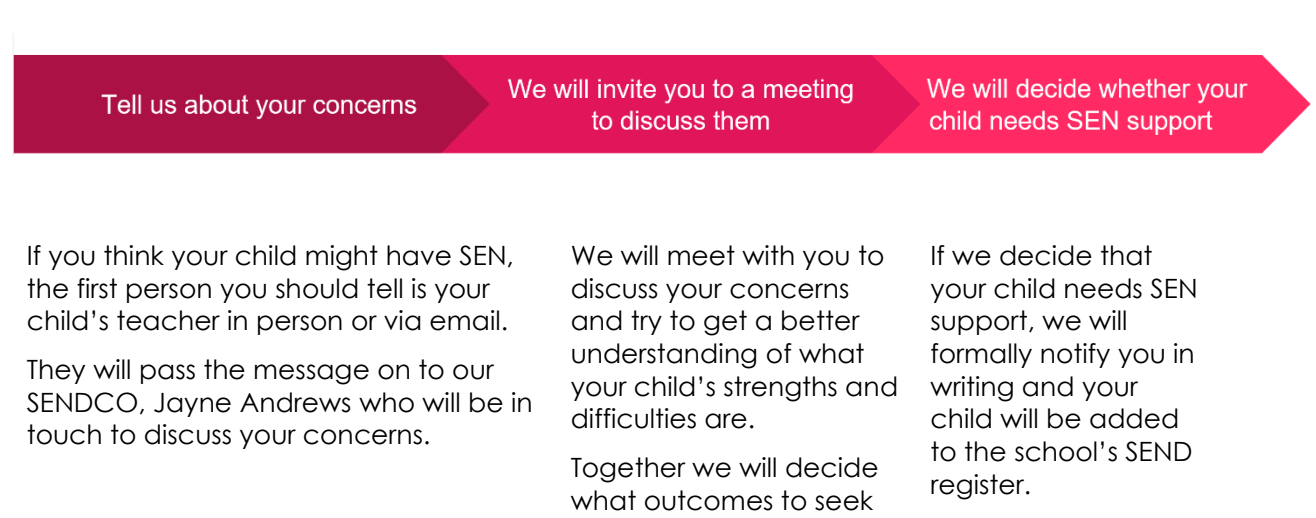
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- SENDIASS
- Social services and other LA-provided support services
- The Primary Learning Support Service
- Hearing impairment services Visual impairment services
- Camden Language and Communication Services.
- Education Welfare Officer Social Services
- Sure Start
- EYFS Intervention Team

3. What should I do if I think my child has SEN?



You can also contact the SENDCO directly
admin@stalbans.camden.sch.uk

for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

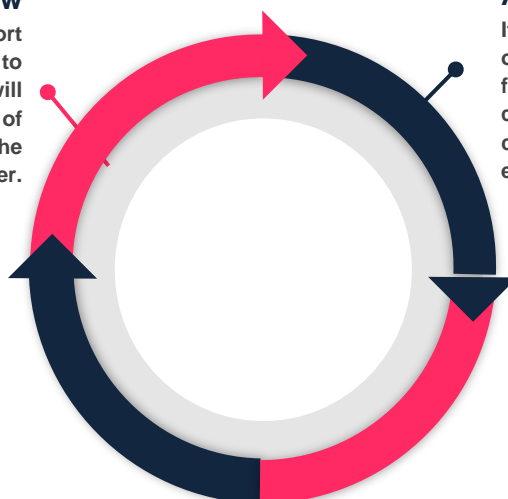
If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review
We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.



Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress

Your child's Class Teacher and SENDCO will meet you between 3 and 6 times a year to set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher or the SENDCO via email on admin@stalbans.camden.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when appropriate.
- Teaching assistants will support pupils in small groups when appropriate.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Box clever Pecs
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Colored slides Precision teaching Educational Psychologist recommendations

	Moderate learning difficulties	Personalised curriculum
	Severe learning difficulties	Personalised curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Occupational Therapy
	Visual impairment	Enlarging texts Occupational Therapy
	Multi-sensory impairment	Sensory support Occupational Therapy
	Physical impairment	Occupational Therapy Physiotherapy

Please refer to our Accessibility Policy and Equality policy for a full outline of interventions provided

These interventions are part of our contribution to [Camden's local offer](#).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and communication boards
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Termly meetings between parents and the SENDCO
- Termly meetings between Class teachers and the SENDCO

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Outward Bound and Sawyers Croft.

All pupils are encouraged to take part in all trips, sports, choir and cultural capital activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admission of pupils with SEN and disabled pupils

The Governing Board believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice.

'Where a child or young person has SEN but does not have an EHC plan they must be educated in a mainstream setting except in specific circumstances'

In addition we will not refuse to admit a child who has SEN but does not have an ECHP.
'The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.'

If your child has SEN and/or a disability, we will invite you and the relevant professionals to meet with us before they start school to discuss your child's needs. This will ensure that we have the right provision in place. We will look at information from previous schools, EHC plans and any reports from specialist services. This information is then used to support planning and arrange any necessary training. Children with SEN and/or disability are welcome in all aspects of school life: joining clubs like choir, attending school trips including residential and after school clubs are encouraged.

