

Questions for Individual Settings/Schools/Colleges on arrangements made to support children and young people with Special Educational Needs or Disabilities

From the parent carer's point of view:

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?

The school has a process of continual assessment which we use alongside national curriculum guidance to assess how children are progressing. Teachers, in discussion with parents and other staff who work with the children, will discuss potential difficulties or special educational needs a child may have with the SEN coordinator (SENCO). Extra help is then arranged according to needs discussed.

How do you identify children with special educational needs?

This may happen in a number of ways:

- Children have been identified as having special educational needs before joining the school
- Teachers use observations and assessment data to identify children who may not be making progress
- Parents raise concerns they have with their child's teacher

After concerns have been raised and recorded, a programme of targeted support and classroom strategies are put in place to address the needs identified

Where appropriate advice is sort from outside agencies and professionals such as the Child Development Team, Educational Psychology service or Speech and Language Therapy etc.

How will I be able to raise any concerns I may have?

Any concerns you have can be raised with the teacher. These concerns will be noted and discussed with the SENCO. We will discuss how the concerns can be addressed and will arrange a further meeting to see if any changes have taken place or if further or different support is needed.

2. How will school staff support my child?

We aim to provide quality provision to support and include children within the classroom. Where necessary, support may be provided in a small group or on a one-to-one basis to deliver specific programmes of support.

Who will oversee and plan the education programme and who will be working with my child and how often? What will be their roles?

Any programme of support will be planned cooperatively by the teacher, SENCO, children and parents. Everyone will be consulted to establish their views and input on what the child needs help with. The SENCO will oversee the programme and their role will involve helping to plan resources and timetabling support, liaising with any professionals and other staff working with the child. At times Teaching Assistants and trained Learning Support Assistants may work with your child to help deliver their programme of support. Their role may be to reinforce concepts being learnt in class, prepare children for new learning or to use specialist resources or interventions to meet specific needs.

Who will explain this to me?

This will be explained in person by the teacher or SENCO as part of regular meetings, usually on a once or twice termly basis. Meetings may be more regular than this according to the needs of the child at the time. You will also have a written record of the Individual Learning Plan created for your child.

How are school governors or trustees involved and what are their responsibilities?

We have an SEN governor who is involved in overseeing the SEN policy and the being aware of the current needs in the school. Governors are also involved in the allocations of funds and staffing for special educational needs. Special educational needs provision and changes within the school are reported on to the governors on an annual basis.

How does the school know how effective its arrangements its provision for children and young people with special educational needs are?

The school assesses how all pupils are doing in line with National Curriculum expectations on a termly basis. The individual learning plans created for children with special educational needs are reviewed and evaluated regularly. All stakeholders are involved, to see how well the child is doing and if they are achieving their targets. (This will happen at least 2x a year at a fixed time during parents evening but will also happen during the year as each child meets each individual target.)

Quotes from our Ofsted Report February 2013:

"The progress made by disabled pupils and those who have special educational needs is good in all classes. This is because of the effective support given by teachers and well-trained teaching assistants, in class, in small groups, and in one-to-one teaching sessions."

"Teaching assistants skilfully work with individuals and groups of pupils who have particular needs. They are well informed about pupils' strengths and weaknesses, and use effective strategies to develop understanding, confidence and independence."

3. How will the curriculum be matched to my child's needs?

A plan of support for each individual child will be drawn up to show strategies and resources that will enable children to access the curriculum within the classroom. Teachers' planning will show how different approaches and tasks may be used and adapted to enable all pupils to participate.

What are the school's approaches to differentiation? How will that help my child?

All lessons are differentiated to match the pupils' needs in the class. This is monitored on a termly basis lesson observations from the Headteacher and Deputy Head. This is an inclusive approach that means the children can access the same topics at their level.

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?

In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?

Parents are invited to meet with SENCO at the beginning of the year to see how their child is settling in and to set long term objectives for the year. They can also discuss the first set of short term targets for their child's SEN Individual Learning Plan (ILP) which shows how everybody involved with the child will be supporting them. Parents are then invited to review the short term targets during longer parents evening appointments with their child's class teacher. Extra meetings can be arranged in between these times should concerns be raised by the child, parents or staff or progress toward a target needs to be reviewed. There may also be extra communication or meetings where outside professionals are involved in assessment or support for a child's needs. Parents are able to ask to have any target reviewed and updated at any point during the year.

