

## SEND - What our school offers

	Questions	School Response
1	<b>How does the school / college 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>	<ul style="list-style-type: none"> <li>Concerns may be identified in a number of different ways through observation, transition and feedback and assessment. Milford School has a robust system for monitoring the progress of individual children and any child not making good progress is identified quickly.</li> <li>If parents have any concerns about how a child is progressing at school they should speak to their class teacher in the first instance who will then advise on an appropriate course of action which may involve meeting the SENCO.</li> </ul>
2	<b>How will school staff support my child?</b>	<ul style="list-style-type: none"> <li>The class teacher will put together a child's learning plan and/or provision map which will detail any strategies or intervention that is put in place. A meeting will be arranged with parents/carers at the start of the plan to discuss the targets and agreed actions. There will then be a review meeting to discuss how things are going.</li> <li>The school has an appointed SEN Governor who meets with the SENCO regularly. There is also a Governor responsible for the Single Equality Duty and Inclusion.</li> <li>Strategies and interventions are reviewed regularly to monitor their effectiveness. This is overseen by the SENCO.</li> </ul>
3	<b>How will the curriculum be matched to my child's/young person's needs?</b>	<ul style="list-style-type: none"> <li>Lessons are differentiated with further differentiation for individuals requiring more personalised activities and tasks</li> </ul>
4	<b>How will both you and I</b>	<ul style="list-style-type: none"> <li>In addition to usual parent meetings and open evenings/events you will be</li> </ul>

	<p><b>know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<p><i>invited to meet with the class teacher and/or Senco to discuss your child's specific needs on a regular basis. The school has an 'open door' policy so if you feel that you need an interim discussion you can arrange this with the class teacher.</i></p> <ul style="list-style-type: none"> <li>• <i>You will receive a copy of your child's learning plan on a termly basis. There will also be an opportunity to comment on the targets and plan either in writing or through a meeting with the class teacher and/or Senco</i></li> <li>• <i>We can set up a home/school book to support regular communication between home and school.</i></li> <li>• <i>We hold open evenings and events to discuss how we teach the children. If you require any additional information or training in any particular area this can be arranged with your class teacher.</i></li> <li>• <i>We hold termly workshops aimed to help you support your child</i></li> </ul>
<p><b>5</b></p>	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• <i>Where a child needs support with social and emotional issues we use a variety of methods such as social stories, social communication programmes, focus play sessions and work on identifying and recognising emotions in ourselves and others. At play and lunch time individuals have particular routines and key members of staff to support them.</i></li> <li>• <i>We have an ELSA (Emotional Literacy Support Assistant) in school to work with individuals where appropriate</i></li> <li>• <i>We provide support at lunch time as well as play leaders outside in the playground.</i></li> <li>• <i>Office – All our staff receive regular first aid training</i></li> <li>• <i>The school has a robust behaviour policy that is followed by all staff. Where children require individual support a personal learning plan will be put in place and followed. This is communicated to all staff. We have good relationships with staff from the Specialist Teachers Team and Educational Psychologists who can come in and support us.</i></li> <li>• <i>Children can contribute to their learning plans and this will be discussed with them during the planning and review process</i></li> <li>• <i>We have a school council who also represent our children's views across the school.</i></li> </ul>

6	<b>What specialist services and expertise are available at or accessed by the setting / school / college?</b>	<ul style="list-style-type: none"> <li>• <i>The school has good relationships with and accesses support from a wide variety of services such as community paediatricians, health visitors, school nurse, social care, CAMHS, TAMHS, specialist teachers in behaviour, specialist teachers in learning and language, speech and language therapists, occupational therapists, educational psychologists, and various outreach services</i></li> </ul>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	<ul style="list-style-type: none"> <li>• <i>Staff have attended a variety of training courses and all staff are trained in response to the needs of the children.</i></li> <li>• <i>Training has included ASD (outreach from Freemantles and Babcock training). Behaviour Support, Elklan training, Attachment Disorders, First Aid and individual speech and language support.</i></li> <li>• <i>Training is closely linked to both the needs of the children and our school development plan.</i></li> </ul>
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>• <i>All classrooms can have reasonable adjustments made to suit individual needs as appropriate</i></li> <li>• <i>Class teachers ensure that children are adequately supported in preparation for a visit as well as managing the day and all children would have adult support that is appropriate for them.</i></li> <li>• <i>Class teachers would meet with parents to discuss any particular needs and concerns about a visit. This may also involve parents supporting us in preparing a child for a trip/visit or special event.</i></li> </ul>
9	<b>How accessible is the setting / school / college environment?</b>	<ul style="list-style-type: none"> <li>• <i>The building has full wheelchair access. There are disabled changing and toilet facilities</i></li> <li>• <i>The school communicates with parent carers whose first language is not English or who have learning needs/disabilities on an individual basis</i></li> <li>• <i>The budget is carefully managed and there is money set aside for resources and equipment that the school may need to purchase in order to support individuals.</i></li> </ul>
10	<b>How will the setting /school / college prepare and support my child/young person to join the setting /school /</b>	<ul style="list-style-type: none"> <li>• <i>Transition is carefully planned for both children joining and leaving the school as well as those moving class within the school.</i></li> <li>• <i>New children are supported and highlighted to all staff. The SENCO/HT will liaise with the previous setting to ensure that transition is a positive experience.</i></li> </ul>

	<b>college, transfer to a new setting / school / college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>• <i>For children leaving our setting, the SENCO/HT will liaise with parents/carers and staff from the new setting to put a transition programme in place such as extra visits, transition books etc.</i></li> </ul>
<b>11</b>	<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>• <i>The level 1 funding is used to cover the cost of the SENCO</i></li> <li>• <i>Remaining funding is used to cover the cost of LSA's delivering 1:1 and small group support and intervention as well as the cost of training and resources.</i></li> <li>• <i>Any level 3 funding is used to support the named child that the funding is connected to as directed by their statement.</i></li> </ul>
<b>12</b>	<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>• <i>Depending on the decision to be made a meeting/discussion will take place between all relevant stakeholders</i></li> <li>• <i>Who will be involved will depend on the nature of the decision but the school will support parents in knowing and understanding the roles of any outside agencies who become involved.</i></li> <li>• <i>Once a decision is made, progress is monitored and evidence collected to determine the impact. A review meeting would take place to discuss next steps.</i></li> </ul>
<b>13</b>	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• <i>Parents are represented on the governing body and the school has an active parent/teacher association.</i></li> <li>• <i>Consultation questionnaires are sent out to parents where relevant and we have regular open evenings and drop ins where parents can share their views or raise concerns</i></li> <li>• <i>Class teachers will liaise directly with parents/carers in how best to support their child</i></li> <li>• <i>There is a termly SEND Forum group where parent views are represented</i></li> </ul>
<b>14</b>	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• <i>The first point of contact for a parent/carer should be the class teacher</i></li> <li>• <i>If you are worried you should talk to the class teacher. If you do not feel able to do this you can talk to the SENCO or the Head Teacher</i></li> <li>• <i>If you are considering joining our school, you should contact the school office so that a visit can be arranged for you.</i></li> <li>• <i>Our SEN Co-ordinator is Jo Fulterer and she can be contacted via the school office or on <a href="mailto:senco@milford.surrey.sch.uk">senco@milford.surrey.sch.uk</a></i></li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• <i>If you require any other help or advice to do with Special Educational Needs you can contact the local authority or have a look on their website.</i></li></ul> |
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