



Frequently Asked Questions

Identifying and supporting Special Educational Needs

- What should I do if I think my child has special educational needs?
 - Please raise your concerns with your child's class teacher or the school's SENCo, Mr Kelley.
- How do you identify children with special educational needs?
 - Class teachers regularly monitor the progress of all children in their class and adapt their teaching & resources to include all children. If a child is struggling and not making the expected progress, they will be included in a specific intervention group to boost their progress and to bring them back on track. If they continue to struggle, advice from external agencies might be sought and specific plans drawn up following their investigations.
- How will I be able to raise any concerns I may have?
 - As a school, we operate 'an open-door' policy and would encourage parents to raise their concerns with their child's class teacher, either before or after school.
 - Additionally they could telephone the school to arrange an appointment at a convenient time
- How will staff support my child?
 - The class teacher is responsible for the teaching of all children in their class, adapting their teaching as appropriate to suit the ability of everyone in the class teacher.
 - On occasions, Teaching Assistants will work with small groups or on a 1:1 basis on specific intervention programmes.
- Who will plan and oversee the education programme?
 - The class teacher is responsible for the planning of all education programmes. This will be overseen by the SENCo and the Senior Management team.
- Who will work with my child and how often?
 - The class teacher and teaching assistant will be the main people working with your children. How often will depend on the level of need of each individual child.
- Who will explain this to me?
 - The class teacher (supported by the SENCo if necessary) will explain this to you.
 - SENDIASS (SEND Information, Advice and Support Service) are also available to provide advice (024 7669 4307)

- How will the curriculum be matched to my child's learning needs?
 - It is the class teacher's responsibility to adapt the curriculum to match the learning needs of the child.
- How will I know how my child is doing?
 - Class teachers will hold termly SEND progress meetings with parents. In addition, there are parents evenings twice a year and an annual report is also written at the end of each academic year.
- How will you help me to support my child's learning?
 - At the SEND progress meetings, advice will be given on how you can support your child at home. Weekly homework is also sent home in each class.
- How do you know how well my child is doing?
 - Teachers carry out regular assessments of all children to monitor their progress.
 - Termly progress meetings are held between the class teacher and the Senior Management Team to discuss the progress of all the children in each class.
- How will I know what progress my child is making?
 - Your child's progress will be shared at the termly SEND progress meeting, the twice yearly parents meeting and also on the annual report.
- How and when will I be involved in planning my child's education?
 - You will be invited to attend a termly SEND progress review meeting, where you will be asked for your input into the planning of your child's education
- How will my child be able to contribute his or her views?
 - Your child will be asked for their views prior to the review meetings, and (where appropriate) asked to attend the review meeting themselves.

Other forms of support

- What support will there be for my child's overall well-being?
 - We consider ourselves to be a 'family-school', where the well-being of all our children is paramount to all that we do.
- What is the pastoral, medical and social support available in the school for children with SEND?
 - The school has a Learning Mentor, who has specific responsibilities for the pastoral and social support in the school.
- What support is there for behaviour?
 - The school has close links with the Social, Emotional, Mental Health and Learning Support Service (SEMH&L) who provide us with advice on behaviour issues
 - All staff are trained in 'Team Teach' - a whole-school behaviour management system

- Do you offer any parent training or learning events?
 - On occasions, we have run Maths & English workshops for parents
- What specialist services and expertise are available?
 - The school has links with a range of external agencies to support children with SEND, please see the SENCo for more details
- What other services does the school access including from health, therapy or social care services?
 - Social, Emotional, Mental Health and Learning Support Service (SEMH&L)
 - Educational Psychology
 - Child and Adolescent Mental Health Services
 - Speech & Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Complex Communication Team - Autism (CCT)
- What training have the staff supporting children with SEND had or are having?
 - Downs Syndrome
 - Team teach
 - Lego Therapy – specifically aimed at children with Autistic Spectrum Disorder
 - Autism awareness

Accessibility

- How will my child be included in activities outside the classroom including school trips?
 - It is an expectation, that all children will be included on school trips
- Will he or she be able to access all the activities at the setting/school and how will you assist him or her to do so?
 - We will take advice from external agencies on what access arrangements we need to make, and, wherever practically and financially possible, we will make these arrangements
- How do you involve parents/carers in planning activities and trips?
 - Where children have SEND difficulties that might impact on the activity or trip, parents will be consulted in advance for their advice / opinion
- How accessible is the setting/school environment?
 - The whole school (except) the ICT suite is accessible to wheelchairs and is also on one-level (no stairs).

- There a disabled parking space approximately 10m from the main entrance
- Are there changing and toilet facilities for the disabled?
 - There is a disabled toilet in the main foyer area
- What if English is not my first language?
 - The school has close links with Minority Group Support Sevices (MGSS), who will try to appoint a translator to support you

Transition

- How will you help my child to move to the next stage of education and life?
 - Transition meetings are held between the Year 6 teacher and the staff from the new secondary school
 - Also, as appropriate, meetings are held between the two schools' SENCOs
- What information will be provided to his or her new school or college?
 - All reports / paperwork will be provided to the new school
 - Meetings will also held to pass on other information

More help

- Who can I contact for further information?
 - SENDIASS (SEND Information, Advice and Support Service) - 024 7669 4307
- Who would be my first point of contact if I want to discuss something about my child?
 - Their class teacher
- Who else has a role in my child's education?
 - The class teaching assistant, the school SENCO and the Headteacher
- Who can I talk to if I'm worried about something?
 - The Class Teacher, the school SENCO or the Headteacher.
- Who should I contact if I am considering whether my child should join the setting or school?
 - The Headteacher