

	Questions	School Response
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?	<ul style="list-style-type: none"> • The progress of all pupils is monitored termly by class teachers and the senior leadership team through pupil progress meetings 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. • The Special Needs Coordinator (SENCO) may carry out observations and assessments to ascertain barriers to learning and advise on classroom strategies to support the pupil. Outside agency referrals can be made. • 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/form tutor to discuss their concerns or alternatively they can speak to the SENCO. • The use of class tracking grids for Reading, Writing and Maths shows attainment and progress alongside expected attainment.
2	How will staff support my child?	<ul style="list-style-type: none"> • The class teacher is responsible for the pupil's progress with the support of Teaching Assistants (TAs) and the advice of the SENCO. Progress is closely monitored using on-going observations and assessment for learning. • Children are involved in their own target setting. • The learning intention and success criteria within a lesson is differentiated to meet the needs of individuals, as are the resources and levels of support. This includes an interactive learning environment as part of a creative curriculum. • When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers receive an Individual Education Plan (IEP) for children placed at School Action Plus and those with a Statement of SEN. These IEPs are reviewed termly a year. Children placed at School Action, receive an intervention plan. • The school provision map shows the range of interventions in place in the school which will be used where we identify children who will benefit from these interventions. • The progress of all children receiving additional support is monitored to ensure that the provision in place is having an impact. • Outside agency involvement, e.g. speech and language therapy, occupational therapy and

		<p>educational psychology may also be involved and the recommendations made by these services will be implemented in the classroom.</p> <ul style="list-style-type: none"> • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with Special Educational Needs and Disabilities (SEND) and termly meetings are held with the SENCO. • Homework is set to include parents/carers in their child's learning.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Class teachers have information on the needs of individual pupils so that they can plan the learning and the resources accordingly 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. • Intervention groups may be in place to further support learning and support access to the curriculum, for example pre-teaching of vocabulary or additional phonics groups. • Guided teaching groups are used to target children at their level to move their learning forward. • Children have a learning toolkit with individualised resources to support personalised learning. • Children use peer assessment and self-assessment to identify their own next steps in learning.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • Parents/carers will be invited to parent consultation meetings to discuss their child's progress. • IEPs are reviewed three times a year and shared with parents/carers. • For children with a Statement of Special Educational Needs, an Annual Review is held with the relevant outside agencies and parents/carers. • When outside agencies are involved, there are reviews held involving parents/carers. • If appropriate, personal contact or communication books between home and school are set up for continued feedback. • Parents/carers are supported by the school through workshops that are held throughout the year, for example, Read, Write, Inc.; Maths; phonics; and Reading.
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum using the SEAL resources. • The school is part of the Healthy Schools scheme and takes part in the annual Golden Boot

		<p>Challenge.</p> <ul style="list-style-type: none"> • The school participate in Feeling Good Week and are currently working towards an Anti-Bullying Chartermark. • There is a Friendship Stop in the playground and Playground Buddies are used. • Social skills programmes are implemented where appropriate and lunchtime supervisors will have an awareness of children to support at these less structured times. • School values have a high profile in the school and the pupils are involved in a range of learning opportunities. These values support the Christian ethos. • The school behaviour policy is very positive and Star of the Week, stickers and House Points build motivation and self-esteem. • All staff are first aid trained and there has been additional input for all staff on the use of epi pens and asthma. Medication can be administered by the Office staff. • Referrals can be made to the Home-School Link Worker, Family Support Workers, Behaviour Support, Child and Adolescent Mental Health Services (CAMHS) and Educational Psychology. • The Garden of Hope provides a quiet environment for reflection and time out. • There are a wide range of clubs available to the children, ranging from Art to football.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Within the school setting, there is a wide range of experience and expertise of working with children with SEND, ranging from physical disabilities to autism. • Referrals can be made to access Surrey County Council specialist teaching services, these involve Learning and Language Support, Behaviour Support, Educational Psychologists; Physical and Sensory Support Services (hearing impairment, visual impairment and physical disabilities) and Family Support. • Healthcare services can also be referred to through the school SENCO. These services include Speech and Language Therapy; Occupational Therapy; Physiotherapy; CAMHS; Child Assessment Service; School Nurses and some paediatric assessments. • Freemantles Outreach (specialist autism support) is also available to the school where a child has a medical diagnosis of autism. • The Educational Welfare Officer and the Home-School Link Worker provide additional support for parents/carers, where appropriate.
7	<p>What training have the</p>	<ul style="list-style-type: none"> • There is continued professional development for all staff and recent training has included

