

* Chennestone specific
 ** Beauclerc specific

Questions

School Response

1 How do Beauclerc and Chennestone Federated Schools know if children need extra help?

What should I do if I think my child may have special educational needs?

At Beauclerc and Chennestone we :

- Observe and assess play, learning, personal, social and emotional development
- Track attainment and progress and identify children not meeting expectations and potential
- Notice changes in children's behaviour
- Listen to parents and consult other professionals
- Set up teams to assess children's needs eg our Pastoral Care Team, Inclusion Team and Pupil Premium Team

If you have concerns about your child then talk to the class teacher or the SENCO*(Special Educational Needs Co-ordinator) or Inclusion Coordinator**

2 How will Beauclerc and Chennestone Schools support my child?

Beauclerc and Chennestone Schools will:

- Provide a positive environment for learning and children's wellbeing
- Encourage and develop a 'can do' mind set
- Plan learning matched to children's needs
- Assess and adapt learning during lessons to respond to needs
- Give quality feedback in lessons to help children improve
- Identify children who need support for learning
- Set up focussed individual or group interventions
- Record all the support for an SEN pupil on an individual Provision Map
- Provide parents with clear information each term about SEN provisions
- Review interventions and progress regularly
- Involve outside agencies, where appropriate eg Speech and Language,

Staff and Governors ensure inclusive practice and implementation of Equalities policies

<p>3</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p><i>The curriculum will:</i></p> <ul style="list-style-type: none"> • Build on previous achievement • Be designed to engage and motivate, • Involve the children and build on their ideas and questions • Develop a wide range of skills and interests • Include a variety of activities and opportunities • Offer different outcomes for learning to enable success for different children • Encourage independence and creativity • Provide learning in different groupings as appropriate eg daily Guided Reading Groups, Phonics Groups and Mathematics sets / groups • Include programmes designed by outside agencies • Be supported by <ul style="list-style-type: none"> • access to appropriate materials and resources for learning • specialist equipment for specific educational needs • additional TA / teacher time • activities to build confidence, social skills and self-worth
<p>4</p>	<p>How will both you and I know how my child is doing?</p> <p>How will you help me to support my child's learning?</p>	<p><i>At Beauclerc and Chennestone we:</i></p> <ul style="list-style-type: none"> • Observe and assess children's learning during lessons and activities • Track and assess progress carefully • Review and analyse pupil achievement • Use this information to plan new learning <p><i>Parents will be able to:</i></p> <ul style="list-style-type: none"> • Meet with class teacher informally at the beginning and at the end of the day • Arrange appointments to speak in more detail to the class teacher or SENCO*/ Inclusion Coordinator** • Discuss your child's progress at parent/teacher consultations. • Participate in review meetings with SENCO*/Inclusion Coordinator** and outside agencies • Receive provision maps detailing interventions for your child each term • Contribute to provision maps and pupils targets, recorded on the provision map <p><i>Beauclerc and Chennestone will:</i></p> <ul style="list-style-type: none"> • Suggest ways to support your child's learning through discussion with class teacher / SENCO*/Inclusion Coordinator**/outside agencies and through curriculum information evenings • Provide booklets and guidance documents on the website that explain how we assess progress and attainment in line with age expectations • Send home learning postcards and "what we are learning" documents to help parents know what

		<p>is happening at school each week. We also provide additional information through our newsletter.</p> <ul style="list-style-type: none"> • Discuss strategies to use if there are problems with a child's behaviour/emotional needs. • Implement programmes of study suggested by outside agencies or the Educational Psychologist that can be used at home. • Arrange opportunities e.g. workshops and coffee mornings to encourage an open and relaxed forum where advice and ideas can be exchanged.
5	<p>What support will there be for my child's overall well-being?</p>	<p><i>Beauclerc and Chennestone will provide:</i></p> <ul style="list-style-type: none"> • Effective pastoral support, for example, our Pastoral Co-ordinator /Home School Link Worker • An inclusive and positive learning environment • Teaching strategies that will support and engage pupils in their learning • Highly trained staff to meet the needs of pupils • Peer Mentor and Buddy systems • Family Support e.g. for attendance and parenting • A Welfare Assistant* • Teaching Assistants trained in specific aspects of SEN • Quality play experiences at break times • Opportunities to discuss issues and concerns • Access to outside agencies <p><i>Pupils with medical needs</i></p> <ul style="list-style-type: none"> • A detailed Health Care Plan is compiled by the parents/carers in consultation with the CT/SENCO*/ Inclusion Coordinator** and the appropriate medical staff involved. • Welfare Assistant* support • Opportunities for medicines to be administered in school following appropriate procedures • Staff training on relevant procedures e.g. epipen training <p><i>Pupils with Emotional & Social needs</i></p> <ul style="list-style-type: none"> • Programmes to build pupils confidence and social skills e.g. Pyramid club and Social Use of Language groups • Access to outside agencies to advise school and parents in supporting their child's needs • Specific training for behaviour support techniques
6	<p>What specialist services and expertise are available at or accessed by Beauclerc and Chennestone Schools</p>	<p><i>Beauclerc and Chennestone provides:</i></p> <ul style="list-style-type: none"> • Reading Recovery teacher • Speech and Language therapist • Staff trained in counselling and ELSA (Emotional Literacy Support Assistant) • Effective in-service training to increase staff expertise

