

	SEND'14 EDUCATION HEALTH SOCIAL CARE WORKING TOGETHER	
Questions	School Response	
1 How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	We track and continuously monitor the progress of all learners and celebrate achievement. Our staff are vigilant at raising any concerns and putting support in place. There is close communication between members of staff and the Inclusion Leader. We use data and other forms of assessment (in-house or specialist advice) to identify additional needs. Parents/carers are encouraged to speak to the class teacher about any concerns they have initially. The Inclusion Leader is in school 4 days a week and can be easily contacted. We have in-house specialist expertise in a number of areas of special educational needs.	
2 How will early years setting / school / college staff support my child/young person?	Having identified needs, we seek to match provision to need and put in a support plan. Advice (in house or external) may be sought. We monitor the impact of interventions through regular meetings and tracking of pupil progress. This is recorded on our provision map. Parents are kept informed. Our Inclusion Leader leads on this aspect, lead teachers are involved in monitoring and information is shared with the Head Teacher and Governors.	
3 How will the curriculum be matched to my child's/young person's needs?	All teachers are clear on what they are expected to provide for all children. All teachers reflect on the needs of all children and plan accordingly. Where appropriate, the curriculum is adapted to cater for the needs of all learners, but may need additional Learning Assistant support or a 1:1 programme. Regular pupil progress meetings help us monitor progress and reflect on the best next steps.	
4 How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	We have termly assessments and pupil progress meetings with the senior leadership team, Inclusion Leader and Literacy and Numeracy leaders. Progress with personal targets is regularly shared with learners and their families. The home/ school diary is a means for regular correspondence. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner's progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. Year group topic webs are sent home half-termly via Parentmail. We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. Teachers are happy to work alongside parents.	

		We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies and local schools.
5	What support will there be for my child's/young person's overall well-being?	<p>All staff in school, class teacher, teaching assistants, learning support staff, key stage leaders, Inclusion Leader, deputy head and head teacher are in school to support children. The children are encouraged to speak to any member of staff they want to, in a secure, non-judgmental environment. There are 2 Emotional Literacy Support Assistants, trained to provide a high standard of pastoral support, available every day. Support groups for Emotional Literacy and Social Skills take place every week. Advice can be sought from Health and Social Services if required.</p> <p>Relevant staff are trained to meet children's medical needs; all staff receive basic first aid training. We have a medical policy in place.</p> <p>We have links with outside agencies who can provide additional training/ support.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is encouraged in a variety of ways. We have a school council to elicit the views of the learners.</p>
6	What specialist services and expertise are available at or accessed by the setting / school / college?	We encourage staff to continually update their skills and knowledge; all our staff receive regular training and our teachers all hold qualified teacher status. We have a good working, established relationship with a number of support agencies and these are recorded in our SEN Policy. We request advice and support depending on the needs of the children. All external partners we work with are vetted in terms of safe guarding.
7	What training are the staff supporting children and young people with SEND had or are having?	Our Inclusion Leader is a qualified teacher and has been teaching for 14 years. We regularly invest time and money in training staff to improve provision and delivery; to develop enhanced skills & knowledge in order to carry out intervention programmes or cater for the changing needs of the children. Information about SEN is shared as well as specific planned SEN staff training.
8	How will my child/young person be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. 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 on an individual basis and involved in planning.
9	How accessible is the setting / school / college environment?	We have an Accessibility Plan and as such make every effort to make reasonable adjustments. Our policy and practice complies with The Equality Act 2010. We are on a single level; have a disabled toilet and changing facilities; there are ramps and the outside environment has been marked to assist the visually impaired.
10	How will the setting /school /	We have an induction programme in place for welcoming new learners into our setting and preparing for

	college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	their needs. There are transition meetings/ discussions; extra visits for children who would benefit; clear information sharing with partner schools with an aim to make transition as smooth as possible. We have a good relationship with feeder settings; staff liaise with pre-school settings and feeder schools. There are regular parent tours; induction meetings for parents with key staff present. The Inclusion Leader liaises with staff and parents in order to aid transfer and often visits settings with parents. Records are shared with the new setting. Social Stories are frequently used for any transfer.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	Our finances are monitored regularly and we utilise resources according to the School Improvement Plan and individual children's needs. We seek to ensure value for money, so interventions are costed and evaluated. The needs of the children are taken into account when allocating our budget.
12	How is the decision made about what type and how much support my child/young person will receive?	All teachers are clear about what they are expected to provide for all children through delivering quality first Inclusive practice (wave 1). The class teacher is responsible for the well-being and progress of all children. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their family. The Inclusion Leader takes the lead and specialist teachers may be consulted. Where interventions are used, outcomes and targets are jointly agreed at the start and reviewed regularly. Parents are involved throughout. If a child has a Statement of Special Educational Need, then the advice within the Statement will be followed.
13	How are parents involved in the setting/school/college? How can I be involved?	We believe in partnering parents in a two-way dialogue to support a child's learning/ needs. Parents are invited to contribute to the school's day-to-day activities through a number of means; frequent letters/ requests are shared through Parentmail and we welcome parents who would like to share a skill with us. We host a number of parent focus groups. There is a regular prayer group and a monthly Parent forum. The Holy Trinity School Association (HTSA) is an active parent/ teacher association.
14	Who can I contact for further information?	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 school's Inclusion Leader who is in school Monday to Thursday. We have links with a variety of specialist services who can provide additional information and advice if required.