



St Andrew's CE Primary School, Cobham

Prompts for responses to the 14 Questions



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	<p>Questions</p>	<p>School Response</p>	<p>School self-evaluation</p>
<p>1</p>	<p>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?</p>	<p>Children previously identified special educational needs are discussed with the people who already know them and then the information available is used to manage their transition to our school, and plan the support they might need. In-house specialist expertise in a number of programmes supports areas of special educational needs; this is recorded on our provision map. Rigorous monitoring tracks the progress of our learners in all areas of the curriculum. Staff meet regularly with members of the Leadership Team to discuss the progress of all pupils and identify any child who might benefit from additional support. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify any additional needs and celebrate achievement. At the end of each academic year the current teacher and new teacher for the class meet and share information about each child. Parents/carers are encouraged to share any concerns about their child with the class teacher in the first instance, and /or make an appointment to see the Inclusion Manager.</p>	
<p>2</p>	<p>How will school staff support my child?</p>	<p>All progress is monitored, for every child at our school. This is done through termly Pupil Progress meetings. If a child is identified as not making the expected level of progress, a programme of intervention will be put in place. Our governors play an active role in monitoring the quality of our special educational needs provision. There is a dedicated governor with a specific responsibility for SEND. The SEND Governor and Inclusion Manager meet at regular intervals. The Headteacher, senior leadership team and Inclusion Manager are also actively involved in monitoring the quality of SEND provision. All our interventions are evidence-based and informed by research, and are measured to monitor impact against expected rate of progress. If an intervention does not result in good progress, alternatives are sought through dialogue with the learner and their families. All our additional support programmes are overseen by the Inclusion Manager, and all our teachers are</p>	

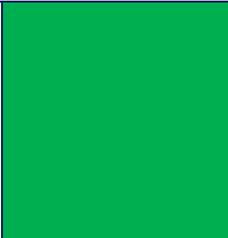
		<p>teachers of inclusion and special educational needs.</p> <p>When the need for additional support to enable a pupil to make expected progress is first identified, the parents/carers will be invited to a meeting at the school to discuss the concerns. An individual provision plan will be drawn up, providing details on what sort of provision will be put in place, what outcome is expected, who is providing it and for how long.</p>	
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Differentiation is embedded in our curriculum and practice. We have designed our curriculum with each child in mind and regular Pupil Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of <i>Quality First Wave 1</i> provision; this is monitored regularly by the Leadership Team. <i>Quality First Wave 1</i> are the strategies and teaching method that all our teachers use. They can be found on our website. Teachers plan for their pupils' learning on the basis of full knowledge and awareness of the needs of individual pupils; detailed notes of individual needs and pupil progress are handed onto the next teacher at the end of each summer term. Conferencing between the teacher and each child takes place every term; and targets are set, matched to the child's next steps. The teachers provide effective and consistent feedback to support and challenge all children.</p>	
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We regularly and frequently provide all our children with feedback on their progress. In addition, we hold conferencing meetings with children every term about an aspect of their learning. We regularly inform parents about topics and future learning to be introduced through Year Group Newsletters. All parents/carers are invited to termly meetings to discuss the support that the school is providing and how they can help their child at home. If the child has an Individual Education Plan, the Inclusion Manager attends these meetings as well,. At this meeting we talk about the progress the child is making and share ideas about how we can, together, help them to do even better. At such meetings, teachers also provide a target to develop at home; through homework, we clearly share what can be done by families at home to support the learning at school. This is also reinforced by frequent updates on the curriculum which we share through our newsletter and/or website. We host a number of curriculum /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.</p> <p>We believe in supporting the development of parenting skills and so work in collaboration with local other agencies to deliver workshops on site or in local</p>	

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5	<p>What support will there be for my child's overall well-being?</p>	<p>All members of staff are regularly trained to provide a high standard of pastoral support. We have a Pastoral Team, including a School Counsellor, that supports children with emotional needs throughout the school, regardless of their stage of SEN. The team uses interventions such as <i>Friends For Life</i>, bereavement programmes of work, anger management strategies etc. Key staff members, including the office staff, are trained to support medical needs and in some cases all staff receive training to ensure consistency of approach for our provision. We have a medical policy in place. Our Behaviour Policy, including guidance on expectations, rewards and sanctions is followed consistently by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. The 'pupil voice' is central to our ethos and is encouraged in a variety of ways, including Conferencing, School Council, Eco Council and an annual Pupil Questionnaire.</p>	
6	<p>What specialist services and expertise are available at or accessed by school?</p>	<p>Our staff receive regular training and our teachers all hold Qualified Teacher Status. Our Pastoral Team members are trained in delivering interventions and in understanding issues some children experience such as bereavement or domestic violence. We plan for all our Teaching Assistants to hold an NVQ in Teaching and Learning. We have a number of established relationships with professionals in education, health and social care and the Inclusion Manager meets with them every term for a multi-disciplinary meeting. All external partners we work with, including sports coaches, are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p>	
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our Inclusion Manager has completed a Masters Degree in Education and is a teacher with Qualified Teacher Status. She has 14 years of experience as a SENCo (Special Educational Needs Co-ordinator). Several of our teachers have experience of working in special schools, and we encourage the sharing of good practice. We identify training needs to match the needs of the children and have an allocated budget to ensure staff development matches both the School Development Plan, and individual needs. We regularly invest time and money in training our staff to improve <i>Quality First Wave 1</i> provision delivery, and the current focus is on writing and feedback to pupils. Support staff who work with children with special educational needs are regularly trained by outside agencies such as Occupational Therapists, Speech and Language Therapists etc, and we actively seek to recruit experienced and trained support staff. Support staff are regularly trained on delivering programmes of intervention and are currently being trained to deliver 3 specific programmes to support children</p>	

