

# SEND'14

EDUCATION  
HEALTH  
SOCIAL CARE  
WORKING TOGETHER

## *Frimley Church of England Junior School 2014*

**1 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?**

*The progress of all learners is continually monitored and tracked and regular meetings take place to discuss outcomes with the Senior Leaders. These meetings are recorded. Staff are encouraged to communicate with each other, the Head, SENCO and parents if any concerns are raised. There is an open door policy for all and parents are encouraged to speak to their class teacher regarding progress or any issues. The process for raising concerns is usually as follows: parents to class teacher, teacher to SENCO. Parents are kept informed throughout.*

**2 How will school staff support my child?**

*All interventions are monitored and measured and matched to need. The SENCO, or subject leader or most appropriate adult leads and shares information.*

*When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be advised.*

*We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. The SENCO ensures needs are met, and tracks the progress and provision for each child on the Special Educational Needs Register.*

*Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.*

**3 How will the curriculum be matched to my child's needs?**

*All teachers are clear on what they are expected to provide for all children. The curriculum is broad and adapted to meet the needs of all learners. The children are encouraged to be active learners, upholding the positive attitude to the learning ethos of the school.*

*All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. There are regular pupil progress meetings to discuss every child's need and how to ensure they progress.*

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| 4 | <p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>   |
|   | <p><i>We operate an 'Open door policy' where parents can make an appointment to discuss any issues arising with the class teacher, and SENCO/Headteacher where appropriate. Our teachers are always happy to work alongside parents, through regular communication. Our school tracking systems ensure we are able to keep careful records on all aspects of the children's well-being, both educationally and socially. We hold subject workshops for parents on various aspects of the curriculum. We work closely with other neighbouring schools to provide consistency and harmony across the schools. Home –learning is set on a regular basis.</i></p> <p><i>Parents/carers will be invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better.</i></p>  |
| 5 | <p><b>What support will there be for my child's overall well-being?</b></p>   |
|   | <p><i>The children are encouraged to speak to any member of staff they want to, in a secure, non-judgmental environment. If a child needs extra support for an issue they are dealing with, in or out of school, then our Emotional Literacy Support Assistant is available. Staff are trained to meet children's medical needs, including training for all staff in basic first aid training. We have strong links with outside agencies to provide relevant training, guidance and support for staff and parents. There is an active school council run by a teacher, which provides a pupil voice. The children are regularly asked for their opinions on issues around school. They are encouraged to be responsible citizens. This is also promoted through the Building Learning Power initiative, which ties in with the school's Christian values and Spiritual development. All pupils are supported with their social and emotional development through the curriculum and at playtimes. There is a buddy system to help new children settle into school.</i></p> <p><i>We provide a Morning club for children before school and a lunch club for children who do not want to go out to play at lunchtimes. We also provide a variety of after school clubs, run by staff and outside agencies.</i></p> |
| 6 | <p><b>What specialist services and expertise are available at or accessed by the school?</b></p>  |
|   | <p><i>All staff are encouraged to continually update training. We work with and seek support from outside agencies e.g., Speech and Language, Educational Psychologist, Behaviour Support, Learning and Language support, Child and Adolescent Mental Health Support, Physical, Sensory Support Service, Auditory Support, Visual Support, Emotional Literacy Support, English as an Additional Language Support, Exclusion Support, Educational Welfare Support, School Nurse, Diabetes Nurse, Social Services, Carwarden Outreach, Freemantles Outreach, Young Carers, Army welfare, Babcock 4 S and any other support needed to help the children concerned.</i></p>   |
| 7 | <p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>   |
|   | <p><i>The SENCO is a qualified teacher with over 12 years teaching experience across a wide range of age groups. The SENCO has a breadth of experience in Middle Leadership and in the classroom setting, teaching children with a wide range of Special Educational Needs. The SENCO has regular training on all new initiatives and needs of the children. Time and money is invested in training all staff to improve provision, information about SEN. This can be attending courses relevant to needs including in house training. This is also extended to training from outside agencies coming</i></p>  |

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|           | <i>into school to train staff, e.g. phonological awareness training for all Learning Support Assistants. Information is continually shared as well as specific planned SEND staff training and updates. All learning Support Assistants who attend training feedback information to the other LSAs on the course. All staff are encouraged to attend training outside school on SEND</i>   |
| <b>8</b>  | <b>How will my child be included in activities outside the classroom including school trips?</b>   |
|           | <i>We are a totally inclusive school. We ensure the activities are suitable for or can be adapted to meet the children's needs. E.g. wheelchair access, hearing loops etc. Where necessary, we welcome parents to accompany us on school trips, including residential.<br/>Additional funding is given through Pupil Premium and local charities' to help children where needed.</i>   |
| <b>9</b>  | <b>How accessible is the school environment?</b>   |
|           | <i>The buildings are all on one level and fully wheelchair accessible. (See Accessibility Plan). We have three toilets available for use for disabled people. We have a hoist system in the Chapel and in the swimming pool. We have changing bed facilities and shower in one toilet area.<br/>We have personalised learning for children whose first language is not English.<br/>All laptops are locked in a secure cabinet or cupboard.<br/>All equipment and facilities to support children with SEN are secured.</i>   |
| <b>10</b> | <b>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?</b>  |
|           | <i>The Year 3 teachers visit Year 2 children in their own school to get to know them There are transition meetings between the staff of our school and the staff of the school the children are coming from or going to, Extra visits for children who would benefit take place. There is clear information sharing with partner schools with an aim to make create smooth a transition as possible. There is an induction meeting for parents with key staff present.<br/>The writing and maths books are sent from Key Stage 1 school to our school, to show ability of children.<br/>We encourage Secondary school teachers to teach in our school, e.g. foreign languages, science).</i> |
| <b>11</b> | <b>How are the school's resources allocated and matched to children's special educational needs?</b>   |
|           | <i>The finances are monitored regularly by Business Manager, Headteacher and Governors. The needs of the children are taken into account when allocating the budget.<br/>The Inclusion Leader ensures all children's needs are met, including the allocated amounts for children on the Special Needs register and children who warrant Pupil Premium.<br/>All teachers have an input to the needs of the children.<br/>We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision management system.</i>  |
| <b>12</b> | <b>How is the decision made about what type and how much support my child will receive?</b>  |
|           | <i>Quality First Teaching (also known as Wave 1) is delivered by all staff. All teachers clear on what they are expected to</i>  |

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|           | <p><i>provide for all children. The class teacher is responsible for well -being and progress of all children. Regular meetings with class teacher and relevant staff, parents informed, where interventions are used, targets and outcomes are jointly agreed at the start. Regular Pupil Progress meetings track every child's progress and interventions are then put in place to enhance learning. These interventions are regularly reviewed. Children, parents and specialists are consulted where appropriate. The Inclusion Leader oversees the provision of all interventions and evaluates them, reporting their impact to the staff, Head and Governors.</i></p> |
| <b>13</b> | <p><b>How are parents involved in the school? How can I be involved?</b></p> <p><i>Parents are involved through parents' workshops, helping in school, taking part on school trips, being a Governor, attending coffee mornings, attending class assemblies, parent surveys. Face to face contact with staff, information evening, usually subject based, parents evenings, team sports, including helping with transport, formal parents evenings, FPTA, SEN reviews and working with SEN specialists.</i></p>   |
| <b>14</b> | <p><b>Who can I contact for further information?</b></p> <p><i>Order of contact if problem arises: Class teacher, Year Leader, SENCo,/Inclusion Leader, Deputy Head, Head, Chair of Governors.</i></p>  |