



## THE BIRKENHEAD PARK SCHOOL

### PARENTAL 'FREQUENTLY ASKED QUESTIONS'

Co-produced with a parent representative - updated September 2018

#### **1. Will my child be supported and looked after?**

The school provides daily pastoral support for your child. Their Form Tutor works with your child every day and delivers sessions on literacy, numeracy and school values. The Year Leader is a non-teaching role so that they are available throughout the day. They visit lessons and support break times and lunch times. The Pastoral Leader/Year 7 Pastoral Leader leads the year group and is another point of contact for your child. In addition, the Teaching Assistant team work closely with students who are statemented or in the small SEN classes. They support your child and the family in a 'keyworker' role. Years 7 to 9 also take part in fortnightly character lessons to help them develop the skills of positivity, ambition, resilience, and thoughtfulness.

#### **2. How will the school involve me in supporting my child's education?**

You will be provided with regular progress reports on your child's progress so that you can monitor their learning. We encourage our families to promote reading with their child and you can log onto our 'Accelerated Programme' so that you can support your child.

All of our Learning Programmes and homeworks are available on the school website so you can see which skills, knowledge and understanding your child is working on. We encourage parents to look through their child's exercise books and take an interest in their work.

#### **3. Will my child get into trouble because of their SEN?**

At BPS we are experienced in working with children who have a diagnosis of ADHD or ASD. All staff have been trained in appropriate teaching and behaviour management strategies and we personalise our support according to need. We modify our behaviour systems to consider a student's SEN and to ensure that we don't discriminate. However, as a mainstream school we do have an expectation that lessons will be calm and orderly and that the learning of the majority will not be disrupted. We offer a high level of support and work with external specialists to work with families and our students at a multi-agency level. Exclusions are used as a sanction of last resort for incidents of gross misconduct.

#### **4. Are you knowledgeable about working with children with SEN?**

Our SEN team supports a wide range of SEN, including specific learning difficulties, moderate learning difficulties, ADHD and ASD. We are an inclusive school and our SEN provision is integrated into our teaching and learning, assessment and pastoral systems. Withdrawal from lessons is minimised in response to feedback from the students who prefer to remain alongside their peers. The SEN team is led by an experienced and qualified SENCO.

**5. Which outside agencies do you work with to support my child?**

We have established positive working relationships with a wide range of agencies including the Community Paediatricians, the EP Service, the ASD Specialist Team, Claremount Outreach, the Speech and Language Service, Social Care and CAMHS. Many of our students are supported through the 'Team around the Family' process.

**6. How do you manage primary to secondary transition?**

We recognise that the transition to secondary school is a difficult and anxious time for young people and their families and we aim to support the process as much as possible. Our transition starts from March onwards once the school placements have been confirmed. We offer primary school visits, supported visits to BPS, a number of induction evenings and on-going opportunities to meet the staff who will be working with your child. Year 7 students have their own base within the school to ensure that they feel supported and secure at the start of their secondary school education.

**7. Are the views of my child listened to?**

We work closely with your child to ensure that they are listened to and involved in planning their support. Teaching staff will involve your child in discussing their needs and support strategies for lessons. We also use person-centred planning and approaches to encourage students to have a 'voice' in their learning and develop their aspirations.

**8. What if things go wrong?**

If you have concerns about your child, please contact us! We are here to help and welcome parental engagement. When we know about a problem or a concern, we will work with you to address it and get things back on track. We can also refer you to other agencies or organisations that may be able to help.

**9. How do you help Year 11 students to plan for their future?**

Year 11 students have careers advice from the Careers Connect service and Achievement Mentor. They are supported in completing application forms and attending college open evenings. We ensure that they can develop their aspirations and have a clear post-16 plan for their continuing education. The Teaching Assistants support transition and share information with the SEN teams at the colleges and training providers. The Year 11 annual review for students with statements or EHC Plans focusses on transition planning.

**Ms Weekes, SENCO September 2018**