

How does the school identify long term "barriers to learning"?
What should I do if I feel my child has SEND?

All children's progress is carefully monitored throughout the school year and interventions and support are put in place as a response to any concerns. If we feel a child is consistently not making expected progress based on observations and assessment data, we will arrange a meeting between the class teacher, Inclusion team and parents. Following this discussion the child may be recorded as needing either:

Differentiated curriculum support within the class and access to appropriately selected interventions

OR

Additional support through interventions and specialist support from outside agencies

If a child requires support beyond this a request may be made to the LEA for a Educational and Health Care Plan (EHC).

For more INFO see Inclusion Policy, in Policies section

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

Every child has the right to access quality first teaching with highly focused, interactive and engaging lessons. All lessons are carefully differentiated to meet a range of differing needs. Additional teaching support staff are available to facilitate differentiated group work and the teachers ensure they work with each group on a regular basis. A range of physical resources, including laptops and ipads are also always available.

Each child is given termly numeracy and literacy targets which are focused on during directed group activities.

Lessons and learning environments are monitored on a termly basis to ensure all children are supported and challenged to reach their full potential.

What kinds of extra support is there if my child has additional needs? How will this be decided and shared?

At Shirley School we use a range of different intervention programmes and strategies to support children's learning in a structured way. The progress of the children is carefully monitored and evaluated for impact. The aim of this support is always to make the child more confident and ultimately more independent during whole lesson times.

Information about the intervention programmes will be shared with you at review meetings.

How will I know how my child is doing and how you will help me support them?

Termly individual Learning Plan meetings are held with teachers and parents where the provision and support will be discussed. Strategies that can be used at home will also be explored. If you feel you would like an extra meeting to discuss your child's progress please arrange it with their class teacher or a member of the Inclusion team. If the school has any concerns about your child's progress, we will arrange a meeting with you.

Additionally, workshops are held around various topics such as phonics, literacy and maths. New workshops are being developed all the time but please do tell us if there is a specific area you would like support in.

What support is there for my child's overall wellbeing?

Children's wellbeing is of utmost importance at Shirley School and we work hard to ensure we support children in every aspect of their development. We follow the SEAL material throughout the school and each class has regular Circle time where children have the opportunity to discuss their feelings and share concerns in a safe environment.

Specialist Teaching Assistants support children with additional needs through a variety of targeted groups.

In addition, Blue Smile supports children through play and art therapy.

For more INFO see Behaviour Policy, in Policies section

What specialist services and expertise are available or accessed by the school?

Within Shirley School we have a wide range of skills and expertise. These include:

A trained Every Child a Reader (ECAR) teacher

One to One teacher

Specialist Speech and Language Teaching Assistant

Specialist Teaching Assistant for Vulnerable Learners.

Specialist maths Teaching Assistant

The Local Authority offers a range of specialist support and outreach services including:

Educational Psychologists

Specialist Teachers

Physiotherapists

Occupational Therapists

Speech and Language Therapists

If the school feels that the involvement of another agency will help them to meet a child's needs, this will be discussed with parents and consent sought.

How accessible is the school environment?

At Shirley School we believe that accessibility is measured in more than just physical terms and every effort is made to ensure that the curriculum and all information shared is accessible to everyone.

The school environment is regularly monitored for its accessibility. There is full wheelchair access to the whole school and arrangements are made for children with mobility needs. Various strategies are in place to support accessibility for children with visual and hearing impairments.

For more INFO , see Accessibility Policy, in Policies section.

How will the school prepare and support my child to join the school or transfer to a new year group or school?

There are a range of transition arrangements in place for all children and additional ones are implemented depending on individual need. When starting the school in Nursery or Reception, a home or placement setting will be arranged followed by a chance for you and your child to visit the school in an informal way. If appropriate, additional visits can be arranged and resources such as photobooks or holiday packs provided.

When transferring across year groups, children will meet their new teachers (and teaching assistant if applicable). Transition work which could include "All about me" booklets, photo books and holiday packs will be implemented according to the child's needs.

When the time comes to transfer to secondary school, our Inclusion team will meet with SENCOs to share information and effective strategies that have been used to support your child. Visits will also be arranged for individuals or groups.

Who should I contact if I have concerns about my child's progress or wellbeing?

Please initially refer all concerns to your child's class teacher who can then arrange a meeting to discuss appropriate strategies for support.

Key Contacts:

Mrs Suzanne Wernham : Deputy Head
in charge of Inclusion

Mrs Fiona Willis: Senior Inclusion
Teaching Assistant

LA: Local Offer information:
www.cambridgeshire.gov.uk/info