		with SEND: <i>Better Reading Partnership; First Class @ Number; Talking Partners</i> . The Pastoral Team includes a trained Counsellor; all are trained in a variety of areas including programmes to deliver to children such as <i>Friends For Life</i> and <i>Drawing and Talking</i> . Our staff members are regularly updated on matters pertaining to special educational needs and disability, either on a national, local or school level.	
8	How will my child 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 for all children. A full risk assessment is always carried out prior to planned school trips to prioritise inclusion and safety for all. Where applicable parents/carers are consulted and involved in planning. We have a number of extracurricular activities, which are open to all children. Should any child need support to access these activities, our school will make the necessary arrangements. There is extended provision for all children from Reception to Year 6 from 7.30a.m to 6p.m. Any child can access this.	
9	How accessible is the school environment?	We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments, where possible. We have recently installed a lift to enable full access to the first floor, and are currently reviewing our on-site entry system. Our policy and practice adheres to The Equality Act 2010. We monitor the languages spoken by families in our settings and are currently seeking to increase the number of signs around the setting of the most common languages. When required, translators are asked to attend meetings.	
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	We have a robust Induction Programme in place for welcoming new learners to our setting. The Inclusion Manager and Reception teachers meet Nursery staff and parents for a SEND transition meeting before the child starts school, so we can gather information effectively. We hold a transition day for children entering into Yr 3, and the Inclusion Manager and Yr 3 teachers meet to gather information from the feeder infant school. We run a transition programme for all children in Yr 6, but also co-ordinate additional transition time and visits for those children who would benefit from it. The Inclusion Manager and Yr 6 teachers meet with staff from Secondary provision to share information and ensure a smooth transition. Transition is always discussed at the Yr 5 Annual Review process for children with a Statement of SEN, and parent views are sought and recorded. If any additional support is needed in preparation for transition, we work with parents, child and the other setting to provide it.	

11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Our finances are monitored regularly and we utilise resources to support each individual learner needs, as well as the overall aims of the school. All interventions are costed and evaluated to ensure value for money. Our budget is allocated according to our Provision Management system. Every term parents receive copies of the provision map for their child. Our school receives funding, within the school's allocated budget for all children including those with Special Educational Needs and Disabilities and their needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £10,000 per year.</p>	
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<p><i>Quality First Inclusive Practice (Wave 1)</i> (see website) is clearly defined in our setting and we expect all staff to deliver this. It is available to parents on our website as well. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored regularly for impact and outcomes are defined at the start of any intervention. As part of classroom practice, all children are formally and informally assessed during each term as well. The Inclusion Manager oversees all additional support and regularly shares updates with the SEN Governor.</p>	
13	<p>How are parents involved in the school? How can I be involved?</p>	<p>We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy, and all teachers have a school email to facilitate easy contact (these are available on our website). We hold:</p> <ul style="list-style-type: none"> - parents meetings at the beginning of each year the meet the teacher and learn about the year ahead - transition meetings at the end of each year - termly coffee mornings for each key stage, so parents can meet the Head teacher and the Key stage Leader - termly parents consultations to discuss your child's progress and attainment and suggest ways to help at home <p>We welcome parent volunteers (please see the class teacher if you are interested in volunteering). Parents are also invited to contribute ideas and feedback through the Parent Questionnaire. We host regular parent focus meetings to meet and listen to parents, and are introducing a termly SEND focus for parents to attend. Our Governing Body has 14 elected members plus the Headteacher. Of these, 6 are elected as Parent Governors.</p>	

14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. We operate an open door policy, and all teachers can be contacted through their individual school email address. The Key Stage Managers and Pastoral Team Manager are available to talk with parents and class teachers about emotional and mental health issues. Parents are also encouraged to talk to the Inclusion Manager, and can contact her through the main office. All email addresses are available on the school website.	
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