

Prompts for responses to the 14 Questions

	Questions	School Response	School self-evaluation
			<i>RAG rating</i>
1	<p>How does the setting/ school/ college 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>	<p>All pupils are rigorously tracked termly in literacy (reading and writing) and maths using the school's assessment procedures. If there are any concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention or individual support. We deliver a range of interventions including those that support literacy (Read, Write, Inc), maths (SNAP! Onto maths), speech and language (Elkan), behaviour and social skills such as sticker charts, playground monitoring, social stories and ELSA (Emotional Literacy Support). We have in-house specialist expertise in a number of areas of Special Educational Needs and Disabilities (SEND).</p> <p>These interventions may be daily or two or three times a week and will vary from five minutes to approximately twenty minutes. Teachers and the Special Educational Needs Co-ordinator (SENCo) monitor the success of these interventions, judging their effectiveness by the impact on pupil's progress.</p> <p>We are very fortunate to have links to a range of agencies such as the Specialist Teacher and Inclusive Practice Team (STIPs), Speech Communication and Language therapists (SCLT) and Freemantle's Outreach Team who offer class teachers support and advice.</p> <p>If your child is new to our school then relevant information will be obtained from the previous school or nursery.</p> <p>If you think that your child has special needs and this has not already been identified by the school, then an appointment can be made to see the class teacher who will liaise with the SENCo to discuss your child's needs.</p>	<i>Embedded</i>
2	<p>How will early years setting/ school/ college staff support my child/young person?</p>	<p>The Head teacher and SENCo share responsibility for monitoring the quality of our SEND provision. Having identified needs, we seek to match provision to those needs. Within the class we differentiate the curriculum to meet the needs of all our pupils, by increasing the visual, technological or practical content of a task, using a range of tailored resources, reducing the level of language and consolidating key skills. We also deploy adults effectively to provide different levels of support such as small group or one to one support, to enable pupils to access the curriculum and maintain progress.</p> <p>We monitor the impact of provision through our in school assessment tools. The SENCo offers support and guidance to teachers by suggesting strategies, increased differentiation, visuals alongside many other strategies. Where we feel something isn't working we are quick to respond and find alternatives through dialogue with the class teacher, intervention deliverer, SENCo, and/or outside agencies and parents.</p>	<i>Embedded</i>

3	How will the curriculum be matched to my child's/young person's needs?	Differentiation is embedded in our curriculum and practice. Termly Child Progress Meetings help us to monitor impact and reflect on next steps for individual and groups of learners. All children work from objectives set according to their ability. All children are continuously assessed and this informs their next steps to learning. This, in turn informs the children's next steps.	<i>Embedded</i>
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p>Through our newsletters and half termly class topic overviews, we regularly share information about the curriculum and we encourage parents to support their children's learning. We host a number of curriculum 'drop-ins' to help families understand what learning is expected and how they can best support their child's needs. We share progress feedback with all our families through parents' evenings and an end of year pupil report. At such meetings, we share what can be done by families at home to support the learning at school.</p> <p>If your child should require an Individualised Education Plan (IEP) the class teacher will be in contact to arrange termly meetings to review targets set and discuss the progress of the child.</p> <p>Should more contact be required our staff will make suitable arrangements to ensure this is put in place. If appropriate, we will arrange meetings between parents and outside agencies whose advice we may have sought concerning alternative intervention strategies.</p>	<i>Embedded</i>
5	What support will there be for my child's/young person's overall well-being?	<p>Our staff care about all children in our school. All our staff are trained to provide a high standard of pastoral support. Through our school's PSHE provision, we develop the children's physical and mental health. We encourage a 'can do' attitude through the children challenging themselves and building on the ethos of the Golden Rules, 5Rs learning skills and creating a positive Growth Mindset in our school environment.</p> <p>We have in place a policy for managing pupil health issues. Our Behaviour Policy, which includes guidance on expectations, rewards and consequences, is fully understood and implemented by all staff. We regularly monitor attendance and take actions to prevent prolonged unauthorised absence.</p> <p>We have a Home-School Link Worker who supports all families and children who require additional pastoral interventions. We also have a TA trained to deliver the ELSA programme (Emotional Literacy Support Assistant) who runs weekly sessions to develop a range of social and emotional skills on a one to one or small group setting.</p>	<i>Embedded</i>
6	What specialist services and expertise are available at or accessed by the setting/ school/ college?	All our teachers hold qualified teacher status. All our staff receive regular training such as child protection. Several of our teachers and SEN TAs are trained in specialist areas to support SEND such as supporting learners with ASD and those with ADHD, ELSA, speech, language and communication needs and positive touch training. We encourage staff to continually update their skills and knowledge. We work collaboratively with a number of professionals in health, social care and the education service. Their advice is acted upon.	<i>Embedded</i>
7	What training are the staff supporting children and young people with SEN/D had or are having?	Our SENCo is an experienced teacher with experience of working with children with SEND. The School regularly invests money in training our staff to improve provision delivery and develop skills and knowledge. These courses include areas such as ASD, ADHD, speech language and communication, behaviour and specific and moderate learning difficulties. Training is delivered to staff by in-house specialists or by outside agencies. When appropriate, our staff are updated on matters pertaining to SEND.	<i>Embedded</i>
8	How will my child/young person be included in activities outside the classroom including school trips?	Our SEND policy promotes involvement of all our learners in all aspects of the curriculum including activities outside of the classroom. Prior to all class trips we carry out a thorough risk assessment in line with the schools risk assessment policy. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met. The risk assessment is shared with all the adults involved with the class trip and parents/carers are consulted and involved in this process. If necessary, extra staff will be provided so that 1:1 support can be given. We also inform outside led workshops of any learners with additional needs to their resources can be adapted appropriately.	<i>Embedded</i>

