

Parents and Carers would like you to answer the following questions

1. How does our education setting know if children/young people need extra help?

From their start in Reception children's development and progress is monitored through rigorous and ongoing formative and summative assessment. These assessments will monitor a child's progress against national expectations academically, socially and behaviorally. If the school has concerns about a child's progress or well-being, this will be immediately discussed with their parents/carers. The school will use specialist support to identify the key educational, social and emotional needs of the child and the best programme to address their needs to ensure future development and progress.

2. What do I do if I think my child has special educational needs?

The school has an open-door policy and parents/carers can make an appointment to discuss their concerns with the class teacher, SENCO and headteacher at any time. Following a termly written report, parent consultations are held in the autumn and spring term and there is an opportunity to discuss the child's annual written report in the summer term with the class teacher if required.

3. How will the education setting staff support my child / young person?

Once a child has been identified with special educational needs, a programme will be developed in partnership with outside specialist support for that child. It is the class teacher's responsibility, with the support of the teaching assistants, to deliver the education provision. There will be an opportunity for both the child and parents/carers to contribute to this provision so that all stakeholders are in agreement on this programme. This education programme will identify firstly how the child will be supported in the classroom so that they can access the curriculum fully and secondly the additional intervention programmes specific for that child, which will be delivered either to individual children or small groups. The plan will clearly state who is responsible for delivering each part of the programme, which will reflect the recommendations of the specialist reports. The programme will be explained to parents/carers by the child's class teacher with the support of the SENCO. There will be ongoing monitoring of the provision's effectiveness with formal reviews each term by the SENCO. The provision for children with SEN will be overseen by the SENCO, who will report back to the head teacher and Governors on its effectiveness and recommendations for future provision. The SENCO will also be responsible for liaising with the specialist external agencies to ensure that the child's needs are met.

4. How will the curriculum at our education setting be matched to my child / young person's needs?

The aim of this school is to ensure that your child enjoys an exciting, suitably differentiated curriculum, which provides high quality learning experiences for your child to maximise their potential in every subject. To ensure all children are fully included in this high quality learning, children with special educational needs will have a pupil passport, which sets out clearly what is expected from the teacher, teaching assistant, child and parent to ensure the learning is appropriately matched to the child's needs.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

From their start in Reception children's development and progress is monitored through rigorous and ongoing formative and summative assessment. These assessments will monitor a child's progress against national expectations academically, socially and behaviorally. The school will provide timely and appropriate feedback to parents/carers throughout the year, celebrating the child's successes and raising any concerns which need addressing. This will be done verbally and through letters, text messages, certificates, awards and e-mails. As well as the formal written reports produced each term and the parents consultations

in the autumn and spring term, parents/carers of children with SEN will have the opportunity annually to discuss their child's progress with the SENCO and review their child's pupil passport. Information will be provided regularly to parents through termly curriculum guides, class pages on the learning platform, personalised targets and specific teacher guidance to help parents support their child at home. Opportunities for family learning are provided when children are in the Foundation Stage.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

The school has clear policies and procedures, available on the school web-site to allow it to meet the medical and physical needs of all children in a mainstream setting. Children with specific medical needs requiring medication on a daily basis will have a care plan in place, agreed with the parents/carers. It will state clearly a named adult who will be responsible for carrying out this care plan. The school works closely with parents/carers to remove barriers to learning in terms of attendance and behaviour. If the child needs ongoing support with their social and emotional well-being, this support will be detailed in the pupil passport and agreed with both the parent/carer and the child. If appropriate, the school will access specialist support from the education psychology service to tailor the provision further.

7. What specialist services and expertise are available at or accessed by the education setting?

The school screens all children on entry for their speech and language needs using Speechlink/Languagelink. This assesses the children against age-related expectations and highlights any areas of difficulty in both language and communication. Following these assessments, a personalized programme will be devised and delivered in small groups for that child to ensure they close the gap to meet national expectations. Their progress will be continually monitored and they will be re-screened if any concerns arise. Any severe concerns are immediately referred to specialist Speech and Language therapy service for further assessment and support. The school supports children in Year 1 in their reading and writing through the Every Child a Reader programme to ensure that they reach national expectations by the end of Key Stage 1.

