



Emerging	Established	Embedded
<i>There are examples of good practice across the setting. The setting is committed to providing an inclusive provision and meeting the needs of diverse learners.</i>	<i>Good practice is fairly consistent across the setting. Staff are trained regularly and through a strategic training programme and there is a commitment to capacity building.</i>	<i>Good practice is embedded throughout the setting and as such as the ethos and culture of the setting lends itself to support the needs of all learners.</i>

		Emerging	Established	Embedded
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?		We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking every half-term for all pupils.	

			<p>Parents are encouraged to speak to the SENCo about any concerns they have. We have some in-house expertise in special educational needs for example we have dedicated Teaching Assistants who are trained to carry out speech and language support, maths support, phonic support and emotional and social skills support.</p> <p>If you believe your child is not doing as well as you would like we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support.</p>	
2	How will school support my child?		<p>As a small school we liaise with all of the teaching professionals in the school to identify the best support and intervention for each child. We seek to match provision to need. We closely monitor the impact of interventions through half-termly meetings and pupil progress. Our SENCo who is also the Headteacher leads on this</p>	

			aspect. Progress of pupils on the SEND register is reported to the SEND Governor each term.	
3	How will the curriculum be matched to my child's needs?			Differentiation is embedded in our curriculum and practice. We have regular Pupil Progress Meetings help us to monitor this and reflect on the next best steps. All our teachers are clear on the expectations of high quality classroom teaching and this is monitored regularly by the Leadership Team. The SENCo also carries out monitoring visits on intervention groups, the SENCo also analyses the progress data of SEND pupils as well as how their needs are being met and supported in the teacher's planning.
4	How will I know how my child is doing and how will you help me to support my child's learning?			We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such at meetings (and through other means) we clearly share

				<p>what can be done by families at home to supporting the learning at school. This is also reinforced by generic updates on the curriculum which we share though our termly curriculum information and school website. We hold curriculum parent workshops to help families understand what learning is expected and how they can best support their child's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.</p>
5	<p>What support will there be for my child's overall well-being?</p>			<p>The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. We also have a designated Teaching Assistant who is trained to support pupils with any emotional or behavioural challenges. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical</p>

				<p>policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. Each half-term we monitor attendance and punctuality and take the necessary actions to prevent prolonged unauthorised absence. The pupil's voice is central to our ethos and this encouraged in a variety of ways and regularly, for example through our School Council, Eco Warriors, Pupil Voice and Sports Crew.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>			<p>Our staff receive regular training and our teachers are fully qualified. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in health and social care; for example, Speech and Language Therapists, Occupational Therapists, Social Workers and Play Therapists. All external partners we work</p>

				with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	What training are the staff supporting children and young people with SEND had or are having?			Our Special Needs Co-ordinator (SENCo) is an experienced qualified teacher who has completed their SENCo Accreditation. We regularly invest in training for our staff. SENCo's ensure our staff are updated on all matters pertaining to special educational needs and disability when required. Our designated Teaching Assistants attend training relevant to the interventions they lead. The SENCo and appropriate Teaching Assistant then shares updates with all staff in staff meetings.
8	How will my child be included in activities outside the classroom including school trips?			Our Special Education Needs and Disability Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the

				classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?		Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?			We have robust induction and transition programmes in place for welcoming new learners to our setting. Bespoke programmes are developed for our children and young people with special needs. We have very good relationships with all our feeder settings as well as the schools which pupils move on to. Before starting school our children can experience 2 half day visits to the school. Our Early Years Team will visit all feeder pre-school's and nurseries. A home visit is also carried out.

				Where appropriate our pupils have additional visits to their next school to ensure a smooth transition. The SENCO will liaise with the SENCo of the next school to ensure that information is shared and necessary provision is prepared.
11	How are the school's resources allocated and matched to children's special educational needs?			In consultation with our Bursar we are made aware of our budgets and funding is allocated to need. We seek to ensure value for money, so all interventions are costed and evaluated each term. Our budget is allocated according to our Provision Maps.
12	How is the decision made about what type and how much support my child will receive?	.	In response to data tracking and working with the learner, their families and other staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention. Where appropriate referrals are made to outside agencies. Before this	

			however the SENCo or class teacher will have met with parents to discuss and share any concerns.	
13	How are parents involved in the school? How can I be involved?			We regularly involve parents and families in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We also have an active PTA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors. Parent helpers are welcome in the school.

14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo.
	Is there any additional provision you have developed this year?	This year we have ensured that all of our staff are trained to spot the signs of dyslexia, Developmental Trauma and mental health needs.