

SEND'14EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER

	Questions	School Response
1	How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. All staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>
2	How will school staff support my child?	<p>Our governors play an active role in monitoring the quality of our special educational needs provision. As does the Head teacher who is also the (Special Educational Needs Co-ordinator) SENCo. All interventions we put in place are research informed and evidence based and are measured to monitor impact & attendance against expected rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through talking with the learner and their families.</p> <p>All our additional support programmes are overseen by the SENCo and all our teachers are teachers of inclusion and special educational needs.</p>
3	How will the curriculum be matched to my child's needs?	<p>Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum and regular Learner Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team.</p>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<p>We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school. This is also reinforced by generic updates on the curriculum which we share though our newsletter and/or website. We host some curriculum meetings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Family and adult learning opportunities are also offered. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p>

		We believe in supporting the development of parenting skills and as such deliver workshops via our Children's Centre work.
5	What support will there be for my child's/young person's overall well-being?	All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a policy in place on pupils with medical needs and medication. Our Behaviour and Discipline Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence and late arrivals. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	Our staff received regular training and our teachers all hold qualified teacher status. We have a number of established relationships with professionals in health and social care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	What training are the staff supporting children and young people with SEND had or are having?	Our Special Needs Co-ordinator (SENCo) is also the headteacher and is a qualified teacher. We regularly invest time and money in training our staff to improve wave 1 provision delivery (the good teaching that all children receive in the classrooms) and develop enhanced skills & knowledge delivery of wave 2 and 3 interventions (additional programmes that are provided dependent upon need). Staff meetings are used to update staff on matters pertaining to special educational needs and disability.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our inclusive ethos and relevant policies ensure involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments; where possible. Our policy and practice adheres embrace the relevant equality legislation. Where possible, we ensure any home-setting communications are available in the relevant languages if required and if required translators would be asked to attend meetings. We are currently seeking planning permission and funding to provide an accessible toilet for the children's use.
10	How will the school prepare and support my child/young person to join the setting /school / college, transfer to a new	We have a robust Induction programme in place for welcoming new learners to our school. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as schools that children move onto.

	school or the next stage of education and life?	
11	How are the school's resources allocated and matched to children's special educational needs?	Our finances are monitored regularly and we utilise resources to support the strategic aims of our organisation as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.
12	How is the decision made about what type and how much support my child will receive?	Quality Teaching and Learning is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.
13	How are parents involved in the school? How can I be involved?	We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.