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

The SENCO has achieved the National Award for SEN. Teaching staff have accessed INSET and staff meeting training opportunities for supporting children with an autistic spectrum condition, speech and language needs, specific learning difficulties and behavioural difficulties via the Inclusion Development Programme and the Advanced Training Materials for SEND. Further training has taken place around providing quality first teaching for all and developing an inclusive classroom for all learners and also in the use of the pupil passport to take account of pupil and parent voice in meeting SEND needs. Teaching assistants in school have been trained to administer Speech Link Language Link screening and to deliver follow-up programmes addressing identified needs. Teaching assistants have also received training in maintaining intervention logs, to clearly evidence agreed targets and resulting outcomes for the children supported. They have also received training to deliver intervention programmes for English and Maths such as First Class for Number.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

All children are fully included in activities outside the classroom, including clubs, school trips and residential. Additional staff may be provided to support children with SEND. Any necessary and appropriate adaptations are made in consultation with parents/ carers to ensure that children enjoy full access to opportunities for learning and developing beyond the classroom environment.

10. How accessible is the education setting environment?

The building is not fully wheelchair accessible, however the majority of classrooms will allow for wheelchair access. There is a disabled toilet with changing facilities. The school will work with external agencies to adapt the building and grounds to meet the needs of new pupils with SEND. The building and playgrounds had a visual impairment audit in June 2014 and adjustments have been made accordingly. Specialist equipment, such as adapted chairs, is serviced and adjusted regularly by the service providing it, and support staff are fully trained in its use.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

Nursery or home visits are undertaken by the Reception teacher in the summer term prior to a child entering Reception class. The teacher will be accompanied by the SENCO, if appropriate. In September, Reception intake is staggered to enable the children to settle into the class environment and routine in smaller groups and for adults to identify and adjust for any emerging needs of children with SEND.

On moving up year groups within school, children with social and emotional difficulties or an autistic spectrum disorder can choose to complete a transition booklet with photographs of their new class teacher and classroom, as well as key information. On transfer to a new educational setting, the SENCO and class teacher will liaise with their counterparts to pass on information and arrange introductory visits for the child and parents/carers to ensure a smooth transition.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

The school's special educational needs budget is allocated to ensure that the child's needs, identified through both school and external specialist assessment, are met fully. Once the education provision for a child with SEND has been agreed with parents/carers and the child, it is the head teacher's responsibility, in consultation with the Governors, to ensure that this programme is fully resourced in terms of both human and physical resources. If this education provision is not facilitating good progress in the child's development, then it is the responsibility of the SENCO to evaluate the current programme and make the necessary amendments to improve the child's progress. If necessary, the head teacher will provide greater resources to support this provision. There will be times where the school will ask for top-up funding from the Local Authority by applying for an Education, Health and Care Plan. However the school will put in place the necessary financial support for the agreed education provision, irrespective of the success of this application.

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

Planning meetings take place termly with the head teacher and SENCO in partnership with teaching staff to review progress made and to set out future provision. Following identification of concerns at any point, parents/carers will be consulted immediately on the future plan of action for their child. Initially, the child will be monitored within the classroom setting with any reasonable adjustments made to cater more effectively for the child's needs. However, if progress does not improve, in agreement with parents/carers, a referral is made to an external agency for more specialised assessment and recommendations for targeted provision based on this.

14. How are parents involved in the setting / school / college? How can I be involved?

Parents/carers will be involved in every stage of the child's education at the school. This partnership is essential to maximising the child's progress and development. On a day to day basis the school will provide timely and appropriate feedback to parents/carers throughout the year, celebrating the child's successes and raising any concerns which need addressing. The school will not use outside specialist support to assess the child's special needs without the agreement of the parents/carers. The parents will have the opportunity to state what support they want for their child in the school through the pupil passport, which is the key document for all children with SEND. This passport sets out clearly what is expected from the teacher, teaching assistant, child and parent to ensure the learning is appropriately matched to the child's needs. Parents/carers will be involved in and agree on the initial drafting of the passport and will have the opportunity annually to discuss their child's progress with the SENCO and review their child's pupil passport, in addition to the termly parent consultations with the class teacher.

15. Who can I contact for further information?

The school would welcome visits from parents/carers, who are interested in sending their child to this school. Parents should contact the school office to arrange an appointment to visit the school. You are recommended to visit the school during the school day so that you can see the school in action. If a parent has any concerns about their child attending the school linked to a specific special need, this can be discussed at the initial visit with the head teacher, Mr Redman and the SENCO, Mrs Hughes. Parents are advised to visit the school website, burtonwoodcp.co.uk, for detailed information about the school. However if the information required is not on the web-site, please contact the school office to speak to the head teacher.

