

Meeting Predictable Needs: Parent and Carer Summary Guidance



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Introduction

In Camden, we want parents and carers to have a clear understanding of how our mainstream schools support children with Special Educational Needs and Disabilities (SEND). This summary has been created to provide parents and carers with a clear and accessible overview of the inclusive practices that Camden mainstream schools are expected to follow when supporting children with Special Educational Needs and Disabilities (SEND). It outlines how schools create supportive environments, adapt teaching, and work in partnership with families to meet what are known as “predictable needs”—the types of needs that schools can typically support without requiring an Education, Health and Care Plan (EHCP).

This information comes from Camden’s Meeting Predictable Needs Toolkit. The full Toolkit is designed for education professionals and goes into more detail. It includes:

- Clear expectations for inclusive practice
- Practical strategies and examples
- Resources for teachers and school leaders

If you’d like to explore the full Toolkit, you’ll find more on how schools assess, plan, and deliver support — as well as the principles that guide our inclusive approach in Camden.

Local Context, Culture and Leadership

Camden is committed to the principle of “local provision for local children,” meaning that, wherever possible, children should attend their nearest mainstream school. We know that inclusive education benefits all learners.

We expect school leaders to:

- Champion inclusive education
- Celebrate diversity
- Support every child to succeed

Leadership teams, including governors and senior staff, are responsible for ensuring that inclusive practices are embedded across the school.

This means:

- Ensuring all staff understand their legal duties under the SEND Code of Practice and the Equality Act 2010
- Creating a culture where inclusion is part of everyday practice
- Working closely with families and the wider community to provide meaningful, responsive support

High Quality Teaching

In Camden, we see High Quality Teaching — also known as *Inclusive Quality First Teaching* — as the foundation for supporting all children, including those with SEND.

We expect teachers to:

- Plan lessons that are accessible to everyone
- Use strategies that remove barriers to learning
- Have high expectations for all pupils
- Adapt teaching to meet individual needs

This might include:

- Using visual aids
- Breaking tasks into smaller steps
- Offering different ways for children to show what they've learned

Support staff, like teaching assistants, play a key role. They help children engage with learning and build independence.

Schools also ensure that classrooms are calm, structured, and supportive environments where all children can thrive.

Assessment and Planning

Some children may continue to find learning difficult, even when they're receiving high-quality teaching. In these cases, they may need extra help that goes beyond what is usually provided to others their age. To support them effectively, teachers work to understand what's getting in the way of learning and put in place tailored strategies to help.

This support follows a cycle known as **assess – plan – do – review**. This means teachers:

- **Assess** what the child needs,
- **Plan** the right support,
- **Do** (put the support in place), and
- **Review** how well it's working.

This cycle is repeated regularly to make sure the support is helping and to adjust it if needed.

In Camden, our schools work to involve parents and carers throughout the process. We encourage you to share your insights and concerns. Schools keep clear records of the support provided and update families regularly on progress.

It's important to know:

- Schools manage many of these cycles at once, across different children and lessons
- Some support may be short-term and informal; others more structured and long-term
- Each school decides which types of support and interventions it offers, based on its resources and expertise

While we always welcome your views and partnership, the specific support offered will depend on what's available in the school, as outlined in its SEN Information Report.

Curriculum, Teaching and Learning

In Camden, we design our curriculum to be **ambitious and inclusive**. We want every child to access learning and make progress.

Teachers adapt lessons by:

- Considering how each child learns best
- Using strategies that build on strengths and interests
- Making sure all children can take part and succeed

We also focus on preparing children for adulthood from an early age. This includes teaching:

- Independence
- Communication skills
- Social skills

We adapt homework and extracurricular activities when needed, so every child can:

- Join in fully with school life
- Feel included and supported

Pastoral Care

In Camden, we see emotional wellbeing as a vital part of inclusive education. We work to create school environments where children feel safe, valued, and able to express their feelings. Our staff are trained to:

- Spot emotional and social needs
- Respond with care and understanding

Many schools have pastoral teams who offer extra support, such as:

- Mentoring
- Small group work
- Regular check-ins with a trusted adult

Schools also work with families and external services when more specialised support is needed. The aim is to help children build confidence, manage their emotions, and develop positive relationships with others.

The Physical and Sensory Learning Environment

Schools have a legal duty to make reasonable adjustments for children with physical or sensory needs. This means ensuring that the school environment is accessible and supportive so every child can take part fully in school life. These adjustments might include:

- Quiet spaces for focus or regulation
- Clear signage to support navigation
- Adapted classroom layouts for mobility and comfort

Schools are expected to review these adjustments regularly and to involve children and families in decisions about what changes are needed. The goal is to create a

learning environment where all children can participate fully and feel comfortable and included.

Equipment and Resources

In Camden, we want every child to have the tools they need to succeed. To support learning, schools provide a range of resources that are accessible to all children. This includes things like visual aids, sensory tools, and assistive technology. These resources are clearly labelled and easy for children to use independently. Schools also ensure that children are taught how to use any special equipment they need, and that staff are trained to support them effectively. The aim is to promote independence and ensure that all children have the tools they need to succeed.

Transition and Transfer

Transitions—such as moving to a new class, a new school, or adjusting to a new routine—can be challenging for some children. Camden schools are expected to plan these transitions carefully and provide extra support where needed. Support might include:

- Extra visits to a new classroom or school
- Social stories to explain changes
- A trusted adult available during key times

Parents and carers are involved in planning transitions to ensure that children feel prepared and supported. Schools also work with other settings, such as nurseries or secondary schools, to share information and ensure continuity of support.

Partnership and Co-Production with Parents, Carers and Learners

In Camden, we believe strong partnerships between schools, families, and children are key to effective support. Schools are encouraged to work in co-production with families, meaning that parents and carers are actively involved in planning and decision-making. Children are supported to understand their own learning needs and to take an active role in shaping their support. Schools use different ways to stay in touch with families, including:

- Home-school diaries
- Parent meetings
- Informal events like coffee mornings

The aim is to build trust, share information, and ensure that support is tailored to each child's unique needs.