



To live, love and learn so that we can be a witness for Christ.'

Frequently Asked Questions

Glossary

SEND – Special educational needs and disability

SENCO – special educational needs co-ordinator

ILP – Individual Learning Plan

EHCP – education and health care plan

Who should I speak to if I have a concern about my child?

If you have a concern about your child, you should first make contact with the class teacher. They work with your child on a daily basis and will be in the best position to give you immediate feedback or make the appropriate enquiries on your behalf.

If your child has specific needs that the school must provide, then the school SENCo will contact you directly.

St. Andrew's SENCo is Mrs Brett and she works alongside the School Senior Leadership Team. Mrs Brett works on a Thursday and Friday.

We operate an open door policy and you are welcome to come into school at your convenience to share information with class teacher. If the SENCo is available, she will endeavour to see you however an appointment would usually be needed.

We hold regular termly meetings between parents and class teachers so that you can find out how your child is doing in school. We use a blended method to suit the needs of the family. The school SENCo oversees all children and will endeavour to meet parents at least annually.

How are parental concerns listened to at St. Andrew's?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask your child's teacher to speak to the SENCO or you could speak to Mrs Brett, the SENCO, or a member of the Senior Leadership team directly.
- If you are still not happy you can speak to the Head Teacher, Mr Kelly.

How are parents involved with SEND at St. Andrew's?

If your child is identified as not making progress the teacher will set up a meeting to discuss this with you in more detail. They will:

- Listen to any concerns you may have too
- Plan any additional support your child may need to receive
- Discuss with you any referrals to outside professionals that may be required to support your child's learning
- Work with parents in creation of the ILPs, SEN report, EHCPs and reviews.

Are the children themselves included in the SEND process?

Yes they are! The children will have their targets explained to them in terms that they understand. In the review of such plans the children will be asked to express their thoughts on the support that they receive and how their learning is progressing.

Is there extra support for children with special educational needs and disability?

- The school budget, received from Solihull LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including:
 - ✚ The children getting extra support already through the provision map and other planned interventions
 - ✚ The children needing extra support
 - ✚ The children who have been identified as not making as much progress as would be expected

It will then be decided what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

Which outside agencies work with St. Andrew's school?

Directly funded by the school:

- SISS SEMH, Specialist Inclusion Support Service, Social, Emotional and Mental Health Difficulties Team
- SENTAA, Special Educational Needs Teaching Assessment and Advice
- St. Andrew's Family Support Worker, Mrs Brady supporting SEMH.
- Sports Coach helper.

Paid for centrally by the Local Authority but delivered in school:

- SISS ASD, specialist Inclusion Support Service, Autism Disorder Team
- SISS SPI, Specialist Support Service, Sensory and Physical Impairment Team
- SISS EYST Specialist Support Service Early Years Team
- SAS, Specialist Assessment Team

Provided by and paid for by the Health Service that parents, health and school can refer to

- Occupational Therapy
- Speech and Language Therapy
- School nurse

Is there provision for staff training for special education needs at St. Andrew's?

- The SENCO's job is to support the class teacher in planning for children with SEND and co-ordinate provision and external professionals.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, speech and language difficulties and SEMH difficulties.
- Individual teachers and teaching assistants attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will teaching be adapted to support my child if necessary at St. Andrew's?

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff deliver adaptations by the teachers to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Provision mapped intervention based on your child's targeted need will be taught and reviewed each term.

How do you measure my child's progress at St. Andrew's?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a national curriculum judgement made against age related standard in reading, writing, maths made.
- If your child is in Y1 and above but is not yet at national curriculum age related standard, more sensitive assessment tools will be used which show your child's level in more detail and will also show smaller but significant steps of progress. The levels are called 'P' levels and learning continuum provided progressive steps for teachers to set specific targets for your child to achieve in a given time.
- At the end of each key stage (i.e. at the end of year two and year six), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- If your child has a recognised SEND learning need then they may require additional support for them to access the national SATs. In line with statutory guidelines, St. Andrew's Assessment Lead and the SENCO will make an application to the government who, in turn, may award more additional time and rest breaks to help your child.
- Children requiring prolonged support from outside agencies will have a learning action plan or in more demanding cases, a SEN Report, which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHCP is formally reviewed at an Annual Review meeting.
- The SENCO will also check that your child is making good progress within any individual work and group that they take part in.

How do we support parents at St. Andrew's?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- ILPs will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Personal support to support parents of children with SEN can be sourced from Engage.

How is St. Andrew's school accessible to children with special educational needs and disability?

- The single story building is accessible to children with a physical disability via the front entrance. The school has small amounts of stairs in KS2. Each set of stairs also has a lift next to it so that each classroom is accessible to a child with a physical disability. These lifts are serviced on an annual basis.
- We have two disabled toilets and one of the toilets contains a shower that a child with a disability would be able to access.
- We also have changing facilities.
- After school provision is accessible to all children including those with SEND.
- Extra- curricular activities are accessible for children with SEND.

See accessibility audit and Plan

What happens if my child has to move school from St. Andrew's?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:

Information will be passed on to the new class teacher IN ADVANCE and pastoral staff meetings are held to ensure in-depth detail is discussed.

For some children who require a physical transition, then visits will be arranged before the summer holiday and a social story will be prepared so that the child is able to rehearse where their new classroom will be, who their teachers will be and any other routine changes that require pre-tutoring to calm anxiety.

Parents are informed and any anxieties listened to.