

## St Alban's Catholic Primary School

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Questions	
<b>1</b>	<p><b>How does the school 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?</b></p> <ul style="list-style-type: none"> <li>• The school has a SEN policy which can be found on the school website (<a href="http://www.stalbansprimary.org.uk">www.stalbansprimary.org.uk</a>). The SEN Manager is Mrs Holliday, telephone number 020 8979 5893 or email <a href="mailto:senco@stalbans.surrey.sch.uk">senco@stalbans.surrey.sch.uk</a></li> <li>• The progress of all pupils is monitored and tracked regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Decisions are then made as to the most appropriate steps to take in order to support the learner.</li> <li>• If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our SEN Manager.</li> </ul>
<b>2</b>	<p><b>How will early years school staff support my child/young person?</b></p> <ul style="list-style-type: none"> <li>• The Headteacher, Senior Leadership team (SLT) and SEN Manager all take an active role in monitoring the quality of our SEN provision.</li> <li>• We are a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with: <ul style="list-style-type: none"> <li>❖ Cognition and Learning</li> <li>❖ Communication and Interaction</li> <li>❖ Social, Emotional and Mental Health</li> <li>❖ Sensory and/or Physical</li> </ul> </li> </ul> <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <ul style="list-style-type: none"> <li>• We have staff trained in the following areas: Literacy, Numeracy, Behaviour management, Safeguarding, Physical &amp; Sensory support, Speech Language &amp; Communication, Autistic Spectrum Conditions and Counselling.</li> <li>• When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at the school with a member of the SLT, Class Teacher or the SEN Manager to draw up a plan of support. This</li> </ul>

		<p>individual provision plan will detail what provision is in place, what outcome is expected, who is providing it and for how long.</p> <ul style="list-style-type: none"> <li>• We adopt a graduated approach to meeting needs, through quality first teaching our staff make reasonable adjustments to help include all children not just those with SEN.</li> <li>• 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.</li> <li>• Our school provision map shows the range of interventions in place in our school which will be used when a need is identified. All the intervention programmes we use are tried and tested and known to support children to make increased progress.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEN.</li> </ul>
<b>3</b>	<b>How will the curriculum be matched to my child's/young person's needs?</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We provide a wide range of targeted interventions to support those who are making slower progress in a particular area of learning. This is specialist support that is additional to and different from our general provision.</li> </ul>
<b>4</b>	<b>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?</b>	<ul style="list-style-type: none"> <li>• We have an open door policy where parents can make an appointment or are invited to speak to the Class Teacher, SEN Manager or Headteacher should they have concerns about the overall progress of their child.</li> <li>• Parents/carers will be invited to curriculum evenings and a termly consultation meeting to discuss the support that the school are providing and how they can help their child at home.</li> <li>• At consultation meetings we will talk about the progress your child is making and share ideas about how we can together help them to do even better.</li> <li>• On-going discussion with class teacher and parents as necessary.</li> </ul>
<b>5</b>	<b>What support will there be for my child's/young person's overall well-being?</b>	<ul style="list-style-type: none"> <li>• We aim to ensure that all pupils are motivated and encouraged to develop physically, socially, intellectually, and emotionally by providing a broad and balanced Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. We continue to adapt our systems and structures: curriculum, building, attitudes and values in order to make our school an inclusive and welcoming environment.</li> </ul>

		<ul style="list-style-type: none"> <li>• We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours. We are a 'telling school'</li> <li>• Ofsted comments "<i>There is a strong sense of community in the school and pupils' behaviour and their attitudes to learning are strengths of the school. Pupils feel very safe and display a high level of respect for the feelings and well-being of others as well as being highly articulate</i>".</li> </ul> <p><i>Please see our Behaviour Policy, the Anti-bullying Policy and the Health Safety and Welfare Policy &amp; arrangements.</i></p>
6	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Our staff receive regular training and our teachers all hold qualified teacher status.</li> <li>• We aim to ensure that all staff working with learners who have SEN, possess a working knowledge of the difficulty to help them in supporting access to the curriculum.</li> <li>• Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.</li> <li>• We have established relationships with professionals in health and social care.</li> <li>• All external partners 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.</li> <li>• We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment.</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• We recognise that teaching and non-teaching staff need regular in-school training on aspects of special needs in order to ensure good up to date policy and practice.</li> <li>• We invest time and money in training our staff to improve the delivery of Wave 1 provision and develop enhanced skills of Wave 2 and 3 interventions.</li> <li>• All staff are involved with further training in line with the School Development Plan.</li> <li>• We request training support from our specialist services as required. The training is for both staff and students.</li> <li>• We hold regular INSET training on issues related to SEN.</li> </ul> <p><b>Waves of Provision</b>  Wave 1 –Quality first inclusive teaching.  Wave 2 – Short term interventions.  Wave 3 – Long term continuing support (children with a Statement or EHCP)</p>

