

Parent/ Carer information for children who have additional needs

Frequently asked questions

1. How does the school know if my child needs extra help and what should I do if I think my child may have special needs?

Children needing additional support can be identified through the school's half termly assessments, teacher or parental concern. Staff will discuss any concerns with Mrs Reece, the Special Educational Needs Coordinator (SENCO) and parents. If you have any concerns about your child please contact the class teacher or Mrs Reece, (SENCO), you don't have to wait until a 'parents evening'. The class teacher will also feedback any concerns that a parent may have to the SENCO who is available to meet with parents.

2 .How will Holy Cross support my child?

The level of support your child receives will depend on their needs. Class teachers will discuss this with you and set IEP targets, at least termly. At this meeting, we will discuss the support your child has received in the current term and whether they will need continued support in the following terms. At Holy Cross we have teaching assistants as well as teachers working within the class - both teachers and teaching assistants support children. The class teacher and SENCO will review progress of children receiving additional support every term against targets set.

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

During the school day, work will be adapted by the teacher, so that it meets the individual needs of your child. In class, both the teacher and teaching assistant support groups with their work. Children may also work in small groups, outside of the classroom on specific intervention programmes with both school staff and external specialist support services. For children who need very high levels of support, a personalised work programme may be set up. In some cases, the school may request additional, top up funding from the Local Authority to provide a higher level of support.

4. How will both you and I know how my child is doing and will you help me to support my child's learning?

If your child is on the Special Educational Needs Register they will be given an IEP (Individual Education Programme). This will be reviewed by the teacher with you and your child every term and new targets set. You will also have the opportunity to discuss this with the SENCO if you wish. If you would like to discuss the targets at any other time we would be delighted to meet with you at a convenient time.

5. What Support will there be for my child's overall wellbeing?

Our Mission statement "Care, Share and Value" underpins all aspects of school to support children's wellbeing. Each class has their class rules which are developed with the children at the start of each year and these are linked to the whole school Code of Conduct. Praise and positive reinforcement are used constantly to build children's self-esteem in class and weekly praise assemblies.

Our Learning Mentor, Miss Lowrey, plays a pivotal role in working to support children's wellbeing, working directly with children and supporting families, if needed. The Behaviour Intervention Team also work with groups and individuals to support those children with more specific social and emotional needs.

When a child has medical needs, if needed, we put together a Health Care plan together with the parent, school nurse, to ensure the child is safe and that staff are aware of the child's specific needs. If necessary, staff training is organised.

6. What Specialist Services and expertise are available at or accessed by the school.

Parent Partnership

Learning Support Service

The Bridge Centre- Children with Disabilities Team

Language and Social Communication difficulties team (LASC)

Behaviour Intervention Team (BIT)

Community Paediatricians

Young Carers

Speech Therapist

Occupational Therapist

Physiotherapist

Play Therapist

Family Support

Social Services

Inclusion Officer

Educational Psychologist

Integrated services

These are the main specialists we work with.

7. What Training are the staff supporting children with SEND had or are having?

Staff training needs are assessed regularly. Staff have attended training to support children by keeping them safe; first aid and medical needs; Autism; Behaviour; Counselling; Speaking and Listening; Dyslexia Awareness; maths support, phonics and reading.

8. How will my child be included in activities outside the classroom including school trips?

All school trips require a Risk Assessment. For children with significant needs they may require an individual Risk assessment, involving parents, to ensure that they are able to take part in the trip successfully.

9. How accessible is the school?

At Holy Cross we have a disabled toilet and ramps for wheel chair access, on the ground floor, which can be accessed easily. Our school is an old building, with all Key Stage 2 classrooms on the first floor. Unfortunately, there is currently no lift or other way for wheelchair users to reach the second floor.

Accessibility for children with needs is carefully considered each year when children move classes and fire evacuation plans are put in place as needed.

10. How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school we will meet with you so that we can ensure a positive start into school. When moving on to high school, transition programmes are provided for all pupils. Additional transition programmes for vulnerable pupils are offered if needed. Parents are encouraged to visit the new school. The SENCO ensures that all information is passed on about your child.

11. How are the schools resources allocated and matched to the children's special educational needs?

The level of support provided for pupils is allocated according to need. Within school, teachers and teaching assistants deliver a range of interventions to groups and individuals. Our school also provides specialist equipment and resources and works carefully with a range of outside agencies. All staff receive training to support their work with pupils.

When children have more specific needs, a request for additional, top-up funding may be made to the Local Authority. If the Local Authority is in agreement, a Provision

Agreement (PAP), with additional funding is provided; this will outline support and be reviewed annually. This can include working individually or in small groups with support, Learning Mentor support, specialist support (Outside Agencies, for example, Therapists) and specialist equipment.

12. How is the decision made about what type and how much support my child will receive?

If your child has a Provision Agreement or an Education, Health and Care Plan it will specify the support your child will need. The time and type of support given to your child will be reviewed at least termly by the class teacher/SENCO-you will have the opportunity to discuss this at the termly meetings. If your child has Provision Agreement or an Education Health and care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes.

13. How are the parents involved in the setting? How can I be involved?

At Holy Cross, we believe in working, in partnership with parents and recognise that you have a valuable and unique understanding of your child's needs and wishes. We aim to involve you in every decision making process. We encourage you to meet with us as often as you feel necessary.

14. Who can I contact for further Information?

At Holy Cross your first point of contact is always the class teacher. If your child has an Education, Health and Care plan or Provision Agreement, the SENCO will oversee the implementation of the plan in school.