

APPENDIX 1 From a Parent and Carer's point of view, what does your school/college/training provider offer for children and young people with SEND?

Identification of needs

1. a) How does the school/college identify children with special educational needs?
b) How do we involve parents in planning for those needs?
c) If the school/college is specialist, which types of special educational need do you cater for?

1a) Your child's progress and development is at the heart of our school ethos. Class teachers will monitor the progress and development of all children in their class throughout the year. If they have any concerns, regarding progress or other areas which the children are showing some difficulty, they will communicate with the Special Educational Needs and Disability coordinator, Miss Rennison (SENDco). The class teacher and SENDco will then work closely to monitor your child's progress and academic achievement and decide if further support in school is required and if they need to be added to the Special Educational Needs register.

1b) Class teachers meet with parents on a termly basis through parents' consultation evenings to discuss progress. If there are areas of concerns, class teachers will discuss with parents the school's plan to support your child. We highly value parents' support and contributions to this; we believe in working as a team to provide the best provision for the children in our school. If appropriate, separate individual meetings will also be held with a range of professionals such as the SENDco or Educational Psychologists to identify and create a plan to best support your child.

1c) N/A

Support

2. a) Who in the school/college will support my child and how will this be monitored and evaluated?
b) How are the decisions made about the type and amount of provision a young person will need?
Who will oversee and plan the education programme? Who will be working with my child and how often? Who will explain this to me? How does the school know its arrangements are effective? Who will make the decisions and on what basis? How will I be involved? How does the school judge whether the support has had an impact?

2a) The main support for children in our school will be their class teacher and teaching assistants. This will range from one to one support to group support. Class teachers will plan work which will be matched to the needs of individual child in order for them to make rapid, sustainable progress within lessons. Pupils may also have identified additional intervention with support staff, directed by the class teachers; this may be from staff within school to external professionals. This support will be monitored and evaluated in pupil progress meetings by the head teacher, on half termly basis by the SENDco and on a regular basis by the class teacher.

2b) Decisions about the type and amount of provision required for your child are made on an individual basis with class teacher, Senior Leadership Team and the SENDco. The class teacher will work with the SENDco to create an Individual Education Plan for each child every term. This will have specific,

achievable targets to help your child make good progress. All members of staff who work with your child will be aware of the targets, including parents. When planning interventions, the teacher will decide what extra provision your child needs and this will be overseen by the SENDco. Any extra provision your child receives will be discussed with parents on parents' consultation evenings and our door is always opening to discuss any concerns with class teachers. The SENDco may contact parents for meetings from time to time, if additional support is external to the school, such as by an Educational Psychologist or Speech Therapist. The school will assess the impact of the provision in a variety of ways: termly pupil progress meetings, verbal feedback between class teachers and support staff, analysis of data, conversations with the children involved, continuous assessment by the class teacher and half termly meetings with the SENDco.

Curriculum

3. How will the curriculum be matched to the needs of the young person?

What is the approach of the school to differentiation?

3) All children in the school follow the National Curriculum set by the Government. The curriculum will be adapted to meet the needs of each child within our school. Teachers will plan exciting and engaging work based on the level at which the child is working and their next steps. Within everyday lessons, differentiation is essential to match the needs of the children. There may be individually set tasks, work with support, small group work or work in a one on one situation. As a school we strongly believe in inclusion as and where possible; this is at the core of our provision.

Accessibility

4. How accessible is the school/college environment?

Is the building fully wheelchair accessible? Have there been improvements made to the auditory and visual environment? Are there disabled changing and toilet facilities? How are communications made with parents whose first language is not English? Is home/school transport available? (also provide link to the LA transport policy)

4) The school is one level which makes it fully accessible to children with disabilities and/or wheelchairs. Each classroom is fitted with an interactive whiteboard alongside a traditional whiteboard.

Parental Involvement

5. How will both the school/college and the parent know how the young person is doing and how will the school support the young person's learning?

In addition to the normal reporting arrangements what other opportunities will there be to discuss the progress of my child? How will the school explain to me how my child's learning will be planned and how I can help to support this? Do you offer any parent training or learning events? How does the school know how well my child is doing?

5) The school holds parents' consultation evenings in the first two terms of the school year and sends out a detailed final report in the third term. Through this, teachers will inform parents of how their child is doing with all aspects of school life. If class teachers and/or the SENDco wish to discuss progress further, we will contact parents and arrange an appointment to come into the school. We also have an 'open door' policy – our staff are always available to discuss how a child is progressing in school. We also employ a learning support staff member who works with children with literacy difficulties. She is always available to make an appointment with to discuss concerns over progress in literacy.

Overall Well Being

6. What support will there be for the young person's well-being?

What is the pastoral, medical and social support available in school for my child? How does the school manage the administration of medicines? How will my child be able to contribute his or her views?

6) Your child's wellbeing is of uttermost importance to us as a school. Staff are always available to listen to any concerns over a child's wellbeing and offer any support they can for the children. Medicines are administered through the office and the school must have your consent to administer medication. Inhalers for asthma are kept in the relevant child's classroom in a medical bag.

