

Questions	School Response
<p>1</p> <p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • Children are identified as having Special Educational Needs (SEN) in a number of ways : the class teacher might identify a concern over a child' progress or a need in a particular area; parents might raise a concern or bring a particular need to the attention of the school; or a child's progress/ attainment might be identified as needing some support through the rigorous monitoring that takes place in school to track the progress our learners make in all core areas of the curriculum. Our staff are vigilant at supporting and raising any concerns, and this is shared both within year group teams and across the school through 'Pupil Progress Surgeries' with core curriculum leaders, and through dialogue with the Special needs coordinator (SENCo). All of this helps to identify pupils requiring additional support. • Parents/carers are always encouraged to speak to the class teacher in the first instance about any concerns they have, and our Special Needs Coordinator (SENCO) provides a further point of contact. Equally any concerns the school might have are discussed with parents.
<p>2</p> <p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • All our teachers are teachers of inclusion and special educational needs, in that they deliver wave 1 provision through 'Quality First' Teaching. • Much of the support for SEN pupils begins within the context of the usual classroom environment, with the teacher making personalised adaptations for pupils (eg. through finely differentiated work, giving pupils additional processing time, visual reminders, and individualised reward charts etc.) We currently focus much of our support, to help pupils make progress and attain, on Literacy and Maths. We also offer emotional/ social support to develop the 'whole' child,

		<p>and this supports our Christian ethos.</p> <ul style="list-style-type: none"> • We monitor the impact of interventions through regular meetings, tracking of pupil progress, and comparison of outcomes to baselines. • The school is mindful of inclusion with peers, especially those with severe and complex needs, and seeks to strike a balance between interventions for pupils outside the classroom and involvement in daily class life. • In addition, we make good use of external agency support (eg Educational Psychology, Behaviour Support) in helping define a child's specific needs, and to target support appropriately.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Our school is an inclusive school. All our teachers are clear on the expectations of wave 1 provision. • We aim to offer equality of provision through offering a broad, balanced and relevant curriculum. • Differentiation is embedded in our curriculum and practice, and attention is paid to the classroom environment, resources, and teaching style etc, to ensure that all learners are catered for. Central to the work of all teachers, is a continuous cycle of planning, teaching, assessing, and reviewing which takes account of the wide range of abilities, aptitudes and interests of all children. Regular Learner Progress Meetings help us to monitor where children presently are, and to reflect on the most appropriate 'next steps' for them.
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?	<ul style="list-style-type: none"> • The progress and attainment of all pupils is jointly monitored by class teachers and Senior Leaders, and the level of support a pupil receives might be adapted as a result. • Learner feedback is part of our established learning culture, so the children themselves know in lessons what they have done well and what they can do to develop next time. • We aim to work in partnership with parents and carers: for instance at termly parents consultations, attainment and progress are shared with parents (supported by a proforma explaining current levels, and comparisons against national expectation). Teachers also share what parents can do to help their child's learning.

		<ul style="list-style-type: none"> • Sometimes this is further supported by external agency involvement - eg 'Learning and Language Support Service' (LLS), or the 'Behaviour Support Service' (BSS)' - at scheduled meetings to plan for and review progress, and to consider successful strategies. • We encourage parents to invest time in developing their knowledge and information is shared regularly on the curriculum etc, through the school website and newsletter. Opportunities such as 'transition meetings' or 'reading meetings' for parents help families understand what learning is expected and how they can best support their child. Parents are informed of local outreach events etc. • Teachers often speak to parents of children with special needs informally too, and sometimes a 'home school communication book' is useful in providing a line of dialogue.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We aim to develop all pupils socially and emotionally, as well as academically, and this is reflected in and integrated into our whole curriculum. Children learn School and Christian values through collective worship and other events throughout the year. • Relevant staff are trained to support medical needs, and in some cases all staff receive training. We have a medical needs policy, and we will write a 'Care Plan' for children with specific medical needs. • We have a consistent 'Behaviour Policy', which includes guidance on expectations, rewards and sanctions. We have high expectations of children, and this is supported by collegiate working in 'Houses' and via the roles of House Captains, Head Boy and Girl. Behaviour for learning is developed through 'Building Learning Power' approaches. • We have experienced staff who offer emotional and social support to children through 1:1 mentoring, social skills groups and lunchtime dens etc. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Learner voice is central to our ethos and this encouraged in a variety of ways, notably through School council. • All children know they can talk to their class teacher. Some identified 'vulnerable' children have a further named adult in addition to this (eg in bereavements, emotional/ behavioural concerns) who they can share their concerns with.

