

FAQ	Our Response:
<p>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 (SEN)?</p>	<p>At Barwick and Stoford CP School, children are identified as having SEN through a variety of ways including:</p> <ul style="list-style-type: none"> • Liaison with pre-school for school entry. • Child performing below age-related national expectations. • Child not making expected progress. • Concerns raised by parent/carer. • Concerns raised by class teacher. • Liaison with external agencies. • Health diagnosis through paediatrician. <p>If you think there are any concerns that you would like to raise, you can:</p> <ul style="list-style-type: none"> • Talk to us first – firstly contact your child’s teacher, SENDCo or Head Teacher. • 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.
<p>How will the school staff support my child?</p>	<p>At Barwick and Stoford CP School, your child’s support will be managed like this:</p> <ul style="list-style-type: none"> • Our SENDCo oversees all support and progress of any child requiring additional support across the school. • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is being made following Somerset Core Standards guidelines. • There may be a teaching assistant (TA) working with your child either individually or as part of a small group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts. • The SENDCo reports to the Governors on a termly basis to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. • One of the governors is responsible for SEN and meets regularly with the SENDCo and also reports to the governors to keep them all informed. • The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress. <p>This will be explained to you:</p> <ul style="list-style-type: none"> • The class teachers will communicate with parents on a termly basis to discuss your child’s needs, support and progress. • For further information the SENDCo is available to discuss the support in more detail (specific times available on request)
<p>How will the curriculum be matched to my child’s needs?</p>	<p>Our approaches to differentiation and how that will help your child are:</p> <ul style="list-style-type: none"> • 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 individual level.

<p>How will I know how my child is doing and how will you help me support my child's learning?</p>	<p>Opportunities for you to discuss your child's progress are:</p> <ul style="list-style-type: none"> • We offer an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. • We believe that your child's education should be a partnership between parents and carers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. • We operate a home/school link book which your child will bring home regularly so that comments from parents and teachers can be shared and responded to when needed. • If your child is on the SEN register, they will have an Individual Learning Plan (ILP) which will have personalised targets. This is communicated on a termly basis and parents are given a copy of the ILP to keep. The targets are set SMART (specific, measurable, achievable, realistic, timescaled) targets with the expectation that the child WILL achieve the target by the time it is reviewed. <p>We know how well your child is doing by:</p> <ul style="list-style-type: none"> • As a school we measure children's progress in learning against national 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 children's progress from entry at Reception (or on entry when transferring) through to Year 6, using a variety of different methods including assessments against age related expectations and Reading and Spelling Ages. • Children who are not making expected progress are picked up through Pupil Progress Meetings with whole school teaching staff. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings and it is decided that further support can be put in place, then parents will be informed. • When the child's ILP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
<p>What support will there be for my child's overall well-being?</p>	<p>We understand that academic support is not the only support necessary and so we also offer pastoral, social and medical support through:</p> <ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, the Social, Emotional and Mental Health Team or Learning Support Services. • We have an ELSA and THRIVE trained TA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo , with vulnerable children and parents during the school day.