How does the school know how well my child is doing?

Teachers continually assess how pupils are doing. Where appropriate the SENCO may use checklists and tests to see how pupils are progressing. Some of the interventions that we use also include assessments at the beginning and end to show how much progress has been made. Staff working with children with special educational needs will also keep notes to feedback where they see changes and improvements.

How will I know what progress my child should be making?

This is very much dependent on a child's individual needs and any advice we have been given to support the child. This can be discussed at the regular meetings and progress in line with expected results may be recorded on your child's ILP plan. Our annual reports will also outline whether a child is working above, below or in line with where they should be.

What opportunities will there be for regular contact about things that have happened at school eg a home / school book?

We currently use home/school communication books for all children in the Foundation Stage. This is continued in Key Stage 1 through communication in our Reading Records. We also used home/school books for children in Key Stage 2 where appropriate. You may also email the SENCO directly or arrange a time to see them most weeks.

How will you explain to me how his or her learning is planned and how I can help support this outside of the school?

This will be through the Individual Learning Plan initial meeting with the SENCO. Your child's plan is cooperatively written by the child, parent and staff and every part of the plan will be discussed and shared with you. The plan will identify ways you can help at home and may include websites or resources. This can be discussed at regular meetings or can be sent home with the child.

How and when will I be involved in planning my child's education?

You and your child are key to this process and will be involved in setting and reviewing all targets. Each term you will be given fixed opportunity to do this when we set or evaluate how children are doing with their targets during parents evening. You will also be included as and when your child achieves a target or needs to change a target due to lack of progress. This will happen throughout the year. Your advice and opinion may be sought on other occasions, such as for special events or planned trips so that we can best prepare and provide for your child to have the best experiences in school.

Do you offer any parent training or learning events?

We regularly offer parent workshops in supporting all children with reading, phonics and maths at different stages in school. As a small school, we do not regularly hold training events. However, we are part of the Haywards Heath and surrounding areas cluster group so can make you aware of events and training that may be available in the locality. The SENCO can also pass on details of other learning events or training opportunities within West Sussex. As a school we are part of the Parent Partnership protocol which means we are committed to working together with parents to get the best for the children with special educational needs. We can pass on details of events and information held by the Parent Partnership.

5. What support will there be for my child's overall well-being?

St Giles is a small, nurturing community where children are well-known to staff. As a school we are committed to supporting and nurturing children whilst helping them on their learning journey.

What is the pastoral, medical and social support available in the school for children with SEND?

We have a trained Learning Mentor working within the school. She supports individual children who may be experiencing emotional or behavioural barriers to learning as well as working with groups to develop social skills and promote self-esteem. A lunchtime club is held twice a week to support children who may be finding the playground a bit difficult. All children have a 'buddy' from another class within the school who they get to know and work on activities with on a weekly basis. The SENCO can also refer children to outside agencies or advisors as well as seeking advice for a child through the Children and Young Person's planning forum which meets on a monthly basis.

How does the school manage the administration of medicines and providing personal care?

The school has a number of staff who are fully trained First Aiders and has a policy for the safe administration of medicines.

What support is there for behaviour, avoiding exclusions and increasing attendance?

We currently run Learning Mentor sessions and small group interventions to support children with behavioural needs. The school has a clear behaviour and Anti-bullying policy that all the staff adhere to and that aims to promote positive behaviour. Some children may have an individual behaviour plan outlining targeted behaviours, our understanding of the behaviour, desired outcomes, how we plan to achieve these, rewarding and monitoring progress along with consequences for inappropriate behaviour. Good attendance is rewarded with a termly certificate and sometimes a prize. In the past we have worked with the Education Welfare Officer, Inclusion Support Team and Family Link Worker to provide support for individuals and families. The SENCO also has access to Think Family; a new initiative to help increase a child's attendance and work with a family to help them work together better.

How will my child be able to contribute his or her views? How will the school support my child to do this?

