



Frequently asked questions

How will you know if my son / daughter need extra help?

At school we are constantly assessing your son/daughters progress both in line with their previous attainment and development and that of their peers. If your son/daughter appears to be developing at a different rate to expected norms the class teacher or SENCo would approach you and discuss any concerns with you.

What should I do if I think my son / daughter may have special educational needs?

Come into school and talk to your child's class teacher as they will be the person who knows your child best. You may also want to speak to the school SENCo.

How will staff support my son / daughter person?

We aim to meet the needs of all our pupils within the classroom and by high quality teaching. For some pupils they require further support within the classroom or school. This support would be delivered by; class teacher, another teacher, teaching assistant or additional staff who are employed by the school through the local authority via the SENCo. The resources, staff involved, staff roles and frequency of support offered to your son or daughter would be dependent on their need and this would be shown on your son/daughter's Outcome Support Plan. The plan would be explained to you by the class teacher at each termly review. The school SENCo, leadership team and governors are involved in the monitoring of provision and its effectiveness.

How will the curriculum be matched to my child's/young person's needs?

All our pupils should have access to a broad and balanced curriculum. Each teacher will have high expectations for their pupils based on prior assessment and will alter their teaching to allow for individual pupils progress. Potential areas of difficult for a child will be considered during planning to allow for each pupil to be included in the class learning and achieve their own personal goal. This approach is called differentiation and allows individual pupils to flourish. Staff use a multi-sensory approach to their teaching to respond to pupils different learning styles.

How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Opportunities to discuss your child's progress are offered 3 times a year - twice at parent evenings in the autumn and spring term and once at the end of the summer term. Teachers are often available at the end of the day to have a quick word with parents to discuss pupil's progress if required. For a matter that may take longer parents/carers are asked to make an arrangement to meet staff through the reception staff at the office. As a school we would rather see/speak to you as soon as you have a concern rather than letting you worry about an issue. Class teachers daily assess pupils and how they are progressing with their work. Every half term class teachers complete assessment tasks on all their pupils to monitor their progress and once a year every child takes part in a series of standardised assessments. These assessments are used to inform all school staff of pupil's progress and as a baseline for future planning. When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEN the SENCo and teachers will be informed of this. At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school are given and an appointment with the class teacher can be made at any time either in person or by phone to discuss your child. For children with SEN a provision map is produced by the class teacher and this will give details of what additional support your child will get from school. At parents evening staff will discuss this support with you and offer suggestions for how you can help at home. Staff will also listen to your suggestions and how you support your child with their development at home. Extra appointments to meet staff can be made at the office between these meetings or at the end of school. If your child has complex needs a meeting may need to be arranged between yourself and all the other professionals involved with your child's development to ensure your child attains their potential in all areas of development. At St Anne's we do run some parent literacy and numeracy workshops and other information session. We also have drop in sessions with our school nurse, family support worker, SENCo and speech and language therapist.

What support will there be for my son / daughter's overall wellbeing?

Medical support and advice for pupils is provided by our school nurse. Please speak to the school SENCo if you need to contact her. Pastoral support is primarily provided by your child's class teacher. Children are encouraged to speak to their class teacher first if they have any worries or issues in school. However all other school staff are trained to listen to our pupils and pupils can speak to any member of staff if they need support. Attendance and punctuality is monitored by our office staff. We aim to follow up any unexplained absences by a telephone call to the parent/carers. When necessary the social services team may need to be involved.

What specialist services and expertise are available at or accessed by you?

We have no specialist services available to us in school. As a school we seek and follow the advice of the local authority's educational psychologist, social and communication teachers, school nurse, family support workers, special educational needs advisory and assessment team, speech and language therapists, hearing and vision support services. This advice is then used to support the identification, assessment and develop the provision for pupils with SEN, whether or not they have an Education, Health and Care Plan.

What training are the staff supporting my son / daughter with SEND had or are having?

Teachers and teaching assistants will receive through the academic year training in mandatory safeguarding, manual handling and fire training. Different members of staff have received training related to SEND including session on: Autism, Behavioural management, Social Communication Difficulties, Speech and Language, Dyslexia, Social Emotional Behavioural Needs, First Aid, Intimate Care and Toileting and the use of a defibrillator. During the next academic year staff will be receiving training about the implementation of the new SEN code of practice. If a pupil starting at school has an area of SEND that we have not received additional training on in the past we will look to up skill our staff so that they are able to support the new pupil.

How will my son / daughter be included in activities outside the classroom including school trips?

Activities within the normal school curriculum are planned so that all pupils will be included in them. The outcomes to planned learning activities for pupils maybe very different depending on the individual pupil's abilities. Parents will be informed of any forth coming trips in advanced. Staff will contact parents if they have any concerns about a pupil's involvement in a trip or activity and their suggestions for their child's inclusion will be sought. If parents/carers have any concerns about a school trip or an activity within the school day they should speak to the class teacher or SENCo. Parents are often asked to volunteer to come on school trips or additional teaching assistants may be deployed to aid all pupils' inclusion.

