

Questions	School Response
<p>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?</p>	<p><i>As a school, we recognise that all children have a range of individual needs. If a child has a barrier to learning that requires extra help above and beyond the realms of classroom differentiation this is identified by the class teacher, working closely with the assessment co-ordinator and SENCo. This is typically through observing a child's learning behaviours, following their academic progress and tracking their social development. Should parents have any concerns regarding special educational needs they should initially speak with their child's class teacher.</i></p>
<p>2 How will school staff support my child?</p>	<p><i>Many children with an identified SEN will be working on an Individual Education Plan (IEP). These plans are written by the parents, class teacher and SENCo and allow us to identify specific targets for your child. These plans are delivered by the class teacher and classroom based staff with the SENCo taking an overseeing role. Upon the creation of the IEP, individual staff members will be designated with specific tasks so everyone understands who plays what role. The SENCo is also supported by a designated SEN governor. The arrangements detailed on the IEP are reviewed with parents every term. Any additional interventions are also reviewed termly and amended if not having sufficient impact.</i></p>
<p>3 How will the curriculum be matched to my child's/young person's needs?</p>	<p><i>Lesson plans cater for the range of children they are aimed for. Therefore each lesson, and related curriculum content, is tailored to meet the needs of the pupils in the classroom. In the event that this differentiation was not adequate in repeating curriculum content sufficiently, intervention groups are in place to support individual needs.</i></p>
<p>4 How will both you and I know how my child is doing and how will you help me to support my</p>	<p><i>In addition to the normal reporting arrangements, the class teacher, SENCo and parents will meet every term to discuss individual children's provision and review where the children are in relation to previously set targets. These targets will be informed by other experts who may advise what progress should be expected if this is different from their peers. Many of the targets on an IEP can be supported with activities at home and this is discussed and</i></p>

	child's learning?	<i>planned at the IEP review and planning meetings. Every six weeks the class teachers report on the academic progress to the SENCo to allow them to monitor both achievement and attainment closely.</i>
5	What support will there be for my child's overall well-being?	<i>For all our children, their well-being is our primary concern, as depicted in our mission statement. As a school we are all invested in helping your child reach their full potential whilst being happy and healthy individuals. Depending on the needs of your child, the class based staff and SENCo will provide appropriate support tailored to their individual needs. Any personal care needs are planned for on an individual basis. The storage and administration of medicines is managed by a designated member of staff who would meet with you upon your child starting at St. Paul's to discuss in detail their individual needs.</i>
6	What specialist services and expertise are available at or accessed by the school?	<i>We access a range of specialist services who work with the school to guide and inform our practise. These include Language and Learning Support, Educational Psychology, Behaviour Support, Physical and Sensory Support, CAHMS, Occupational Therapy and Speech and Language Therapy.</i>
7	What training are the staff supporting children and young people with SEND had or are having?	<i>Training is tailored to the individual needs of the children within our provision and is carried out through performance management and one to one sessions with specialist services.</i>
8	How will my child be included in activities outside the classroom including school trips?	<i>All activities are accessible to all of our children with relevant planning and appropriate adaptations where necessary. All parents are made aware of any educational visits at the beginning of each academic year to allow them the opportunity to be part of the planning process where appropriate.</i>
9	How accessible is the school environment?	<i>The ground floor of the building is fully wheelchair accessible. There is a disabled changing area and toilet facilities near the main reception and every classroom is equipped with an interactive whiteboard. Previously both the visual and auditory environment have been amended to meet the needs of specific children within a class, this would be done again as required.</i>
10	How will the school prepare and support my child to join the school, or the next stage of education?	<i>The support put in place for your child during this transition will be driven by their needs. Prior to them starting school the SENCo will meet with you to discuss your child's needs and history. The SENCo will also visit your child in their current setting and meet with any professionals there. From here we will all plan together the best way to support your child in joining our school, reviewing the plan regularly to ensure success.</i>

		<p>When you go on to make decisions about your child's next stage of education we are very happy to support you in this process. Initially, we would seek the advice of experts who know your child well to assist you in deciding which secondary school would be best for them. From here we would work closely with this school to share as much information as possible to plan for a smooth transition. Previously we have visited secondary schools with parents to help judge the suitability for their child and also accompanied students on orienteering days to bridge the gap between primary and secondary schools.</p>
11	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>As in accordance with the child's IEP, resources are allocated to individual children to address individual needs. Whether the resources be physical or personnel, the children's needs are judged by the academic progress and social and emotional development and resources allocated as appropriate. This process is a continuing, on-going open discussion between SENCo, class teacher and parents.</p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Decisions regarding the amount and type of support provided are made in partnership with children, parents, class teacher's, the SENCo and specialist advisors. Elements that are taken in to consideration are the child's social and emotional development, learning behaviours, academic progress and attainment.</p> <p>Together, we would look at all factors and discuss how to best cater for each child's needs. As part of this process we would also consult Surrey's graduated response to allow us to make national comparisons.</p> <p>The impact of the support in place is judged using half termly progress reviews and termly IEP planning and review meetings and annual reviews. Success is measured against the child's individual targets.</p>
13	<p>How are parents involved in the school ? How can I be involved?</p>	<p>For parents looking to be involved specifically with the development of their child with SEN, we ask that you are full participants in the IEP planning and review process. As part of this we will identify specific strategies or work that can be done with your child at home. Parents looking to be involved with the wider school community can do so by accompanying classes on educational visits, hearing readers, assisting in handwriting and becoming part of the St. Paul's Parents Association.</p>
14	<p>Who can I contact for further information?</p>	<p>If your child is already a pupil at St. Paul's and you have any concerns, please do not hesitate to speak with your child's class teacher.</p> <p>Should you be considering if child should join our school, please contact info@stpauls-thamesditton.surrey.sch.uk for further information.</p>