Children are involved in their target-setting for their Individual learning plan which will consider how they learn best and how they like to be supported *e.g. individually, by their peers, with visual clues, in a quiet space*. In addition we have a school council

where council members can bring views from their classes to be discussed. We have also used questionnaires to elicit children's views on learning in school as well as how they feel about specific things going on in school. Your child will be invited to share their views regularly with their teacher or Learning Support Assistants will can feedback to the SENCOs anything they feel is really successful or is not working well.

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

Are there specialist staff working at the school and what are their qualifications?

We have a trained Learning Mentor in the school who works with a number of children throughout the school.

What other services does the school access including health, therapy and social care services?

The school has had access to and worked with a number of organisations and services including:

- Special Needs Team
- Education Services
- Educational Psychology
- Speech and Language Therapists
- Specialist Teacher Services
- Inclusion Support and Social Communication Team
- Hearing Impaired Team
- Visually Impaired Team
- Pupil Referral Service
- Educational Welfare Service
- Looked After Children Education Service
- Social Services
- Child Development Team
- School Nurse
- Child and Adolescent Mental Health Service
- Occupational Health
- Community Health Team
- Disability Support Team
- Family Link Worker
- Family and Children's Service
- Play Therapy
- Transition Mentors
- Children and Young People's planning forum
- Children and Family Centres

- Family Resource Team
- Think Family
- Time 4 Children
- Parent Partnership

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

- A member of staff has completed the National Award for Special Educational Needs accreditation
- A member of staff has completed the Elkland training in speech and language support
- A member of staff also completed a two day course in the Solihull Approach to supporting children's emotional well-being and mental health
- The SENCO will be involved in the briefings and information meetings held by the local authority regarding the new legislation for special educational needs
- Until recently the school held the Dyslexia Friendly School award (which we will look to renew with our locality under the new guidelines)
- A number of staff have been trained in the Communication Friendly Classroom training offered by the Speech and Language Team
- Learning Support Assistants have been trained in all the interventions they use, such as Narrative Therapy and using Social Stories
- A number of staff are trained in the Teamteach Approach to managing behaviour
- Support staff have been part of Play Leaders and Peer Mediator training to promote a happy playground
- Our Learning Mentor continues to receive training through our locality group

8. How will my child be included in activities outside the classroom including school trips?

Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

We aim for all children to access activities outside the school setting. Sometimes this may be extra adult support on a trip or may involve inviting a parent or carer to join us. Trained First Aiders accompany classes or groups on trips and are able to administer medicines where necessary. Parental advice may be sought about the suitability of an activity outside of the school setting and what we can do to make it accessible for a child.

9. How accessible is the school environment?

Is the building fully wheelchair accessible?

Most of the school is accessible by wheelchair except for one classroom and the school library. Should a wheelchair user join the school, as the child progresses through the school, classrooms will be swapped to accommodate their needs so that no stairs are necessary. This is explained further in our accessibility policy,

Have there been improvements in the auditory and visual environment?

All classrooms are fitted with an interactive whiteboards and speakers along with wi-fi. All classes have access learnpads (computer tablets) with Key Stage 2 having access to wireless netbooks too. The hall is equipped with a PA system, projector and internet access.

Are there disabled changing and toilet facilities?

Yes.

How does the school communicate with parent carers whose first language is not English?

The school has links with the English as an Additional Language Team within the local authority who can help with communication needs of parents and children.

10. How will the school prepare and support my child to join the school and transfer to a new setting / school / college or the next stage of education and life?

Our latest Ofsted report from February 2013 said:

"Through closely monitoring the progress and well-being of pupils, the school ensures that everyone has an equal chance of success and is well prepared for secondary school. This includes pupils from different ethnic backgrounds, and demonstrates the school's commitment to not tolerating any form of discrimination."

What preparation will there be for both the school and my child before he or she joins the school?

All parents are offered a home visit when a child joins in Reception. Where appropriate, staff from the school will also visit nurseries or pre-school settings to meet the children and staff who have been working with them. Children are invited, with their parents, to spend time in their new class before starting the school. Extra sessions can

be arranged, should we feel this is necessary, to enable a child to meet and connect with staff who may be involved in their care. Meetings can also be held with the SENCO and teacher to discuss how to make a smooth transition. Information meetings are held for parents to express their views and ask any questions they may have.

