

Regulations	Question	
<p>1. The kinds of special educational needs for which provision is made at the school.</p>	<p>Do you have children with SEND in your school?</p> <p>What kinds of SEND do those children have?</p>	<p><i>We are a mainstream school and the majority of our pupils are expected to reach or exceed age related expectations in their learning. A small number of our pupils do have special educational needs. Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. we normally put in place do not enable improvement. A Cause for Concern Form is used to identify these children. Typically, children with SEN in our school have difficulties with speaking and language, learning generally (especially reading and/or writing), social or emotional development, sensory difficulties and with sight or hearing.</i></p>
<p>2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN.</p>	<p>How do you know if a pupil has SEN?</p> <p>How will I know if my child is receiving SEN support?</p>	<p><i>Specific needs are primarily identified by the class teachers who closely monitor the progress of all children. Parents are also encouraged to approach the teachers if they believe their child has specific needs. The SENCo, Kate Leyland, is available to offer advice and give guidance as soon as there are concerns. The SENCo helps class teachers to plan activities such as small group work or special programmes to help the child. If these activities don't help the child to make good progress, the SENCo might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the child still does not make good progress the class teacher will meet with parents/carers and together agree that additional SEN support will be put in place with advice from the SENCo. As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress.</i></p>
<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans.</p>	<p>Where can I find information about the school SEN Policy?</p>	<p><i>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. Click below to see our SEND policy and Behaviour Policy http://www.inskip.lancs.sch.uk/parents/school-policies If you would like to discuss our SEND provision or find out more, please contact the school.</i></p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils.</p>	<p>How do you make sure that the SEN support is helping pupils make better progress?</p> <p>How will I know that my child is making progress?</p>	<p><i>The progress of all children across the school is tracked. The leadership team assess and review these results in regard to specific children, to ensure that any specific provision is effective in helping children make progress. Additional assessments from external services are also sought these include ESENDI services and the Psychology service including CAMHS. Generalised information and data regarding progression is shared on a termly basis with Governors.</i></p>

<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs.</p>	<p>How do you check and review the progress made by pupils with SEN?</p> <p>How will I be involved in those reviews? Who else will be there?</p>	<p><i>Review meetings happen termly with the class teacher. These meetings may be held as part of the normal parent evening arrangements; they are otherwise arranged outside these times. Those meetings that involve outside agencies will also include the SENCo. All assessments are reported to parents during the termly meetings. An annual report, in common with all children, is also produced.</i></p>
<p>3c. The school's approach to teaching pupils with SEN.</p>	<p>How do your teachers help pupils with learning difficulties or disabilities to learn, including what they learn?</p> <p>How can I find out more about what my child is learning at the moment?</p>	<p><i>The teacher will have the highest possible expectations for your child and all pupils in his or her class. All teaching is based on building on what your child already knows, can do and can understand. Your child's teacher/s will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. Your child's teacher will also put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access the learning task. All children in school receive this.</i></p> <p><i>Your child's teacher will have carefully checked on his or her progress to monitor if your child has gaps in his or her understanding/learning and needs some extra support in order to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets to help your child to make more progress. These group activities might be led by either a teacher or a trained teaching assistant working to plans made by the class teacher. Your child's class teacher will endeavour to give you more information about what the class is learning at the moment and how he/she is helping your child to make good progress. There is more information about the school curriculum on our website at http://www.inskip.lanacs.sch.uk/learning.</i></p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN.</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?</p>	<p><i>The school site is on one level so is accessible to all. There is one disabled toilet. Adaptations are used in all classrooms to suit the individual needs of children. These can include enlarged print, coloured overlays, specific pencil grips which we will endeavour to provide, as well as personalised differentiation. There are some spaces for quiet withdrawal and study around the school.</i></p>