How accessible is your school?

St Anne's Catholic Primary is wheelchair accessible via a lift to the first floor. We have carpets within all our classrooms and low ceilings to help acoustics. Each classroom has large windows and interactive boards where background colour and brightness, text size and style may be altered to suit pupils needs. Foundation stage have their own toilets within their classroom settings. In key stage 1 and 2 classrooms are arranged in blocks of two that share toilet facilities and a disabled toilet. On the lower floor we have a designated medical room. For parents/carers whose first language is not English we use the support of the MEAS team. For arranged meetings we will employ the services of a translator when possible and parents can bring with them a friend or support who is more fluent in English.

How will you prepare and support my son / daughter to join your setting or school and transfer to a new setting or school for the next stage of education and life?

When a pupil starts at school we will endeavour to meet parents/carers to discuss their child's needs. If a pupil arrives at school with SEND the SENCo and teachers should be informed of this by their parents/carers or from their previous setting. Before a pupil starts at our school parents/carers are encouraged to talk to staff about any concerns they may have about their child's or children's development. At foundation stage, staff arrange evening meetings for parents, a home visit if requested and a staged school induction. For children in key stage 1 and key stage 2 visits before the pupil starts at our school are given. An appointment with the class teacher can be made at any time either in person or by phone to discuss your child. Between each class/phase in school children are given transition time before they start in their new class/phase/school/. Staff spend time discussing their new pupils and any additional needs they may have. All official paperwork and records are kept and passed onto the next teacher or setting. Parents are informed of their new child's class teacher via their child's end of year report. At the beginning of the new academic year children are familiarized with their new setting and routine to ensure a good start to the new academic year. For secondary school transfers year heads and SENCos talk to our staff at school and additional meetings are held when felt necessary which parents and pupils are both invited to. For some pupils the secondary schools may provide additional transition support.

How are your resources allocated and matched to my son / daughter's needs?

St Anne's has a special needs budget which is used to help resource equipment for a pupil's needs. Money is also used from the main school budget and pupil premium pot when needs. Resources are allocated according to need, following the advice of other support agencies.

How is the decision made about what type and how much support my son / daughter will receive?

A decision will be made about your child's SEND support depending on their learning difficulty or disability and how that affects their development alongside that of their peers or their own previous progress/attainment and then under the Equality Act 2010 make what reasonable adjustments may need to be made for them.

St Anne's Catholic Primary divides their SEND children into four main categories:

1. Cognition and learning
2. Sensory and physical
3. Social, mental and emotional health

4. Communication and interaction.

Class teachers, SENCo, Senior Leadership Team members should make regular assessments of progress for all pupils. They will identify pupils making less than expected progress given their age and individual circumstances. Your son / daughter's progress will be judged by the class teacher or school senior leadership team against this SEND criteria:

- Significantly slower than that of their peers starting from the same baseline
 - Fail to match or better their previous rate of progress
 - Failing to close the attainment gap between the child and their peers
- Widening of the attainment gap between your son/daughter and their peers

Progress might be looked for in other areas other than attainment eg. Social needs.

The first response to such progress will be high quality teaching targeted at the areas of weakness. Parents/cares will be informed by the class teacher at this point.

When progress continues to be less than expected the class teacher working with the SENCo should assess whether your son/daughter has SEN.

Parents/carers will be informed at this point by the class teacher or SENCo and a Outcome Support Plan detailing support will be drawn up for parents/carers.

If we feel that your child would benefit from some further advice from other support agencies to develop their progress they will be contacted. Again parents/carers will be informed.

Parents/carers views and knowledge on how to support their child is always valued and is an important part in creating personalised provision that will work for your child. When additional support is given a success criteria with outcomes should be recorded so that the provision can be measured against this. A provision is seen as being successful when

- Progress increases and becomes more in line with that of their peers starting from the same baseline
 - Child's previous rate of progress improves
 - The attainment gap between the child and their peers narrows
- The attainment gap between your son/daughter and their peers stays stable.

Who can I contact for further information?

Your first point of contact if you want to discuss something about your son / daughter at St Anne's Catholic Primary School would usually be the class teacher followed by the school SENCo.

If you are worried about your son or daughter please come to speak to us at school. An appointment can always be made at the office and often a member of staff may be able to address your worry straight away.

If you are considering whether your son / daughter should join us at St Anne's Catholic Primary School you should try to speak to Mrs Prescott our Head teacher.

Can staff get extra help from experts outside if they need to? (E.g. advice and training on medical conditions)

We use many outside agencies to give us advice on how to support our children depending on their type of SEND. Additional training will be sort depending on a pupil's needs.

How will information about the child be circulated to all members of staff and who will be responsible for that?

Information about your child will be circulated to members of staff who need to know and they are trusted to be discreet with it and respect any confidential matter. Provision maps will usually be circulated by the class teacher, whilst IHCPs, PCPs, Statements and EHCPs will usually be circulated by the SENCo.