

## **Questions**

### **1. 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?**

We share information about the additional needs of individual children at transition meetings before they enter Nursery and Reception. All children are monitored for language difficulties during their first year in school. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and special educational needs co-ordinator (SENCO) to discuss next steps. The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with senior leaders, including the SENCO, on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings. The school also liaises very closely with other professionals from health, education and social care.

### **2. How will early years setting/school/college staff support my child/young person?**

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. The support will usually involve setting short term targets and monitoring progress against them. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist services then the SENCO will talk to you about this and seek your permission to proceed. The SENCO then becomes the lead person for working with outside services and keeping you, and everybody in the team around your child, informed of key events and information.

### **3. How will the curriculum be matched to my child's young person's needs?**

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. Teachers will skilfully differentiate provision to enable your child to access a broad, balanced and relevant curriculum. Our topic based curriculum takes into account the interests and needs of the children with many opportunities for independent and guided learning. If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside;
- By a teacher or a teaching assistant who has been trained to run these groups;
- By a specialist from outside the school such as a speech and language therapist.

Children will work towards carefully selected targets which will be outlined in an individual Pupil Passport. Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

**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?**

We have an open door policy for any daily information that needs to be shared between school and home. General information regarding homework and topic areas will be provided via class newsletters. Parents and teachers can always arrange an individual meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about the level children should be working at for their age and also about the expected rate of progress for maths, reading and writing. If children have specific areas of need then standardised tests may be used to monitor progress throughout the year.

Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development. If a child is identified as needing an individual Pupil Passport to support their education then parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually three times a year or more if needed.

**5. What support will there be for my child's/young person's overall wellbeing?**

As a Catholic school we strongly believe that all of our children are made in the image of God and are loved and cared for equally. We are an inclusive school and welcome and celebrate diversity. We have a caring and understanding team of professionals who consider children's wellbeing and happiness as paramount to their emotional and academic development.

We have developed an effective programme of transition within the school where staff will share information about all children to ensure all of their needs are met. We have a fully trained Learning Mentor/Home Link worker in school as well as staff who run nurture groups. Trained first aiders and paediatric first aiders are available in school. The school works closely with health visitors and the school nurse to ensure medical needs are met and care plans are in place when needed.

The school has a system of sanctions and rewards for positive behaviour management for all children (please refer to the school Behaviour Policy for more information about this). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties. The school also participates in events such as Anti-Bullying Week and this is strongly supported by our active School Council.

**6. What specialist services and expertise are available at or accessed by the setting/school/college?**

There are a range of agencies that are available to support work in school. These include the Special Education Needs Support Service (SEND), Education Psychology Service (EPS), Education Welfare Officer (EWO), the Behaviour Support Service, Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy Service, Family Support key workers, the School Nursing Team and Health Visitors and counselling services.

We are able to make referrals to many of these services and use any advice or recommendations to support individual children in school.

**7. What training are the staff supporting children and young people with SEND have had or are having?**

We have a rolling programme of training and support for staff, based on the needs of the pupils within school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need. Training can include support with intervention programmes such as Better Reading, Precision Spelling or Talking Partners. We have also accessed training on supporting children with dyslexia and Autistic Spectrum Disorders (ASD). Medical training to support pupils with medical care plans is organised as needed. This has included training on asthma, managing severe allergic reactions (Epi-pen) and paediatric first aid.

**8. How will my child/young person be included in activities outside this classroom including school trips?**

Risk assessments are carried out for all school visits and residential trips and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.

After school clubs are available to all pupils and reasonable adjustments will be made to support their participation.

Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

**9. How accessible is the setting/school/college environment?**

We have a disability and accessibility action plan and policy that is available on request.

- The school site is all on one level.
- We have disabled toilets that are large enough to accommodate changing.
- Visual timetables are used in classrooms.
- We ensure that the learning environment is fully accessible and inclusive for all learners.
- We have a bi-lingual teaching assistant who is able to support children who have English as an additional language (EAL).

**10. How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?**

We recognise that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. Provision maps, Pupil Passports and Statement objectives/ Education Health Care Plans will be shared with the new teacher.

In Nursery/ Reception:

- Nursery staff conduct home visits during the summer term to discuss individual children's needs.
- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The Reception class teacher/teaching assistants will arrange 'child chats' with parents to find out more about the children.
- The SENCO may arrange additional visits for children identified as having SEN and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as private nurseries or the child development centre.

In Year 6:

- Children with a Statement (Education Health Care Plan) will have a transition review meeting in Year 5.
- The Year 6 teacher and/or SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school.
- The new school are invited to attend any reviews that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

### **11. How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?**

The school budget received from the Department for Education (DfE) includes money for supporting pupils with SEN. The Headteacher and Bursar then decide on the budget for SEN in consultation with Academy Board and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs. The school will use its SEN funding in the most appropriate way to support your child.

This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services etc.

There are regular meetings to monitor the impact of interventions and SEN provision and the Academy Board is kept informed of funding decisions.

### **12. How is the decision made about what type and how much support my child/young person will receive?**

Each child is assessed individually according to the SEN Code of Practice and Local Authority guidance and a personalised support programme will be developed.

All class teachers meet with the Headteacher and Deputy/SENCO six times during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

Additional assessments from outside services, such as an Educational Psychologist, SEND advisor, and a speech and language therapist, will help us decide what type of support and resources are needed.

Some pupils will also have a Pupil Passport identifying specific targets and these will be reviewed with you three times a year. Pupils with a Statement or EHCP will have an annual review.

### **13. How are parents involved in the setting/school/college? How can I be involved?**

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- The school website: [www.st-teresas.stoke.sch.uk](http://www.st-teresas.stoke.sch.uk)
- Monthly newsletters informing parents of dates, events and items of school news
- A school text messaging service.

Parents are invited to join us at Mass in school every Thursday morning and Presentation Assembly every Friday morning.

The school's fundraising group meets regularly and parents are always welcome to come and support the school.

### **14. Who can I contact for further information?**

The class teacher is the first point of contact but parents are also welcome to contact the SENCO directly about any concerns. Any important information should be shared with the class teacher rather than the teaching assistants who may be within the team supporting your child.

Useful contact details:

Headteacher:	Mrs Cumbo
Deputy Head:	Mr Price
SENCO:	Miss Dyke
Learning Mentor/Home Link Worker:	Mrs Smith
SEN Governor:	Mrs Whittingham