How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?

The school works with Transition Mentors from the local secondary schools to prepare children for this change. This involves the Transition Mentors visiting Year 5/6 classes and working with the children, meeting with teachers, attending meetings related to children with special educational needs who will be joining their school and arranging visits to the school they will be moving to. Extra visits can be arranged with staff from St Giles accompanying a child to their new school to help them get used to the new environment. We also pass on each child's special educational needs file which document all their IEPs, reports from professionals and any relevant meeting notes.

How will you support a new setting / school / college to prepare for my child/young person?

Our local secondary schools have a detailed transition form which we complete outlining the needs of the child, the support they have received and our recommendations for support they will need in their new school. We invite Transition Mentors and special educational needs staff from the secondary schools to attend important meetings related to individual children in Year 6 so that they are best able to prepare for the transition.

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

How is the school's special educational needs budget allocated?

Resources and funding are allocated according to the needs of the child. We aim to match the time, adult support, physical resources and interventions needed to the level of need for each child. This may change over time and as needs increase or decrease. Funding for individual children, such as those who currently have an EHC (the new version of a statement), is allocated specifically to those children and we are accountable to our Local Education Authority for showing how we are using these resources. Pupil Premium funding which is allocated for pupils with free school meals may also be used to support pupils with special needs.

12. How is the decision made about what type and how much support my child will receive?

Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?

Decisions are made based on the recommendations and views of all stakeholders. This means the child, teachers, parents, advice from professionals and evidence from research and experience about what the best support should be. Once these views are sought the SENCO will pull this information together and invite parents to look the suggested provision. When this is agreed upon you will be sent a copy of your child's Individual learning plan or EHC plan.

How does the school judge whether the support has had an impact?

See answers to question 2.

13. How are parents involved in the school? How can I be involved?

Describe the school's approach to involving parents in decision making and day to day school life including for their own child or young person.

As well as the regular meetings, parents are encouraged to maintain a regular dialogue with the teachers either verbally, through a home/school book or via telephone/email. We have many parent helpers in the school as well as an assembly in church every Friday morning that parents are welcome to attend. Parent views are established through questionnaires and Parent Governors are available for parents to meet with should they wish to. We also invite parents to join the Friends of St Giles group to learn more about what the school are doing and to help raise money for school funds.

14. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child?

Your first point of contact would be your child's teacher who will meet with you to discuss any concerns you may have. When appropriate and where possible, the SENCO may also be part of the discussion. If further discussion or action is necessary a date can be arranged to meet again to discuss progress, changes or ways forward.

Who else has a role in my child's education? Who can I talk to if I am worried?

Our Headteacher, Learning Support Assistants and Learning Mentor may also have a role in your child's education. If your child is receiving support from our Learning Mentor you can arrange to talk to them about your concerns. If you have a concern that you feel needs further clarification or is part of a larger school issue, our Headteacher is happy to meet with you.

Who should I contact if I am considering whether child/young person should join the school?

Contact should be through the Headteacher, via the school office.

Who is the SEN Coordinator and how can I contact them?

The SENCO is Mrs Self and you can contact her via the school office. The SENCO is available after school on Thursdays and Fridays should you wish to meet with her, or you can book an appointment during the school day for the start of the week.

What other support services are there who might help me and provide me with information and advice?

The Parent Partnership Service aims to help parents communicate with schools and the local authority. It provides impartial advice and information as well as supporting parents during the school application process. Contact details:



Email: parent.partnership@westsussex.gov.uk



Helpline: 0845 075 1008 - Monday to Friday during office hours



Fax: 01243 752283



Address:
Oriol Lodge
West Street
Chichester
West Sussex
PO19 1RZ

West Sussex County Council also has information about children with disabilities and special educational needs. Their website is www.westsussex.gov.uk

Where can I find the local authority's Local Offer?

The Local Offer can be accessed via this link:

<https://www.kentpeps.co.uk/SharedFiles/Download.aspx?pageid=76&mid=153&fileid=3>