

	Albourne School	
	Questions	
1.	How does the setting/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?	<ul style="list-style-type: none"> <li>• Class/subject teachers and the senior leadership team monitor the progress of all pupils regularly 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. This will then be discussed with parents/carers and the pupil concerned.</li> <li>• If parents/carers have concerns about the progress of attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to the Special Needs Coordinator (SENCo).</li> <li>• We operate an open door policy for parents and any requests to meet the class teacher will be dealt with on the day of the request.</li> <li>• We have some in house expertise in all areas of the Special Educational Needs (Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health, Sensory and/or physical needs).</li> </ul>
2.	How will early years setting/school/college staff support my child/young person?	<ul style="list-style-type: none"> <li>• All pupils will be assessed upon entry.</li> <li>• All teachers ensure they identify children early to ensure support is put in place to maximize children's learning.</li> <li>• The curriculum is tailored to meet the needs of individual pupils.</li> <li>• When the school identifies the need for additional support to enable a pupil to make expected progress the parents/carers will be invited to a meeting at school with the SENCo to discuss a plan of support and discuss intervention that will take place.</li> <li>• The individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</li> <li>• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• If necessary the SENCo will refer children to outside professionals such as a Speech and Language therapist, an Educational Psychologist or an Occupational Therapist for further assessment or advice.</li> </ul>

3.	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> <li>• All teachers in all classes plan for the needs of every child, differentiating the plans to suit individuals. Children will be grouped in class appropriately.</li> <li>• All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum 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.</li> <li>• We seek advice from outside agencies when needed and reasonable adjustments will be made to support the child.</li> <li>• The background /culture of the child will be taken into account when planning the curriculum.</li> </ul>
4.	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> <li>• We operate an open door policy for parents/carers. The progress your child can be discussed with the class teacher throughout the year.</li> <li>• There are two Parent Evenings in the year, one held in the autumn term and the other held in the spring term. The progress of your child will be discussed with the class teacher during these meetings. An additional meeting with the SENCo can be arranged during Parent Evenings.</li> <li>• Meetings with the SENCo can be made on request.</li> <li>• If your child is on the school's Special Educational Needs Register then the SENCo will send home details of the additional provision that is being provided in school each term in the form of an Individual Learning Plan (ILP). This plan will set out the targets for your child for the coming term and how these will be assessed.</li> <li>• An annual report will be sent home showing the levels your child has reached for the year.</li> <li>• The school runs various events for parents such as curriculum meetings or workshops for phonics and reading.</li> <li>• Specialist equipment will be provided for children when necessary.</li> </ul>
5.	What support will there be for my child/young person's overall well being?	<ul style="list-style-type: none"> <li>• All pupils are supported with their social and emotional development through the curriculum and at playtimes.</li> <li>• All staff praise and positive reinforcement when working with children. We use a behaviour system where children can earn house points for good work, having a positive attitude to their work, behaving well or being kind to others.</li> <li>• Children who have particular needs are given sessions in school to support their social and emotional development. We currently have a qualified Learning Mentor on our staff team.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils are given a voice through the student council.</li> <li>• Pupils are given a chance to express their feelings through the use of Pupil Voice Surveys, where they can comment on aspects of school life.</li> <li>• Special Needs Pupils who have an Educational Health Care Plan (EHCP) will be encouraged to take an active part in their annual review meetings.</li> </ul>
6.	What specialist services and expertise are available at or accessed by the setting/school/college?	<ul style="list-style-type: none"> <li>• There are various services available to the school. These include the Speech and Language Therapy Service (SALT), Occupational Therapy, Children and Adolescence Mental Health Services, Educational Psychologist Service, the Inclusion Support Service and the School Nurse, amongst others.</li> </ul>
7.	What training are staff supporting children and young people with SEND had or are having.	<ul style="list-style-type: none"> <li>• The school SENCo has completed the National Award for Special Educational Needs.</li> <li>• Regular whole school INSET involving all teaching staff.</li> <li>• Current specialisms include a trained learning mentor, staff with experience and training in attachment disorder and supporting children with speech and language difficulties.</li> <li>• The school commits to training in response to identified needs.</li> </ul>
8.	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• Risk assessments are made for every school trip and outing planned.</li> <li>• Any specialist equipment needed for pupils will be taken where identified on the risk assessment.</li> <li>• Additional staff will be used when identified on the risk assessment.</li> <li>• Staff make pre-visits to intended locations for trips and residential to support risk assessments and trip planning.</li> <li>• Where appropriate social stories are written for pupils prior to the trip.</li> </ul>
9.	How accessible is the setting/school/ college environment?	<ul style="list-style-type: none"> <li>• All relevant policies are reviewed regularly by governors and staff.</li> <li>• Most of the school buildings and classrooms are step-free</li> <li>• Reasonable adjustments will be made to class rooms/schools to ensure all pupils can access the curriculum and specialist equipment can be sourced through the local authority.</li> <li>• We endeavor to follow all advice from outside agencies wherever possible.</li> <li>• Please see the school Accessibility plan 2018-2021 on the school website.</li> </ul>
10.	How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college	<ul style="list-style-type: none"> <li>• We work closely with local pre-schools and secondary schools.</li> <li>• The school holds a weekly 'stay and play' session throughout the year so as any pre-school children can become very familiar with the school.</li> <li>• We ensure all children joining our school in early year's foundation stage have a pre-school visit from a teacher in the early year's team.</li> </ul>