<p>3e. Additional support for learning that is available to pupils with SEN.</p>	<p>Is there any extra support available to help pupils with SEND with their learning? How will I know if my child is getting extra support?</p>	<p><i>We have well trained TAs who work in small group, whole class and one to one situations. Any planned support is timetabled by the Inclusion Manager and this is communicated to parents by the school.</i></p>
<p>3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum.</p>	<p>What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?</p>	<p><i>Please click on the link below to see extra-curricular activities that are available after school to children of different age groups on the school website.</i> http://www.inskip.lancs.sch.uk/school-life/talents-clubs-and-awards</p>
<p>3g. Support that is available for improving the emotional and social development of pupils with SEN.</p>	<p>How does your school support pupils' emotional and social development?</p>	<p><i>Individualised and group activities are supported by Teaching Assistants. For children with specific social, mental or emotional health difficulties we work with the Educational Psychology Service/CAMHS/ etc.</i></p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN Coordinator.</p>	<p>Who should I contact if I want to find out more about how the school supports pupils with SEND?</p>	<p><i>Our SENCo is the Headteacher Miss Kate Leyland, she can be contacted by telephone on 01772 690438 or emailing head@inskip.lancs.sch.uk.</i></p>
<p>5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured.</p>	<p>How are the adults in school helped to work with children with an SEND and what training have they had?</p>	<p><i>Training needs for all staff to improve the teaching and learning of children including those with SEND are identified and met on a regular basis. This may include whole school training on SEND issues or to support identified groups of learners in school, such as attachment disorder, autism, etc.</i> <i>Whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for children with an SEND.</i></p>

		<p><i>Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g .from IDS, or medical /health training to support staff in implementing care plans, as is required to meet physical needs.</i></p> <p><i>If you would like to hear about current or past training undertaken by school staff, please speak to the Head teacher.</i></p> <p><i>The Inclusion Manager and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate.</i></p> <p><i>The SENCo Kate Leyland is currently studying for the National Award for SEN Co-ordination.</i></p>
6. Information about how equipment and facilities to support children with SEN will be secured.	What happens if my child needs specialist equipment or other facilities?	<p><i>The school will endeavour to provide auxiliary aids such as chunky pencils and special mice, and specific services.</i></p> <p><i>LA provides specialist equipment such as wheelchairs /standing frames etc when prescribed by a relevant health specialist.</i></p>
7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.	How will I be involved with planning for and supporting my child's learning? Who will help me to support him/her at home?	<p><i>Termly reviews will take place with the Class Teacher as well as Parent Evening appointments. The Class Teacher and SENCo are available for informal conversations. The weekly newsletter and our website detail our curriculum. The school sends home information to parents about home support as and when they receive it. Please see homework policy and marking policy. Home/school diaries are used as appropriate.</i></p>
8. The arrangements for consulting young people with SEN about, and involving them in, their education.	How is my child involved in his/her own learning and decisions made about his /her education?	<p><i>Children regularly fill in their own self-assessment evaluation forms.</i></p> <p><i>They are involved in their review meetings and at the end of KS2 make active contributions towards them.</i></p> <p><i>There are discussions with children at early stages about their perception of needs.</i></p>
9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.	Who should I contact if I'm not happy with my child's learning and / or progress?	<p><i>Your first step should be to make a complaint directly to your child's class teacher. In the event that this is not resolved please make an appointment to speak to the headteacher who will endeavour to resolve the situation.</i></p> <p><i>See school complaints procedure.</i></p>

<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>Who else provides services in school for children with SEN or disabilities? How can my family get support from these services?</p>	<p><i>The SEND Governor is Mrs Pat Campbell who liaises with the SENco when revising policy and provision.</i></p> <p><i>Parent Partnership can provide support for families of SEND children. Other agencies such as CAHMS provide a direct involvement with school and families.</i></p>
<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p><i>Contact details of Information, Advice and Support Services Network</i> http://www.iassnetwork.org.uk/</p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p><i>We have a comprehensive induction programme in order to ensure as smooth a transition as possible into Reception, we have close relationships with local nurseries and meet with staff and parents to ensure the needs of every child entering our school are met. Transition into Key Stage 1 to 2 are internal transitions and involve parents as seen as appropriate to ensure that specific needs of individuals are met. School transition processes/ information sharing between schools begins in Year 5 meetings</i> <i>Additional support including additional visits is available for pupils with SEN to help them to make successful transitions. Parents and the child are fully involved in this process.</i></p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p><i>You can access Lancashire's SEND local offer at http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx</i></p>