

Question	Prompt	Answer
<p>How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> • How do you identify • Children/young people with special educational needs? • How will I be able to raise any concerns I may have? 	<p>Class teachers meet with Mrs Sainty, SENCo, each term to discuss pupils working below the level expected of their age group. It may be that further discussion is required or assessment needed to help establish whether the child requires support which is additional to that provided in the classroom. If this is the situation then the child is recognised as having Special Educational Needs (SEN). Parents can talk to their child's class teacher or ask to see Mrs Sainty to raise any concerns they may have.</p>
<p>How will school staff support my child/young person?</p>	<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child/young person and how often? • What will be their roles? • How are the setting/school/college Governors or Trustees involved and what are their responsibilities? 	<p>A number of different staff may be involved in providing additional support. Specific SEN roles at Newbarns include our SENCo (SEN Co-ordinator) and SEN Teaching Assistants (many of whom are specialists in particular areas including Reading Intervention, support for children with autism, speech, language and communication needs etc). Governors are involved in monitoring the attainment and progress of groups of children including SEND to ensure consistent progress across the school. Appropriate actions are agreed with the Senior Leadership Team to address any inconsistencies.</p>
<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> • What are the School's approaches to differentiation? • How will that help my child/young person? 	<p>Children's individual needs are met at Newbarns through differentiated activities. Challenging yet achievable tasks are provided to meet the needs of children of varying abilities. Additional support may be required to help a child access the curriculum, for example through provision of additional resources, use of a 'buddy' / good role model, access to a classroom assistant etc.</p>

<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • What opportunities will there be for regular contact about things that have happened at School? • How will you explain to me how his or her learning is planned and how I can help support this outside of school? • How and when will I be involved in planning my child's /young person's education? • Do you offer any parent training or learning events? 	<p>Parents are always very welcome to contact the class teacher to discuss their child's progress. Pupil progress is monitored in school on an ongoing basis and staff would be happy to share information about your child's expected progress / actual progress.</p> <p>Good communication between home and school is important to us. The frequency of opportunities for regular contact is determined by individual need, for example, a child with a statement / Education Healthcare Plan will be invited to termly meetings with the SENCo / SEN Teaching Assistant to discuss their Individual Education Plan (IEP), as well as to attend an Annual Review and other specialist meetings. Some families are involved in regular Team Around the Child meetings with professionals, for others a home/school book is useful for sharing information.</p> <p>Parents are encouraged to support their children's learning outside of school. The class teacher / SENCo can offer suggestions regarding this and there are various opportunities for parents to develop their knowledge and skills through events provided by both school and the attached Children's Centre.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • What is the pastoral, medical and social support available in the school for children with SEND? • How does the school manage the administration of medicines and providing personal care? • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child/young person be able to contribute his or her views? • How will the School support my child to do this? 	<p>Various support is available at Newbarns for children with SEND, including pastoral, medical and social support. This is co-ordinated by Mrs Sainty, SENCo, in liaison with other staff at Newbarns.</p> <p>For some children Healthcare Plans are put in place to ensure medicines are correctly administered and that staff are aware of a child's medical needs.</p> <p>For some children a higher level of personal care may be required, such as toileting support and intimate care. Facilities are available, policies are in place and individual toileting plans can be written to support the child.</p> <p>At Newbarns it is important to us to take the child's views into account. We encourage children to be involved in their own target setting and where possible use a 'pupil friendly' IEP format with a child to enable us to take their views into account.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Are there specialist staff working at the school and what are their qualifications? • What other services does this school access including: health, therapy and social care? 	<p>A number of our staff have specialist SEN expertise, experience and qualifications, including autism, sign language, hearing disabilities, dyslexia, speech, language and communication etc. In addition our SENCo holds the NASC (National Association of SEN Co-ordination) award.</p> <p>Specialist support can be accessed by Newbarns. This includes health, therapy services and social care as well as advice from specialist advisory teachers and educational psychologists.</p> <p>Staff development in SEN is carried out on an ongoing</p>

<p>What training is the staff receiving or have completed to support children and young people with SEND? <i>This should include recent and future planned training and disability awareness</i></p>	<ul style="list-style-type: none"> • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<p>basis according to need. Training includes sessions on specific issues as well as disability awareness. Individual staff have chosen to participate in training to develop their skills in specific SEN areas.</p> <p>Specialist support can be accessed when required; referrals can be made by the SENCo or a team of appropriate professionals can be brought together through a 'Team Around the Child' approach.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet facilities? • How does the school communicate with parents/carers whose first language is not English? 	<p>The school environment is accessible to children with disabilities. Newbarns is wheelchair accessible; there is a lift to the upper floor and disabled toilet facilities are provided. Sound field systems are available in selected classrooms and FM transmitters are in use for hearing aid users.</p>
<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared 	<p>Transition programmes are put in place dependant on the child's individual needs.</p> <p>Where additional needs are established at the child's nursery setting, both the class teacher and the SENCo will liaise with the nursery to seek information regarding the child's needs. Parents will be invited to meet with</p>

	<p>to move onto the next stage (transition)?</p> <ul style="list-style-type: none"> • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<p>the class teacher and SENCo to discuss their child's requirements. School staff will be happy to attend relevant meetings, such as Team Around the Child meetings or Annual Reviews in advance of the child joining the school. Where appropriate the child may be invited to visit the school with a keyworker, in addition to the usual transition arrangements.</p> <p>Where a child with additional needs is leaving Newbarns, additional transition is usually put in place. This may include accompanied visits to the new school, opportunity for new school staff to meet with the child at Newbarns etc. A transition programme is developed according to individual needs and appropriate materials are used to ensure the child is fully supported in understanding what he can expect at his new school.</p> <p>When a child is moving school the Newbarns SENCo is responsible for liaising with the SENCo of the new school. SEN files will be transferred and information passed on, including all reports, IEPs, Annual Review information, guidance documents etc.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the school's special educational needs budget allocated? 	<p>School resources are allocated and matched to children according to their special educational needs. This is an ongoing process of assessment and monitoring to ensure appropriate support is in place where it is required. Regular liaison takes place between the SENCo, the Headteacher and the Business Manager to ensure budgets are effectively managed.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? 	<p>Support is allocated following consultation with individuals involved in recognising, identifying and offering support / guidance regarding the child's needs. For example, school may seek advice from Specialist Advisory Teachers, Educational Psychology, Speech</p>

	<ul style="list-style-type: none">• How will I be involved?• How does the school judge whether the support has had an impact?	<p>Therapy etc. In this way the most effective support can be determined. Parents are encouraged to participate in discussions around this. All interventions are monitored for effectiveness on a termly basis. Pupils' progress is also tracked, for example results of assessments are analysed and IEPs are reviewed and discussed in order to ascertain the impact of support.</p>
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