



## St Cuthbert Mayne Catholic Primary School Cranleigh Surrey.

### Questions

### School Response

*These questions have been developed in co-production with parent carers and young people and ask the sorts of questions to which they want to know the answers.*

**1** How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

*We value all children whatever their needs and abilities and strive to allow them to become the best they can be  
 Before a child begins at our school staff talk with the nursery or school the child has previously attended to identify any particular needs  
 Children are tracked for progress throughout the school and this tracking is rigorously monitored by the leadership team, class teacher and SENCo to identify children who are not making expected progress.  
 All staff contribute to information about a child.  
 Where appropriate an assessment by our SENCo may be arranged  
 We use data and ongoing assessment to identify needs and celebrate achievement  
 Parents /carers are encouraged to speak to the class teacher about any concerns they may have and further meetings with the SENCo and/or head teacher may then be arranged*

**2** How will early years

*Having identified needs we seek to match provision*

	<p><b>setting / school / college staff support my child/young person?</b></p>	<p><i>The level of support increases according to need</i>  <i>We monitor the impact of interventions through assessment, tracking of progress and regular meetings</i>  <i>Our SENCo leads on this but all staff are involved in monitoring progress and adjusting interventions where necessary</i>  <i>We have a dedicated SEN Governor who meets with the SENCo at least termly and observes interventions</i>  <i>The SENCo reports to the Children and Learning Committee of the Governing body every term either in person or through the headteacher and a summary of this is shared with all the governors</i></p>
<p><b>3</b></p>	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<p><i>Differentiation is built into all lessons by the class teacher. Children may work at different levels for different subjects or aspects of a subject where they may be more, or less, secure.</i>  <i>All planning and teaching is reviewed and adapted where necessary</i>  <i>For some children very different approaches may be needed and these are planned by the class teacher after discussion with the SENCo and relevant professionals and monitored by the SENCo</i>  <i>When needed the environment may be adapted eg for visual or hearing impairment.or for children who need to use computers to record rather than pens/pencils</i></p>
<p><b>4</b></p>	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<p><i>Children are tracked for progress and this progress is regularly shared with the child and their parents/carers</i>  <i>Objectives are set and progress matched against them. Interventions and approaches may be changed if progress is not sustained</i>  <i>The class teacher, SENCO, Head teacher, specialist teacher and Home School Link worker are always able to respond to requests for additional discussion about progress. Requests may also be made by the school to meet with Parents/carers to discuss progress and next steps</i>  <i>Parents/carers are always invited to meet with outside agencies involved with their child and will receive copies of any reports produced by them</i>  <i>Each class teacher meets with parents at the start of the academic year to explain expectations for the year and how parents can help at home..</i>  <i>We are in the process of putting outline weekly planning for each class on our website</i>  <i>Other established methods of communication are – home school book in the Early</i></p>

		<p>years, notes in homework books for Key Stage 2, KS 1 teachers are always available for brief consultations in the mornings as the children come into school. A class teacher or the SENCo can always telephone a parent/ carer if this is easier. Telephone messages and e-mails to the school office will always be forwarded to the appropriate person Home/school books may also be used with older children if it is helpful..</p> <p>Information sessions have been provided for Phonics and Reading in Early years, maths teaching throughout the school, EPR ( year 5 and 6) and Internet Safety Information is available on our website.</p> <p>Support can be provided for parents/ carers with reading or explaining reports or form filling</p>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>The school recognises that overall well being influences progress in school. Our Home School Link Worker can offer support to children and their parents/carers.</p> <p>Children are encouraged to talk to adults in school about problems they may have and can nominate a particular adult if they would like to. Children can be provided with a 'code' meaning they would like to talk if this is easier than making a request.</p> <p>This is a Rainbows school and staff have been trained to run sessions for children who have suffered loss either through bereavement, separation or divorce. This is not counselling but a course designed to allow children to talk with others who have similar life experiences</p> <p>There are two Child Protection Liaison Officers all staff receive child protection training and there is an established system for reporting concerns</p> <p>All staff are required to be trained in basic first aid and one has completed the three day training.</p> <p>There is a rigorously enforced system for the administration of medicines and recording/ reporting accidents in school however minor.</p> <p>Where children require personal care the staff working with them are trained in procedures for that child.</p> <p>All staff have training in use of an Epipen which is regularly up dated, they have also received training in managing epilepsy and diabetes and three of our staff have received more specialist training in managing this condition</p> <p>Following recent events in the school some staff have been trained to help</p>