	<p>We manage and administer medicines by:</p> <ul style="list-style-type: none"> • Parents need to contact the school office if prescribed or non-prescribed medication is to be taken during the school day. They will be given a form to complete authorising staff to administer the given medication. This form is then given to the class teacher in readiness for administration of the medication and is signed, timed and dated once given to the child. • As a staff, we have training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. <p>We support behaviour management by:</p> <ul style="list-style-type: none"> • As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils (further details can be found in our Behaviour and Discipline Policy) • If a child has behavioural difficulties, a Behaviour Management Plan (including Behaviour Protocol) is created in consultation with parents to identify specific issues and to put into place relevant support and targets. • After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. • If there are any repeated patterns of behaviour (e.g. consistently fighting over the football) then the root cause will be investigated by the school, shared with parents and strategies put into place to avoid the issue. <p>We value everybody’s opinion including the children’s by:</p> <ul style="list-style-type: none"> • We value and celebrate each child enabling them to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. • All children have the opportunity to discuss and set targets termly with their class teacher and these are reported to parents. • The viewpoints of children, especially concerning being able to speak to an adult if they have a worry, are sought in pupil discussions and via the school council • If a child is due an Annual Review meeting, their views will be sought before the meeting takes place.
<p>What specialist services and expertise are available at or accessed by school?</p>	<p>We have different levels of expertise internally and that we can draw upon externally:</p> <ul style="list-style-type: none"> • Our SENDCo is a fully qualified teacher and is working towards the National Award for SEN Coordination. • As a school, we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including: Social, Emotional and Mental Health team, Health (GPs, School Nurse, Paediatricians, Speech & Language Therapists, Occupational Therapists), Social Services (Early Intervention, Social Workers) and Educational Psychologists.
<p>What training have the staff supporting children with SEND had or are having?</p>	<p>We endeavour to update the training for staff by:</p> <ul style="list-style-type: none"> • ELSA/THRIVE trained (Emotional Literacy Support Assistant) - the TA will be fully supported by the Educational Psychologist to deliver specialist support for children’s emotional needs. • A number of teachers and TAs are Team Teach trained to support children with behavioural difficulties. • TAs have training in delivering reading, writing, spelling / phonics and maths programs.

	<ul style="list-style-type: none"> Teachers update their training with reference to specific new initiatives (e.g. Talk for Writing; White Rose Maths)
How will my child be included in activities outside of the classroom including school trips?	<p>We are an inclusive school:</p> <ul style="list-style-type: none"> All children are included in all parts of the school curriculum and we aim for all children to be included in school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event, that it is considered unsafe for a child to take part in an activity, then reasonable adjustments will be made such as alternative activities which will cover the same curriculum areas will be provided in school.
How accessible is the school environment?	<p>Barwick and Stoford CP School is partly an old Victorian building and we make the school as accessible as possible by:</p> <ul style="list-style-type: none"> The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is on two levels with wheel access.
How will the school prepare and support my child when joining the school, transferring to the school or their next stage of education?	<p>At Barwick and Stoford school we endeavour to provide smooth transitions into our school by;</p> <ul style="list-style-type: none"> Encouraging all new children to visit the school prior to starting when they will meet their peers and be shown around the school. For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to Secondary Education, we arrange additional visits. We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an EHCP (Education Health Care Plan) will be used as a transition meeting during which we will invite staff from both schools to attend.
How will the school's resources allocated and matched to children's SEN?	<p>We allocate resources by;</p> <ul style="list-style-type: none"> Ensuring that all children who have Special Education Needs are met to the best of the school's ability with the funds available. We have a team of TAs who are trained to deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs are given most support often involving a TA.
How is the decision made about what type and how much support my child will receive?	<p>We make careful decisions by;</p> <ul style="list-style-type: none"> Through pupil progress meetings, class teachers discuss alongside the Headteacher and SENDCo the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents. <p>We will know if the support has had an impact by;</p> <ul style="list-style-type: none"> Reviewing children's targets on ILPs and ensuring they are being met.

	<ul style="list-style-type: none"> • The child is making progress academically against national / age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels. • Verbal feedback from the teacher, parent and pupil. • Children may move off of the SEN register when they have ‘caught up’ or made sufficient progress.
Who can I contact for further information?	<p>There are several ways to contact us for further information:</p> <ul style="list-style-type: none"> • First point of contact would be your child’s class teacher to share your concerns. • You could also arrange to meet with our SENDCo. • Look at the SEN leaflet on our website. • Look at the SEN policy on our website. • SENDIAS (Special Educational Needs and Disability Information Advice and Support • Somerset Choices www.somersetchoices.org.uk <p>If you are considering whether your child should join the school you can:</p> <ul style="list-style-type: none"> • Contact the school Admin Office to arrange to meet the Head Teacher and SENDCo , who will willingly discuss how the school could meet your child’s needs. Email – Barwickandstoford@educ.somerset.co.uk or telephone ; 01935 476736.

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