	<p>staff supporting children with SEND had?</p>	<p>dyslexia, autism, Makaton and positive touch.</p> <ul style="list-style-type: none"> • LSA training is carried out on a weekly basis and has involved supporting children with dyslexia. • Outside agencies will work with individual TAs on specific programmes for children, for example PECs to support the development of communication. • Members of staff have visited specialist centres, like Freemantles to observe strategies used. • TAs have attended Earlybird and Earlybird Plus courses to support parents with children with autism.
<p>8</p>	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Where appropriate, additional TA support will be provided to ensure pupil's needs are met at break and lunchtime through targeted play and use of resources. • Personalised risk assessments are carried out for each trip to ensure that all pupil's needs are met and that they are safe. This may involve meeting with parents and discussing details and the flexible use of TA support. Transport has been provided for children with physical disabilities. • Social stories are sometimes used to support a child's understanding and ensure readiness for the trip. • For residential trips, parents are able to discuss concerns and any specific needs can be shared with the relevant centres before arrival. • Outdoor learning is planned and differentiated to allow access for all.
<p>9</p>	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site is on one level so there is ease of access. • There is a disabled toilet situated in the main building by the Main Office and an adapted Key Stage One toilet. • Training has been given on creating a dyslexia friendly classroom. • Physical and Sensory Support Services will advise on any modifications needed for specific children to the environment and advice given on specific subjects. • There are a range of resources used in school to support accessibility, ranging from coloured overlays to reduce paper glare to coloured glue to support children with visual impairments. • Laptops are used where appropriate and through Surrey, equipment to support visual and hearing impairments has been sourced. • Risk Assessments and Intimate Care plans are drawn up to support children where appropriate.

10	How will the school prepare and support my child to transfer to a new school?	<ul style="list-style-type: none"> • Where appropriate, personalised booklets are produced to support the transition from Nursery to Reception. • Parent meetings are held to welcome new Reception parents. • There is a phased induction for children starting in Reception, as well as communication and some visits to the child's nursery (including some SENCO visits). • Transition to Year 3 parent talk and booklet. The children spend a whole day with their new teacher before the end of the Summer Term. • Afternoon playtime for Year 3 is phased out over the first two weeks. • For children who find the transition difficult, there will be, where appropriate, discussions with parents and individualised programmes put in place. These may be additional transition days to secondary schools, visits to the new working classrooms, social stories or photographs. Transition groups have been held for Year 2 and Year 6. • Year 6 children attend transition days and there are close links between the primary and secondary SENCOs for a successful handover. • Where a child is moving to a specialist placement, the new setting's SENCO and class teacher are invited to the Annual Review. The school TA sometimes attends the specialist placement for transition days with the child.
11	How are the resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • 30 minutes weekly continued professional development for TAs. • Timetabling of TA team to plan and deliver effective intervention. • Auditing of needs across the school and placement of TAs to reflect the needs of the children in relation to TA experience and training. • Liaison with SENCO to provide specific resources to support individual needs, for example, posture packs to support writing, pencil grips.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Half termly pupil progress meetings identify areas of need and intervention groups are set up as an outcome. The frequency and type of intervention will match the child's needs. Intervention and booster group impact is closely monitored. • Outside agencies may advise and support the school with the type of provision that is needed to overcome barriers to learning. • IEPs and IEP reviews will inform teacher planning and target setting – provision will be in

		<p>place to meet these targets.</p> <ul style="list-style-type: none"> • Parents are involved through review meetings and target sharing at parent consultation meetings.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Parents are welcomed into school for parent consultation meetings, curriculum evenings, assemblies and workshops. • Friends of St. Mary's School are actively involved in fundraising and supporting the school. The Summer Fair and the Christmas Fair are opportunities for informal involvement. • There are questionnaires sent home to ascertain views, for example, homework. • Class assemblies are performed for parents/carers to come and experience the learning that has been taking place in class. • There are annual school productions and links with the local church. • Volunteers are welcomed into school to support with school trips, reading and cooking. • Parents are consulted on the development of policies, for example the Disability and Accessibility Plan.
14	Who can I contact for further information	<ul style="list-style-type: none"> • In the first instance, the child's class teacher should be contacted for information and with any issues. • The school SENCO is available to discuss concerns and support for children with SEND. • The Head Teacher and Deputy Head are available. • Partnership for Parents