		<p>Specialist expertise is accessed through</p> <ul style="list-style-type: none"> • Outreach Teams from specialist schools e.g ASD such as Freemantles • Child Protection Advisors • Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Educational Welfare Officers(EWO) • PSS (Physical & Sensory Service) to support pupils with hearing/visual impairment • Inclusion Team • Social Services • Speech & Language Therapy • Physiotherapy • Occupational Therapy • LLS (Learning and Language Support) • BSS (Behaviour Support Service) • School Nurse • ADHD Nurse (Attention Deficit Hyperactivity Disorder) • REMA (Race Equality and Minority Achievement Service) • Early Years Advisory Service** • An Educational Psychologist. He/she works directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put into place for them. A referral will made by the SENCO*/ Inclusion Coordinator**, in conjunction with parents. In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent/class teacher/SENCO*/ Inclusion Coordinator** and give feedback on their observations. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All staff have received training relating to SEND. This has included sessions on:</p> <ul style="list-style-type: none"> • Matching learning to pupils needs • How to support pupils with speech and language needs • How to support pupils on the Autistic spectrum • How to support pupils with emotional needs • Specific reading interventions to support children not making age related progress • Mediated learning techniques • Positive Touch Training • Safeguarding • Specific training for staff working with children who need access to Occupational Therapy, Physiotherapy, Speech and Language therapy, Behaviour Support and Language and Literacy

		<p>support</p> <p>Teaching Assistants receive weekly* on-site training or training as aprt of a focused development plan**, led by outside agencies or members of staff.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and trips are available to all</p> <p><i>Beauclerc and Chennestonewill:</i></p> <ul style="list-style-type: none"> • Carry out a risk assessment and put in place procedures to enable all children to participate. If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff. • Ensure all staff are aware of pupils needs • Arrange pre-visits where necessary
9	<p>How accessible is the schools physical environment?</p>	<p><i>Individual access requirements are made in consultation with parents/carers</i></p> <p>Access facilities we have at present include:</p> <ul style="list-style-type: none"> • Ramps in selected areas of the school to make the ground floor accessible • Wide doors and corridors • Disabled toilet* • Visual clues and timetables to support learning • Soundfield system in 5 classrooms as well as the Hall and Gym for hearing impaired pupils* • Opportunities to participate in different play environments at break times • Multi-lingual school website • Opportunities for translation of documents on request • Support for parents with own learning difficulties to access information
10	<p>How will the school prepare and support my child to join Beauclerc and Chennestone Schools?</p>	<p>Beauclerc and Chennestone Schools will put strategies in place to enable a smooth transition. These include:</p> <ul style="list-style-type: none"> • New to Nursery** (3+), Reception (4+) and Year 3* (7+) meetings for parents • Nursery home visits** • Visits prior to joining the school • Summer Term induction days for new Reception and Year 3* pupils • Small group induction forNursery** and Reception pupils • A'Transition Day'for existing pupils to spend time with their new class teacher • Informal opportunities for parents to meet the teacher and see the school / classroom • Liaison meetings between staff to share information which often involve parents of children with

		<p>SEN</p> <ul style="list-style-type: none"> • Opportunities for staff to observe and meet pupils in their existing educational setting • Photograph albums of old and new staff and environments to prepare pupils for moving on • Curriculum opportunities designed to build friendships and confidence <p>Transition from Beauclerc and Chennestone includes:</p> <ul style="list-style-type: none"> • Meetings with KS2 /secondary/specialist schools • Accompanied visits to KS2/ secondary/specialist schools for individual pupils • Transition days for pupils to visit their new school • Liaison and visits from support workers to current school • Transition programmes for Year 6 and Year 2 • Additional transition groups for SEN children where necessary • SENCo to SENCo liaison to share information • Opportunities to visit and learn with KS2 or KS3 as part of curriculum • Photograph albums of old and new staff and environments to prepare pupils for moving on • Continuing liaison between schools following transition
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The Special Educational Needs (SEN) budget is allocated to provide resources for pupils every financial year. The money is used to provide additional support or resources dependent on an individual's needs. For example, SENCo expertise, a Reading Recovery teacher, a Speech and Language Therapist, a full time Teaching Assistant for each class, and Training opportunities. • Additional funding for individual pupils may be provided through a Statement of SEN (pre-SEND14) or an EHCP (Education, Health and Care Plan) (post SEND14), awarded by the local Authority.
12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • When the children join the school, support is allocated on the information provided by the pre-school, previous school, parent/carer or outside agencies • Achievement and personal, emotional, social and physical development are continuously monitored and assessed and appropriate support provided • Parents/carers are involved and consulted about the support their child is receiving in school. • Where appropriate the school will use The Right Provision at the Right Time document to ensure that the pupil is receiving the correct amount of support. • If a pupil requires significant additional support they may be put forward for formal assessment by Surrey County Council. The outcome of this process is determined by aSCC Special Educational Needs Forum.

<p>13</p>	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Informal consultations with the class teacher / more formal meetings such as Parents' Evenings • Discussions with the SENCO*/ Inclusion Coordinator**, or other professionals • Participation in whole school events • Involvement with their child's Provision Map • Supporting their child with home learning tasks • Volunteering/helping out in the classroom • Attending class representative meetings • Becoming a member of the Parent Teacher Association • Joining a forum group • Selection as a school governor • Sharing special interests and expertise • Participation in parenting groups
<p>14</p>	<p>Who can I contact for further information?</p>	<p>If you wish to discuss your child's educational needs please contact one of the following:</p> <ul style="list-style-type: none"> • Class Teacher • SENCO*/Inclusion Coordinator** • Pastoral Co-ordinator / Home School Link Worker • Headteacher