9	How accessible is the setting/ school/ college environment?	<p>The school makes every effort to make reasonable adjustments where possible to ensure everyone is able to access the school. We have an accessibility plan which outlines how we are committed to improving our access to the physical environment, curriculum and information for all pupils and parents. We value and respect diversity in our school and do our best to meet the needs of all our children. We are able to make provision for wheelchairs and other disabilities and there is a disabled toilet and changing table on site. All the school is on one level and the office has ramp access.</p>	<i>Embedded</i>
10	How will the setting/ school/ college prepare and support my child/young person to join the setting/ school/ college, transfer to a new setting/ school/ college or the next stage of education and life?	<p>We aim to make all our children and families feel welcome. We work collaboratively with our pre-school schools and key stage two settings, sharing information that will help children move on. We have a robust induction programme in place for new children to the reception classes. Class teachers visit children in their nursery settings and at home prior to starting school. Our Early Years co-ordinator and/or SENCo will meet with pre-school staff and parents to discuss any special needs the child may have. The school also has a parent survey during the autumn term in Reception to receive feedback and suggestions regarding our induction arrangements.</p> <p>We also have excellent relationships with the settings that our children move on to. Class teachers meet with the staff of the new setting and where appropriate, the SENCos meet to pass on relevant information. The year two class teachers visit the old year twos in the autumn term at our main feeder school to meet to carry out a questionnaire to see if there are any other activities we can do to make our transition process even better. The children also write letters (to our main feeder school) and they send children to help us on sports day. If the children are moving onto a private junior school setting we fill out reports if required.</p> <p>If it is felt appropriate that a child needs increased support moving into year 3, we support parents by suggesting schools that could best meet the needs of their child.</p>	<i>Embedded</i>
11	How are the setting's/ school's/ college's resources allocated and matched to children's/young people's special educational needs?	<p>Our finances are monitored regularly and we utilise resources (staffing and physical) to support the strategic aims of our setting as well as individual learner needs. We seek to ensure the best value for money service, so all interventions are costed and evaluated. Our budget is allocated according to the needs of the children.</p>	<i>Embedded</i>
12	How is the decision made about what type and how much support my child/ young person will receive?	<p>Quality First inclusive practice (Wave 1) is clearly defined in our school and we expect all staff to deliver this. Should additional support be required (Wave 2), this is decided following analysis of the children's progress at termly progress meetings with the class teacher, SENCo and Head teacher. This information is also shared with parents at termly parents evening or more regular informal meetings where it can be discussed in detail. The SENCo, in consultation with the Head teacher and other staff, considers a variety of options for suitable provision before deciding what additional appropriate provision should be put in place, which is again shared with the pupil's parents. We also regularly seek advice from outside agencies and act on their advice on the interventions we need to be putting in place for Wave 3 learners. We always invite parents to these meetings to share information and now how the school is going to support their children bridge the gap with their peers.</p> <p>Pupils are involved in this process where appropriate and help create their SEND Support Arrangements. This will include a One Page Profile to outline the strengths and challenges the child faces along with reviewing and setting targets on their IEP. The class teacher will create the SEND Support Arrangements based on discussions with the child and their parents.</p> <p>The SENCo oversees all additional support and meets regularly with the intervention provider and pupil for progress updates, which are shared with the parents at regular intervals over the term.</p>	<i>Embedded</i>

13	<p>How are parents involved in the setting/ school/ college?</p> <p>How can I be involved?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue such as correspondence through emails, letters and comments in the children's reading record book. We host a number of parent meetings throughout the year and send out an annual parent questionnaire to gain feedback from the parents. Our Governing Body includes Parent Governors and parents can also become class representatives where they share feedback from other parents at the termly class rep meetings attended by the Head teacher. We have an active Parent Teacher Association (PTA) which parents can become involved in. We encourage parents to help in class, the library or on trips once they have had clearance from child protection.</p>	<i>Embedded</i>
14	<p>Who can I contact for further information?</p>	<p>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. Appointments can be made through the school office. Parents can visit the SEND section of the school's website to a range of information including the SEND policy.</p>	<i>Embedded</i>