

SEND'14EDUCATION
HEALTH
SOCIAL CARE
WORKING TOGETHER**Crawley Ridge Infant School****14 Questions****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?	<ul style="list-style-type: none">- The progress of all children is continuously monitored by class teachers and the senior leadership team. This enables children who are not making expected progress in any one area of the curriculum to be identified early and next steps to be planned for. Parents are involved in this process as appropriate from the beginning.- If parents are concerned about any area of their child's progress or attainment they should speak to their child's class teacher.
2	How will early years setting / school / college staff support my child/young person?	<ul style="list-style-type: none">- Once the need for additional support has been established the class teacher sets intervention targets, with the support of the SENCo if needed. Parents are kept fully informed and regular reviews take place.- The additional support plan clearly outlines the area of need, the targets set, who will be involved and how often additional support will be given- We use intervention programmes that are carefully matched to the meet the needs of the children.- We monitor the progress being made by all children receiving additional support to ensure that progress is being made as we would expect, support is adjust as appropriate where expected progress is not being made.- We have a governor who has responsibility for overseeing SEN within our school they also

		regularly attend staff meetings.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> - Our skilled teachers use their knowledge of children's current attainment to plan next steps in learning. Work is differentiated to provide appropriate challenge for all children. - The curriculum is adapted as needed to allow children with a Special Educational Need to access the curriculum and activities at an appropriate level. - All our teachers have a good understanding of the specific needs of children in their class with special educational needs. These needs are taken into account when planning and delivering lessons.
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?	<ul style="list-style-type: none"> - We hold meetings in the autumn and spring term with parents where we share the progress their child has made. During this meeting we will also make any new targets clear and suggest ways that parents can support their child out of school. - Parents are also encouraged to meet with their class teacher on a more informal basis if the need arises. - Our website provides a wide range of information and ideas to support children out of school. - We hold parent workshops on specific areas e.g. phonics, reading, maths etc. The aim of these meetings is to support parents understanding of how children learn, how we develop these skills in school and suggest ideas for parents to use at home. - In September each year group holds a curriculum meeting to introduce parents to the curriculum and specific needs of that year.
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> - Teachers use opportunities, in all aspects of the curriculum, to develop children's personal and social skills as appropriate. Lessons such as PSHE focus on specific aspects of personal and social development. - One member of staff is a qualified ELSA (Emotional Literacy Support Assistant). - School Council meets with the Headteacher regularly to discuss well being and share pupil voice. They then report back to peers. - The head seeks the opinions of children through a pupil questionnaire. - A number of staff are trained in First Aid. - All staff are made aware of our behaviour policy and it is reviewed regularly with both staff and governors. - The school is compliant with all aspects of Safeguarding
6	What specialist services	- We have good relationships with a number of outside agencies who offer good support for

	and expertise are available at or accessed by the setting / school / college?	teachers and children e.g. Language and Literacy Support and Behaviour support. We have a Speech Therapy who has been assigned to the school. The SENCo meets with her at the beginning of each term to discuss current needs and next steps for specific children.
7	What training are the staff supporting children and young people with SEND had or are having?	- As a school we are constantly striving to do the best we can for the children in our care. Training is an ongoing part of our development, some training is carried in school by our highly experienced staff other training happens externally. Recent training includes the following - Mental health awareness, phonological awareness, Precision Teaching, Working Memory, training from the Speech Therapist to raise awareness in how to support children.
8	How will my child/young person be included in activities outside the classroom including school trips?	- When planning for activities and trips, risk assessments are carried out as appropriate. Where we deem it necessary adaptation is made in consultation with parents to enable all children to benefit from experiences. For example providing 1:1 supervision. - We use our woodland and field to enhance children's learning across the curriculum. Children take part in Forest School sessions lead by a trained leader. Risk assessments are carried out for the safety of all children. Additional support would be given to any child requiring extra support to enable them to take part in the planned activities
9	How accessible is the setting / school / college environment?	- We have a disability action plan in place and seek to make improvements as we move forward. There are some physical restrictions to our site such as a steep slope to the field. We seek to work with these challenges and make reasonable adaptation wherever possible. - We have conducted a sound audit and have made adaptations to improve provision for Hearing Impaired children.
10	How will the setting /school / 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?	- We have a robust induction programme for children joining us in the reception year. Contact is made with pre school settings to allow us to gain relevant information before children join us. For children with specific needs we also meet with parents and any other agencies involved with the child/family. - Parent feedback about induction at intake is very positive. - We work closely with our junior school and staff discuss the needs of individuals in detail at the time of transfer. - Children in Year 2 visit the junior school and the staff from the junior school come to us to meet with the children as well.
11	How are the setting's /	- We have invested time in monitoring the impact of provision to ensure best value.

	school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> - SEN resources are allocated on the basis of need .
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> - All children receive high quality opportunities for learning in class. - Children who need additional support are initially identified by class teachers. - Decisions are then made by the SENCo and SLT depending on need and available resources.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> - Parents are invited to attend workshops. - Parents can keep up to date via our website. -We encourage parents to speak to class teachers when they have concerns to allow us to work together from an early stage. - Wherever possible parents are invited to speak to any specialist who is working with their child.
14	Who can I contact for further information?	Further information can be obtained from the website or by contacting the school office (T: 01267 27546)