



## Commonly Asked Questions

### How does school know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with teachers from the previous class
- Child performing below age expected levels
- Concerns raised by parents
- Through termly Pupil Progress Meetings held between teaching staff and SENCO/Deputy Headteacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. Learning Support Service, Education Psychology, Medical
- Health diagnosis through paediatrician/doctor

As a school, we measure children's progress in learning against national expectations and age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track the children's progress from entry at Reception through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through our termly assessments and Pupil Progress Meetings to discuss what further support can be given.



### **What should I do if I think my child may have special educational needs?**

Talk to us - first contact your child's class teacher. If you require more information contact our SENCO. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **How will staff support my child?**

Our SENCO will closely monitor all provision and progress of any child requiring additional support across school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. There may be a teaching assistant working with your child either individually or as part of a group, if this is seen necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

### **How will the curriculum be matched to my child's needs?**

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson, there would be three different levels of work set for the class, however, on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.