	<p>or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• In the summer term before the children start in the early year's foundation stage we hold open days where the children can familiarise themselves with the school setting. Children with Special Educational Needs are invited to have additional visits if this is deemed appropriate.</li> <li>• In the first half of the autumn term all classes hold a 'meet the teacher' meeting and individual parents meetings for children to discuss progress and ways to support your child at home.</li> <li>• Children joining the school at other times in the year will have rapid initial assessments completed.</li> <li>• Some children with Special Educational Needs have transition meetings held between parents/cares, teachers and teaching assistants and the SENCo from one year to the next year group.</li> <li>• The school arranges extra visits for children with Special Educational Needs to their chosen secondary school and a familiar adult will accompany the child if desired.</li> <li>• Those children with autistic spectrum disorder will have specialised and considered transition plan in place.</li> <li>• Visits to and from secondary school are embedded.</li> <li>• Transition days are fully supported.</li> </ul>
11.	<p>How are the settings/schools'/college's resources allocated and matched to children's/young person's special educational needs?</p>	<ul style="list-style-type: none"> <li>• Time allocated to individual pupils dependent upon the SEND needs.</li> <li>• Budgets are closely monitored and aligned to the school improvement plan of the school.</li> <li>• Our budget is allocated according to our provision management system.</li> <li>• The school tries to maximise all possible support and the Senior Management Team manages and proritises support and aims to cover all needs.</li> </ul>
12.	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> <li>• Teachers in collaboration with the SENCo use their professional judgment when deciding upon the best and most appropriate interventions used.</li> <li>• These decisions are then shared and discussed with parents.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees any additional support and regularly shares updates with the SEN governor.</li> </ul>
13.	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<ul style="list-style-type: none"> <li>• We operate an open door policy.</li> <li>• Parents Evenings where you can discuss your child's progress are held in the autumn and spring.</li> </ul>

		<ul style="list-style-type: none"> <li>• Friends of Albourne School arrange Christmas and summer fairs.</li> <li>• Parent Governor positions.</li> <li>• Parental support in class and on school trips.</li> <li>• Home-school books.</li> <li>• Information evenings and regular ALLbourne meetings</li> <li>• Parent questionnaires and feedback.</li> <li>• Class assemblies and school productions.</li> </ul>
14.	Who can I contact for further information?	<ul style="list-style-type: none"> <li>• In the school entrance, there are leaflets and posters of many support services available for parents. These are regularly updated.</li> <li>• Parents may also contact the SENCO who will be able to offer advice and support about outside agencies/organisations.</li> <li>• The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. Phone: 03302 228 555</li> <li>• The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND): <a href="https://westsussex.local-offer.org/">https://westsussex.local-offer.org/</a></li> </ul>