Children would like you to answer the following questions

1. How does the education setting know if I need extra help?

In school, we want to make sure that you are able to learn to your best potential. We will check your progress all the time to make sure that you are achieving this potential. If you are finding it difficult in class, we will help you to improve and talk to your parents/carers about how they can support you at home. However if there are still concerns, then with the agreement of your parents/carers we will bring in some specialist help to check if you have any special needs.

2. What should I do if I think I need extra help?

If you have any concerns in school and need extra help, please tell your parents and class teacher. If you are worried about telling your teacher, or you think that the teacher is not listening to you, ask your parents to come and talk to us.

3. How will my work be organised to meet my individual needs?

If you have special needs, you will be given a pupil passport. This passport will state clearly what you and your teachers must do to help you learn to your best potential. It is the responsibility of your teachers to make sure that your learning is challenging, yet achievable so that you are ready to go to High School when you leave Year Six. Every day in class, the teaching staff will talk to you about how you are finding your work and whether it is too difficult, too easy or just right.

4. How will I be involved in planning for my needs and who will explain it and help me?

When your teacher is making your pupil passport, you will be asked about what you need extra help with and how you feel the school staff can help you. So with your parents and teachers helping you, we can make sure you are involved in the planning for your needs. We will listen to you all the time to make sure that you are happy with the plans.

5. Who will tell me what I can do to help myself and be more independent?

In the pupil passport, there is a section about how you can help yourself and be more independent, which

will be completed with you, your parents and your class teacher. This section will state what you must do to be the best you can, for example to listen carefully and give your work the best effort possible. Every day in class, the teaching staff will support you to become more independent.

6. What should I do if I am worried about something?

If you are worried about anything, make sure you tell your parents, class teacher or another adult you trust in school. If you are worried about telling your teacher, ask your parents to come and talk to us. We promise that we will listen to you, deal with your concerns and make you happier and more confident.

7. How will I know if I am doing as well as I should?

You will be told every day in class by the teaching staff how well you are doing. This will be done by praising your effort in class, giving you feedback by marking your work and by celebrating your success with certificates and awards. We will tell you what you need to learn and support you to achieve the best you can. You will have clear targets to aim for and each term you will get a written report on your progress, which also sets you targets for the next term. This report will tell you how you are achieving compared to other children of the same age.

8. How can I get help if I am worried about things other than my learning?

The teaching staff will not just support you with your learning, but also with your safety, behaviour and well-being. We want you to feel safe and secure in school and each class has a teaching assistant, as well as a teacher, who you can talk to about your worries. If you need to take medicine every day, we will make sure that the same person gives you the medicine and you are happy with the arrangements. If you have any special needs, this will not stop you taking part in school activities, such as trips, residential and after-school clubs. In school, the staff will always help you to make the right choices with your behaviour and we have special awards for behaviour and attendance to reward this.

9. Are there staff in college who have had special training to help young people who need extra help?

The staff has all received training on how to help children with special needs. We have received training on autism, speech and language, specific learning difficulties and behaviour support. Our SENCO (special needs coordinator) has received a national award for special needs, which is very important as it is her job to make sure that you are doing well in school.

10. Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)

The school can always call on extra help for advice on how to ensure that children with special needs are looked after and can learn to their best potential. This help could include doctors, nurses, social workers, speech and language therapists, special needs teachers and many more. Our job is to find the right person to help us to help you.

11. If I have difficulty in taking part in school activities what different arrangements can be made?

a. *How will I know who can help me?*

If there are any activities in school that you will find difficult, your class teacher and teaching assistant will help you.

b. *Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the education setting and how will you help me to do so?*

In school there may be activities, such as a trip or activity outside the classroom, which you are worried about and think you won't be able to manage. You can talk to your class teacher or teaching assistant about these activities. We promise that we will listen to your concerns and find a way with you and your parents to make sure you can take part in and enjoy this activity. We might provide an extra adult to support you or adapt the activity to make it easier for you. We want you to be able to take part in every activity in school.

c. *If I have a disability or additional need how can I join in school activities? Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?*

We want you to take part in every activity in school, so we will work with you and your parents to make this possible. However the school building is old and is not fully wheelchair accessible. We do have a disabled toilet. If you come to our school and need us to make changes to our building, we will do our best to help you.

12. *What help is there to help me get ready to start high school?*

If you have special needs you will get more support than other children, not only when you first come to our school but also when you move onto your next school. You will get extra visits to find out about the school and also we will work with you and your parents to make sure that you will make a good start at this school and when you move onto High School.