



ST MARTIN'S C. of E. AIDED INFANT SCHOOL

Learning for all, a foundation for life
Responses to the 14 Questions

	Questions	School Response
1	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>We have rigorous monitoring in place that tracks the progress our learners make in all the core areas of the curriculum. Our staff are vigilant at raising any concerns which are discussed with the Senior Leadership Team and additional support is put in place for those children who are not making expected progress. We use ongoing teacher assessment to identify additional needs and celebrate achievement across the whole curriculum. Parents/carers are encouraged to speak to the class teacher / Inclusion Leader about any concerns they have.</p>
2	How will school staff support my child?	<p>Prior to joining the school visits are made to observe children with specific needs in their pre-school settings. In response to these visits, if required, training is arranged for the appropriate school staff and/or resources are purchased.</p> <p>If staff have a concern about a child they put in place support strategies. If and when the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers are invited to a meeting at the school with the classteacher / Inclusion Leader to discuss a plan of support.</p> <p>Having identified needs, we seek to match provision to need and an individual provision plan details the provision in place, the expected outcome, who is providing it and for how long. We then monitor the impact of interventions on pupil progress.</p> <p>The Head teacher, Senior Leadership Team and Inclusion Leader play an active role in monitoring the quality of our special educational needs provision. Specific interventions we put in place are research informed and evidence based and we monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</p> <p>In order to ensure the effectiveness of SEN provision there is a named Governor who meets regularly with the Inclusion Leader.</p>

3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Differentiation is embedded in our curriculum and practice.</p> <p>All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team.</p> <p>Teachers are provided with information (e.g. from the previous classteacher) on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech. Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
4	<p>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>	<p>We regularly share progress feedback with all our families. We have opportunities for parents/carers to meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to supporting the learning at school.</p> <p>This is also reinforced by generic updates on the curriculum which we share in our newsletter and through our website.</p> <p>We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p> <p>We believe in supporting the development of parenting skills and employ a Family Support Worker who can work alongside parents/carers. In addition we signpost training being run by our Children's Centre and other agencies such as the Outreach Service at Linden Bridge and Specialist Staff for Behaviour Management. We also run a Parent Group for St Martin's Infant and Junior Schools which meets four times a term.</p>
5	<p>What support will there be for my child's overall well-being?</p>	<p>All pupils are supported with their social and emotional development through the curriculum and at playtimes and children are encouraged to share any concerns or worries with staff, should the need arise.</p> <p>Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p> <p>We have a school council made up of children representing each class to elicit and take into account the views of the learners.</p>

6	What specialist services and expertise are available at or accessed by the school?	<p>External support services play an important part in helping us identify, assess and make provision for children with Special Educational Needs. We have a number of established relationships with professionals in:</p> <ul style="list-style-type: none"> ▪ Education – Educational Psychologist, Specialist Teachers for Learning & Language, Behaviour Management, Physical & Sensory, English as an Additional Language and the ASD Outreach Service based at Linden Bridge. ▪ Health – Speech & Language Therapist, Occupational Therapist, Physiotherapist, School Nurse, Community Nurse, Child and Adolescent Mental Health Service (CAMHS). ▪ Social Care – Social Workers <p>When buying in additional services we monitor the impact of any intervention against cost, to ensure value for money.</p> <p>Before the school make a referral we talk to parents/carers and gain their permission.</p>
7	What training have the staff supporting children with SEND had or are having?	<p>Our staff engage in regular training and our teachers all hold qualified teacher status.</p> <p>Our Inclusion Leader is a qualified teacher who has over 20 years of experience in this role. She has undertaken extensive training with the Speech and Language Therapy Service and has a Certificate of Professional Practice in Working with Children who have Specific Learning Difficulties.</p> <p>We regularly invest time and money in training our staff to improve wave 1 provision delivery and develop enhanced skills & knowledge for effective delivery of wave 2 and 3 interventions. Our staff are regularly updated on matters pertaining to special educational needs and disability.</p>
8	How will my child be included in activities outside the classroom, including school trips?	<p>Our Inclusion Policy promotes 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.</p>
9	How accessible is the school environment?	<p>Our Accessibility Plan is robust. We value and respect diversity in our setting and do our very best to meet the needs of all our learners by making reasonable adjustments, where possible. We have disabled access to all areas of our school.</p> <p>We monitor the languages spoken by families in our settings. We make every effort to ensure that we have effective communication with all our families and when required we also arrange for translators to attend meetings.</p>
10	How will the school prepare and support my child to join the school or transfer to a	<p>We have a robust Induction programme in place for welcoming new learners to our setting. We record what aspects of our environment helps each child learn and this information is passed on in transition. We have good relationships with feeder settings as well as those settings children move onto.</p>

	new school?	
11	How are the school's resources allocated and matched to children's special educational needs?	<p>Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service.</p> <p>If a child has a Statement of Special Educational Need it states the support which the child should receive which we then provide. This support is reviewed annually.</p> <p>An audit is carried out to determine whether staff need to undergo training to be able to provide the appropriate additional support/interventions and, if necessary, for the school to employ someone to support the child.</p> <p>In order to ensure access to all areas of the curriculum we buy appropriate equipment/resources which are matched to the need of the child.</p> <p>Advice and support is taken from other external agencies concerning specific equipment/resources which may be needed. For example, Physical and Sensory Support Service, Occupational Therapy Service.</p>
12	How is the decision made about what type and how much support my child will receive?	<p>Quality First Inclusive Teaching (wave 1) is clearly defined in our setting and all staff deliver this. Staff identify children who are not making the expected progress and should additional support be required, this is undertaken after consultation with the relevant staff and parents/carers.</p> <p>In most cases teachers decide on the most appropriate support that is needed and then inform the Inclusion Leader of the action taken.</p> <p>Where the needs are more complex staff discuss concerns with the Inclusion Leader and work collaboratively to make a decision regarding additional support.</p>
13	How are parents involved in the school? How can I be involved?	<p>We whole-heartedly believe in partnership with parents so we can engage in a two-way dialogue to support a child's learning, needs and aspirations. Parents are invited to contribute through a number of means, such as: parent questionnaires, report comments, parents' evening slips, parent information meetings and coffee mornings. We also host regular parent focus groups in order to listen to any parental concerns. Feedback from these events and the resulting actions is then made available to parents via the website.</p> <p>Our Governing Body includes Parent Governors/representatives.</p>
14	Who can I contact for further information?	<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 office, Inclusion Leader or Headteacher. Contact details are available on our website.</p>