Specialist Services

7. What specialist services and expertise are available at or are accessed by the school/college?

Are there specialist staff working at the school? What other services does the school access including health, therapy and social care services?

7) Within the school we access:

- A specialist Learning Support teacher who works with children with specific literacy difficulties
- Speech and Language therapy services
- Educational Psychologists
- CAMS (Child and Adolescent Mental Health Studies)
- Looked After Children support

Staff Training

8. What training are the staff supporting children and young people with SEND had or are having?
This should include recent and future planned training and disability awareness.

8) In school, various staff have had training on:

- Autism
- Dyslexia
- Literacy difficulties

- Gifted and Talented English
- Reading difficulties training
- Asthma management

Activities outside of school

9. How will the young person be included in activities outside of the classroom including school/college trips?

How do you involve parents and carers in planning activities and trips?

9) We strongly believe in inclusion at all times. All children will be included in activities outside of the classroom. Parents are encouraged to accompany the school on trips in the Early Years and Key Stage One alongside support staff and support staff will accompany trips in KS2. Full risk assessments are carried out prior to any trip.

Transition

10. How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?
What preparation will there be before my son/daughter joins the school? How will he or she be prepared to move onto the next stage? How will you support any new setting to receive my child?

10) Within school, transition is of high importance as we realise that this can be a worrying time for children and parents. To make transition as comfortable as possible and as we are a split site school, we have regular opportunities working together as a school, for example weekly whole school assemblies, so children are familiar with the whole building. This gives the children the opportunity to see all staff members and all children. Around the end of the year, children will spend some time in their new classroom with their new teacher in preparation for the transition the following September. In Early Years and Key Stage One, an informal meeting will be held with the parents, the Head Teacher, Mr Gamble, and class teachers to discuss the plans for the next year. At the end of Key Stage Two, children begin to work with their chosen secondary school in preparation for the next stage of their education.

We encourage new starters to visit the school with their parents to get a feel for the family atmosphere of The Avenue. Transition days are available if the move to the school will be planned for a later date in the year. All staff in the school will ensure that a transition is as easy as possible for the children involved and information regarding data, Special Educational Needs and any other relevant information will be communicated between ourselves and the previous school.

SEND Resources

11. How are the school/college's resources allocated and matched to the young person's special educational needs?
How is the SEND budget allocated?

11) The school has an allocated SEN notional budget, which is extra money allocated for children with SEN, based on the SEN register for that academic year. From this budget, the school covers the costs of any additional support for children. The budget is allocated based on the needs of the child. If the school believes that they cannot meet the needs of the child with the allocated notional budget, we will apply for extra funding known as 'Higher needs funding' from the Local Authority.

Further information

12. The school/college would use this part of the document to identify key points of contact or how further information can be accessed eg. The Council Local Offer website link.

Who would be my first point of contact if I want to discuss something about my child? Who else has a role in my child's education? Who can I talk to if I am worried? Who is the SEND Coordinator and how can I contact them? What other support services are there which might help me and provide me with information and advice?

12) The first point of contact for new starters will be the Head Teacher, Mr Gamble. The first point of contact for current students to discuss any worries or concerns about a child would be the child's class teacher. After this, parents could contact the SENDco (Miss Rennison) or the head teacher (Mr Gamble). To contact the SENDco, make an appointment at reception. All staff will always be happy to help!

School Telephone number: 01642 318510

Email: Visit website and 'contact' page to send a message

School Website: <http://www.theavenueprimaryschool.co.uk/site>

APPENDIX 2 From a Young Person's point of view, what does your school/college/training provider offer for children and young people with SEND?

Identification of need

1. How does the school/college know if I need extra help?
How do you identify young people with special educational needs?

Support

2. What should I do if I think I need extra help?
How will I be able to raise any concerns I may have?

Curriculum

3. How will my school/college work be organised to meet my individual needs?
What are the school's approaches to differentiation?

My Involvement

4. How will I be involved in planning for my needs?
How will I be able to contribute my views? How will the school support me in doing this?
Who can I go to for support if I feel my needs are not being met or I'm not being listened to?

Learning

5. a) Who will tell me what I can do to help myself and be more independent?
b) How will I know if I am doing as well as I should be?
Who will help me and what sort of things are available? What opportunities will there be to discuss my progress with staff? How will I know what progress I should be making? How will I be involved in planning my education?

Well being

6. a) What should I do if I am worried about my school/college work?
b) How can I get help if I am worried about things other than my school/college work?
What is the pastoral, medical and social support available to me in school? What support is there for behaviour, avoiding exclusions and increasing attendance?

Involvement in activities outside of the classroom

7. a) How will I know who can help me?
b) Who can I talk to about getting involved in student activities if I need extra help?
c) If I have a disability or additional need how can I join in school/college activities?
Will I be able to access all of the activities available and how will you help me to do this? Is the building wheelchair accessible? Have there been improvements to the auditory and visual environment?

Transition

8. a) What help is there to get ready to start college/school?
b) How will I be prepared to move onto the next stage of my school life including employment and life skills?
What help will there be for me before joining the school/college? What information will be provided? How will the school/college support me in moving on to a new setting?