We work closely with the Camden SEND team for admissions for pupils with EHC's through the consultation process.

Please refer to our admissions policy for details for further information on how we ensure that our admissions process is fair for pupils with SEND or a disability, including oversubscription.

13. How does the school support pupils with disabilities?

We are continually seeking to improve the physical environment and make it more accessible. Our accessibility plan sets out a clear three-year action plan of how we intend to improve the site and can be found integrated into the school improvement plan.

The school has two classes on the second floor. The school currently is not accessible upstairs for wheel chair users. Our current practice is to move classrooms around according to cohort needs. We have a disabled toilet which is available to both children and adults. Playgrounds are on two levels. The lower playgrounds are not currently accessible to a wheel chair user. The need for a ramps or lift has been identified in the action plan of the accessibility plan. Outside lighting has been improved in the last three years, to ensure safe

access to the school during the evenings. Where children have required the need to use specialist equipment, staff have always been trained by the outside agency to ensure they can support children accordingly.

Please refer to our accessibility and equality objectives on the school website for more information. Paper copies are also available at the school office.

14. How will the school support my child's mental health and emotional and social development?

We use a number of strategies to support pupil's emotional, mental and social development. Firstly, we run a comprehensive PSHE curriculum which covers themes relating to emotional and mental health, all of which are differentiated to allow for full inclusion. This takes the form of class lessons, whole school collective worship, circle time and reflection discussions. The school runs an anti-bullying week every year which always has a different focus to ensure full coverage. Online-safety is given high priority and there are links for parents/carers on our school website. In addition, pupil progress meetings and parent/ teacher meetings are used to identify any children who would benefit from additional support. It may also require adaptations to the curriculum such as using a visual timetable, being supported by an adult, working on an adapted curriculum or in a different environment in order to create a safe space. The Inclusion lead may recommend specialist support from a variety of different agencies including CAMHS (Child and adolescent mental health), Mosaic, Robson House, EYIT (Early years initial training) or EPS (Educational Psychologists).

<https://www.mentalhealthcamden.co.uk/services/child-and-adolescent-mental-health-services-camden>

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the School Council, Eco Warriors, Collective Worship Team, Choir, Sports teams and PE Leaders
- Circle of Friends is used to support and develop friendships where needed
- We have alternative play spaces available if the playground is overwhelming
- We provide extra pastoral support for listening to the views of pupils with SEN conversations with our HLTAs in Oak Room

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having frequent discussions with pupils and parents.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Supporting pupils with special educational needs and disabilities in a transfer between phases of education or in preparation for adulthood and independent living.

Transfer from home to school: Managed by EYFS co-ordinator and Inclusion lead

- Home-visits prior to starting.
- Gradual integration towards full time attendance, over the course of a week for most children but longer periods for those with severe needs if that best meets the needs of the child
-

Transfer from Nursery to Reception: Managed by EYFS co-ordinator and Inclusion lead

- Home –visit if new to the school.
- Visit to current nursery setting.
- Organised visits during the last half term to the reception class, this to include a lunch time and playtime visit.
- Passport made for the child including photographs of their new teaching assistant and class teacher

Mid phase admission: Managed by Inclusion lead

- Home –visit if new to the school.
- Teacher and teaching assistants to visit the child's current setting.
- Organised visits for the child to visit our school, including visiting during lunch times and play times.
- Passport made for the child including photographs of their new teaching assistant and class teacher.

Transfer from year to year group: Managed by Inclusion lead

- Personalised transition programme written to include regular visits to the new classroom during the last half term of the previous year and working with the new class teacher and teaching assistants
- Teaching assistants to shadow current teaching assistants.
-

Transition to secondary school: Managed by Inclusion lead

- Manager for Inclusion at the secondary school to meet with Leader of Learning to discuss the child's SEN and what provision is required.
- Transition programme written for the individual child to include the following:
Child to visit the secondary school throughout the last half term of Year 6. Visits to include over a lunch time and playtime as these are vulnerable times for the child.
Staff from the secondary school to visit the primary school and work with the child in their current setting.
Secondary school form tutor and Head of year to meet with the Year 6 class teacher to discuss provision.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Executive Headteacher Rebecca Hughes is the designated teacher for looked-after children and previously looked-after pupils. will work with the SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENDCO in the first instance.

They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#) and our complaints policy which can be found on our school website or at the school office.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Link to Camden Mediation Service

<http://www.kids.org.uk/Event/sen-mediation-service>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Camden local offer. <https://families.camden.gov.uk/send-local-offer/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

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

Local charities that offer information and support to families of children with SEND are:

Camden Physiotherapy:

<https://www.royalfree.nhs.uk/services/services-a-z/physiotherapy-services-for-children-and-young-people/camden-local-offer/>

Camden MOSAIC

<https://www.cnwl.nhs.uk/services/community-services/camden-mosaic>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

- [Family Action](#)
- [Special Needs Jungle](#)
- Support for children with Downs Syndrome and their families:
<http://downrightexcellent.org/about/>
- Support for children with ASD and their families
<http://www.autism.org.uk/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN

➤ **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