		<ul style="list-style-type: none"> We access the support of the Educational Psychologist (EP), Behavioural Support (BSS), Educational Welfare Officer (EWO), Occupational Health and the school nurse amongst others, where it is needed to promote well-being. The school has established relationships with professionals in health and social care.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> Our greatest resource is our staff who are committed to developing children to achieve their full potential. Staff training, development and awareness raising is ongoing, and an integral part of our culture, whether it be in-house discussion about pupils, externally led training, or sharing expertise etc. The school makes effective use of external services such as: the Educational Psychologist (EP); 'Behavioural Support' (BSS); 'Learning and Language Support Service' (LLS); Occupational Health; Special Needs Outreach providers such as Freemantles School and Carwarden House School; Speech and Language Service; the Traveller Service; services for children with English as an additional Language; and Health etc, where children meet criteria for referral and in close conjunction with parents. All external partners we work with are vetted in terms of safe guarding.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> Our Special Needs Co-ordinator (SENCo) has completed the 'Postgraduate Certificate in Special and Inclusive Education', and is an experienced, qualified teacher. Some Teaching Assistants are developing specialisms, and some targeted training supports this. All teaching staff are invited to attend Outreach events. Performance management identifies and supports training needs. As a school, there is a focus on continually developing the highest standards of 'Quality First' Teaching. Teaching Assistants responsible for the delivery of wave 2 and 3 interventions have appropriate skills & knowledge. At every staff meeting, teachers are updated on matters pertaining to vulnerable pupils, which often includes special educational needs and disability.
8	How will my child be included in	<ul style="list-style-type: none"> We value all children as individuals with a range of abilities, aptitudes and needs. We are committed to ensuring that all children participate as fully as possible in a range of extracurricular activities, visits, and sporting events for instance. Where there is concern about safety and access, further thought and consideration is given to ensure that

	activities outside the classroom including school trips?	needs are met through a process of 'Risk assessment'. In some cases, individual risk assessment and Pastoral Support Plans assist staff in making informed decisions regarding pupils with specific needs.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan is robust and we are always mindful of Equality. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • We consider our environment to be fully accessible. We are vigilant about making reasonable adjustments where possible, and we take advice from health and other professionals in relation to children's physical needs.
10	How will the school prepare and support my child to join the setting school, transfer to a new school?	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We value the induction process as much between different schools, as between phases in our own school. Parents are invited to transition meetings at all key points and information is shared about new routines, expectations, and curriculum etc, so that parents are best supported in helping their child with the transition. • We have firmly established links with both feeder and secondary settings, and share information about pupils to ease transitions. • In some cases, children with statements or high need levels will receive additional induction arrangements to their secondary setting, perhaps including extra visits or transition group work here in school. The SENCo of the receiving secondary school is always invited to the annual reviews for Year Six children.
11	How are the resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school improvement plan. • Our SEN budget is allocated according to our Provision Management system, which in turn is based on identified levels of pupil need. The types of interventions and support offered are based on what is seen to be leading to improved learning and outcomes for children. • Support for children with statements, is in accordance with the legally binding part of their statement.

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • As an inclusive school, our belief is that children’s needs are best met through the provision of ‘Quality First’ teaching. Teachers carefully plan their teaching, approaches and support to meet the varying needs of children within their class. • For children who need a higher level of support, beyond ‘Quality First Teaching’, the SENCo and Teacher carefully consider the most suitable provision. The amount and type of support a child receives depends on the level and nature of their need. Children who fall just within ‘Special Needs Support’ might receive small group support, or in-class support to help them make progress and close the gap. Children whose needs are greater, might receive more support, perhaps including one to one adult support, or targeted highly personalised interventions. Once needs are greater still, the school may consider applying for an ‘Education and Health Care Plan’ which would, if successful, grant additional funding to meet those severe and complex needs. • The impact of support is reviewed regularly so that it can be adapted to suit children’s changing needs. The SENCo oversees this additional support and regularly shares updates with the SEN Governor.
13	<p>How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • As a school, we have worked hard at building two-way dialogue with parents and so we host regular parent focus groups (Parent Council) in order to listen to any parental concerns. There are regular questionnaires to parents, so that their views can be shared as part of whole school improvement. Our Governing Body includes Parent Governors/representatives. • We regularly involve parents in discussions about their child’s learning and we welcome feedback. • We have an active Parent Group, ‘Friends of Bisley School’ (FOBS), and parent/carer involvement is warmly welcomed.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • In the first instance, parents and carers are strongly encouraged to talk to their child’s class teacher. If they have further concerns following this, or would like additional information, they are welcome to make an appointment with the Phase Team Leader. Further information and support regarding SEN can be obtained from the SENCo. The school website hosts lots of information about the curriculum, school approaches, key policies and details of provisions.