8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</li> <li>• During this academic year additional staff accompanied the school residential trip to PGL so that learners with SEN could attend. Registers are taken for all school activities and we actively monitor the engagement of learners across the school.</li> <li>• Children with physical disabilities will receive support according to individual circumstances and the level and type of support designated.</li> </ul> <p><i>Please see our inclusion policy.</i></p>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• St Alban's will take every practical step to make sure that the school is accessible for pupils and parents with special needs.</li> <li>• Staff differentiate approaches and resources so as to support access to the curriculum. We have an Accessibility Plan (as required under the Disability Discrimination Act (1995) and the Equality Act (2010) increasing access to the school by pupils with disabilities) which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents.</li> <li>• We receive support from the REMA (Race Equality and Minority Achievement) team and will endeavour to translate school documents on request.</li> </ul>
10	<b>How will the school prepare and support my child/young person to join the school, transfer to a new setting / school / college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• We have a robust induction programme in place to welcome new learners to our school.</li> <li>• All Reception Children are encouraged to attend our "Getting Ready for School Programme", which is designed to give your child confidence before they start school. This runs in the summer term before your child joins school. You will also have the opportunity to meet the Reception class teacher.</li> <li>• We meet with parents and child to gain personal information ie targets, preferred learning styles, interests and friendships.</li> <li>• We have very good relationships with the settings children move from and onto and share relevant information.</li> <li>• We hold meetings with staff from our local secondary schools. During these meetings we share an overview of our learners who have SEN. Good practice is shared so that transition to the next phase is made easier.</li> <li>• We encourage all our learners to attend induction days.</li> </ul>

		<ul style="list-style-type: none"> <li>• A transition afternoon for existing pupils to spend time with their new class teacher and visit their next classroom setting.</li> </ul>
11	<b>How are the school's resources allocated and matched to children's/young people's special educational needs?</b>	<ul style="list-style-type: none"> <li>• We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SLT carried out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance.</li> <li>• Our provision management tool also looks at the impact each intervention has had on the progress of learners. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.</li> <li>• Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school. Decisions are then made as to whether any additional interventions need to be put in place.</li> </ul>
12	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"> <li>• For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SEN Manger and key staff. The classteacher and/or the SEN Manager will also discuss this with parents.</li> <li>• For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.</li> </ul>
13	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• We aim for a close working partnership with parents.</li> <li>• We have an open door policy where parents can make an appointment to see the Class Teacher, SEN Manager or Headteacher.</li> <li>• We have a parent teacher association where parents can become involved in school life. We also have a parent governor who takes an active role in the overall running of the school including financial management, curriculum development and whole school improvement.</li> <li>• Parents are requested to attend regular curriculum and consultation evenings.</li> <li>• We send out a regular newsletter and a termly curriculum newsletter.</li> </ul>
14	<b>Who can I contact for further information</b>	<ul style="list-style-type: none"> <li>• In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SEN Manager may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• In addition you can contact the SEN Manager Mrs Holliday 020 8979 5893 or email <a href="mailto:senco@stalbans.surrey.sch.uk">senco@stalbans.surrey.sch.uk</a> or the Headteacher Mr Brannigan, Tel: 020 8979 5893 or email <a href="mailto:admin@stalbans.surrey.sch.uk">admin@stalbans.surrey.sch.uk</a></li><li>• A copy of the school's complaints procedure can be found on the school website (<a href="http://www.stalbans.surrey.sch.uk">www.stalbans.surrey.sch.uk</a> under School Information, Policies and forms). The complaints procedure will outline the formal steps the school will take in handling each complaint.</li></ul> |
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