



St Martin's C E Aided Junior School 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 termly in reading, writing and maths. 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 as our school operates an open door policy.</p> <p>We have a growing in-house expertise in special educational needs.</p>
2	How will school staff support my child?	<p>Prior to joining the school visits are made by the Inclusion Leader to observe children with specific needs in their previous 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 initially put in place support strategies within the classroom.</p> <p>If and when the school identifies the need for additional support/ intervention, to enable a pupil to make expected progress, this is shared with the parents/carers by the classteacher / Inclusion Leader.</p> <p>Having identified specific 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.</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.</p> <p>The interventions we put in place are measured to monitor the progress of all children receiving additional support to ensure that the provision we have in place is having the desired impact.</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	How will the curriculum be matched to my child's needs?	<p>Differentiation is embedded in our curriculum and practice and all our teachers are clear on the expectations of wave 1 provision. This is monitored regularly by the leadership team.</p> <p>Teachers are provided with information (e.g. from previous classteachers during transition meetings) on the</p>

		<p>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> <p>Regular year group meetings help us to monitor how we match the curriculum to pupil's needs, and reflect on the next best steps for each child.</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 with all our learners and their families through comments in children's books and homework diaries. In addition, we also have opportunities for parents/carers to meet with staff to discuss their child's progress at parents evenings and following the end of year reports. At such meetings and through termly individual targets we share what can be done by parents/carers at home to support the learning of their child. This is also reinforced by generic updates on the curriculum which we share in our year group termly letters, and on our website.</p> <p>We host a variety of curriculum workshops/learning events to help families understand what learning is expected and how they can best support their child's need.</p> <p>Should more regular contact be required, our staff will make suitable arrangements to ensure this occurs.</p> <p>We believe in supporting the development of parenting skills and signpost training run by our Children's Centre and other external agencies such as the Outreach Service at Linden Bridge and Specialist Staff from Surrey for Behaviour Management. We also run a Parent Support Group for St Martin's Infant and Junior Schools led by our Inclusion Leader, where specialist agencies are regularly invited to speak.</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 during breaktimes. We also employ two Emotional Literacy Support Assistants (ELSA) to work with children who are struggling in these areas.</p> <p>Children are encouraged to share any concerns or worries with staff, should the need arise, all of which are promptly addressed and resolved.</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 actioned 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 forum, made up of children representing each class, to elicit and take into account the views of learners.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Our staff engage in regular training and our teachers all hold qualified teacher status. We work collaboratively with a number of external partners, who have been vetted in terms of safeguarding. They play an important part in helping us identify, assess and make provision for children with Special Educational Needs. We have a number of established good 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 ▪ 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>
7	What training have the staff supporting children with SEND had or are having?	<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 Quality First Teaching and develop enhanced skills & knowledge in the delivery of specific interventions.</p> <p>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 and residential visits.</p> <p>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, transfer to a new school and life?	<p>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 record what aspects of our environment helps each child learn and this information is passed on in transition. We have excellent relationships with our feeder settings as well as good relationships with those settings children move onto.</p> <p>For those children who find change very challenging, we arrange extra visits (both from our feeder schools or to new secondary schools).</p>

11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<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	<p>How is the decision made about what type and how much support my child will receive?</p>	<p>Quality First Inclusive Teaching (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their parents/carers. All interventions are monitored for impact. The Inclusion Leader oversees all additional support and regularly shares updates with the SEN Governor.</p>
13	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>As a school we have been awarded a 'Leading Parent Partnership Award' and 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.</p> <p>Parents are invited to contribute through a number of means, such as: parent questionnaires, evaluations, parent evenings, report comments, parent information meetings, St Martin's Parent Group and enrichment afternoons.</p> <p>We also host regular parent rep meetings in order to share more information about school life and to listen to, and respond, any parental views. Feedback from these events and the resulting actions is then made available to parents via the website.</p> <p>We have an active PTA and our Governing Body includes supportive Parent Governors/representatives.</p>
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 Inclusion Leader or Headteacher. Contact details are available on our website.</p>