

SEND Hub

2024 - 2025



Context

The Camden SEND Hub served as a collaborative professional learning network for SENDCOs and inclusion leads across 20 Camden schools. In response to increasing pressures on SEND provision—including reduced funding, staffing challenges, and rising complexity of pupil needs—the hub was well placed to bring together a community of leaders to learn, share and reflect. Through evidence-informed training, peer observation, and shared resources, the hub strengthened inclusive practice with the aim of improved outcomes for pupils with SEND across the borough.

Rationale for focus

The focus for 2024 - 2025 was to support in:

- Improving provision for autistic pupils and those with complex needs.
- Developing inclusive environments and assessment strategies.
- Strengthening transition and support for pupils moving between phases
- This aligns with the SEND Code of Practice, which advocates for systemic support, peer networks and strategic leadership to enable successful output for pupils.

Led by Kentish Town Primary School in partnership with:

- Brookfield, West Hampstead, St Alban's, Primrose Hill, Gospel Oak, Christchurch NW3, Richard Cobden, Rhyl, Fitzjohns, Torriano, Argyle, Brecknock, Fleet, Holy Trinity and Saint Silas, Rosary and Eleanor Palmer Primary Schools.
- Thomas Coram Nursery School.
- Acland Burghley Secondary School.

Hub Activities and Implementation



Attention Autism Training

All hub schools were offered certified training from Attention Autism Ltd. The Attention Autism Programme (AAP) provides a structured intervention designed to build attention, engagement, and communication skills in autistic pupils. It follows four stages:

- Focus Attention – using a “bucket” of exciting objects.
- Sustain Attention – engaging in a shared activity.
- Shift Attention – turn-taking and peer interaction.
- Extend Attention – independent activity linked to classroom themes.



Open Month and School Visits

Staff visited other hub schools to observe interventions such as:

- Sensory circuits
- Early reading strategies
- Attention Autism sessions

This observational learning reflects the principles of Professional Learning Communities (PLCs), which enhance teacher efficacy and student outcomes. [sensibleenco.org.uk]



Resource Sharing via Padlet

A shared Padlet platform enabled ongoing exchange of:

- Assessment tools
- Intervention strategies
- Transition protocols

This aligns with research on peer learning networks, which reduce professional isolation and promote innovation.

“The Forum has had a direct impact on my school through training for teachers that has become part of our practice including Attention Autism.”

“Connecting with other SENDCOs has been incredibly beneficial. These meetings have allowed me to reflect on my own practice and take a more strategic approach.”

Impact and Outcomes



Pupil Progress

Schools reported pupils demonstrated gains in attention, engagement, and sensory regulation.



Curriculum Implementation

Schools reported adapting their curriculum as a result of training, using scaffolding and universal design principles.



Network Building

SENDCOs formed a supportive peer network, reducing professional isolation and enabling strategic reflection.



Staff Development

Staff trained in Attention Autism now run regular sessions. Pupils have progressed to stages 3 and 4, showing improved attention and instruction-following. Inclusion Managers report increased confidence in assessing pupils working below key stages, supported by shared resources and peer advice.

Key Takeaways

Invest in Targeted, Evidence-Based CPD

Training such as Attention Autism provides staff with structured, research-backed approaches to supporting autistic pupils. When CPD is practical and hands-on, linked to classroom themes and delivered by specialists it leads to sustained improvements in pupil engagement and staff confidence.

Collaborative Networks Strengthen SEND Leadership: Regular collaboration among SENDCOs fosters strategic thinking, emotional support, and shared problem-solving.

Assessment Innovation Supports Pupil Progress: New tools for assessing pupils working below key stages improve tracking and informed interventions.

Observational Learning Enhances Practice

Seeing practice in context is a powerful form of professional development, especially for newer SENDCOs.

Hub Next Steps

- Deepen Focus on Inclusive Curriculum Design: Host workshops on Universal Design for Learning, share adapted curriculum examples, and invite expert speakers.
- Expand Transition Support: Pilot transition protocol, develop case studies, and create a toolkit for families and staff.
- Strengthen Assessment Practice: Introduce moderated sessions, share inclusive assessment tools, and link to EHCP outcomes.
- Celebrate and Showcase Practice: Host a borough-wide SEND showcase.