		<p><i>children cope with loss and bereavement.</i></p> <p><i>Children are encouraged to eat healthily and those who have a school meal are able to make a choice about the food they eat.</i></p> <p><i>We encourage all children to take part in sport and be active.</i></p> <p><i>Children attend Internet Safety training once in KS1 and once in KS2 and this is reinforced at school.</i></p> <p><i>There is an elected School Council and KS2 children are invited to stand for election as the representative for their class and put forward the views of their peers. The views of pupils may be gathered at other times concerning particular issues.</i></p> <p><i>The school has strong links with the Parish and Priest and this offers another avenue of support.</i></p>
6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<p><i>Two of our staff have completed the ELKLAN training to support children with speech and language difficulties. Two members of staff have completed the ELSA training to support children with emotional difficulties.</i></p> <p><i>We currently work with many other professionals and receive advice and support from:</i></p> <p><i>Educational psychologist</i></p> <p><i>Specialist teachers for Language and learning, Behaviour, Physical and Sensory Support, the Visually Impaired, Hearing Impaired</i></p> <p><i>Speech and Language Therapist</i></p> <p><i>Occupational Therapist</i></p> <p><i>CAMHs</i></p> <p><i>Paediatrician</i></p> <p><i>Social Services</i></p> <p><i>Diabetic Nurse</i></p> <p><i>The Willows ( Pupil Referral Unit)</i></p> <p><i>REMA</i></p> <p><i>Involvement of outside agencies will be sought when school interventions are not allowing progress to be made as would be expected. Referral is only with parent/carer's permission and parents/ carers are invited to be involved in all discussions, target setting and reviews. They receive copies of any reports produced.</i></p>
7	<p><b>What training are the staff</b></p>	<p><i>Our SENCO is a Qualified teacher and has completed the National Award for</i></p>

	<p><b>supporting children and young people with SEND had or are having?</b></p>	<p>SENCOs.  <i>At the start of the year all staff are updated on children who have special educational needs or disability. At every staff meeting time is given to raise any further concerns and to celebrate progress.</i>  <i>All staff are given opportunities to attend training which will further their knowledge and improve delivery of provision</i>  <i>Staff are asked to share their training and adjustments to practice may be made as a result</i>  <i>All teachers have attended training on working with children with dyslexia and physical and sensory training.</i>  <i>They have also received Positive Touch training ( working with children who have behaviour difficulties)</i>  <i>The SENCO and other staff attend an ASD interest group to share difficulties and expertise and receive training</i>  <i>Other training for individuals or groups has included Multi- Sensory Behaviour Management, Positive Play, Handwriting, Motor Skills ,Bereavement Speech and Language Support, Occupational Therapy Support, Epipen, Diabetes, Epilepsy.</i>  <i>One member of staff has completed the ELKLAN training to support children with Speech and Language difficulties.</i></p>
<p><b>8</b></p>	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<p><i>A pre-visit and risk assessment must be completed by the class teacher arranging the trip.</i>  <i>Parents/ carers will be consulted particularly about matters of special need. The expectation is that all children will be included in all activities including school trips.</i>  <i>Personal care or medical needs and arrangements are explained to all accompanying children. Additional staff will be allocated to accompany the child if required.</i></p>
<p><b>9</b></p>	<p><b>How accessible is the setting / school / college environment?</b></p>	<p><i>All areas of the school have wheelchair access and there is a lift to the upper floor. There is ramp access to the outside area and all areas are accessible.</i>  <i>There is a disabled toilet with an alarm on the ground floor</i>  <i>The school has taken advice from a specialist teacher for the visually impaired and specialist teacher for hearing impaired to make sure children with these needs can access the whole curriculum. Resources eg large print books and modified materials have been produced as required.</i></p>

		<p>Some staff have training in using modified/ simplified language and symbols. Some staff have received training to support children who have specific medical needs eg diabetes</p>
10	<p><b>How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b></p>	<p>A member of the Early Years team makes visits to the nurseries prior to our Reception children beginning school. During the summer term there are a series of visits of increasing length and parents/ carers are invited to attend a new parents evening. Children who join the school in older classes are also invited for a visit day to meet their new peers and their parents are also invited to a new parents evening. Where children have a particular need eg visual difficulties it may be suggested they visit the school in the first instance at a time when then other children are not there to give time for them to adjust to the new environment. Additional meetings with nursery staff and parents/ carers will also be organised before the child begins school.</p> <p>As the children move through the school they are expected to take responsibilities in the school and in Year 6 each child has a job to do each week eg office helper Visits to Glebelands and to St Peters in Guildford are made throughout a child's school life for sport and taster days. Both schools arrange visits for children transferring to them during the summer term.</p> <p>The year 6 teacher and SENCo discusses children transferring to each school with the relevant person at the receiving school and records are transferred including Provision Planning</p> <p>Where relevant Annual Reviews will be held to discuss particular needs with all concerned including parents/ carers.</p> <p>Where children have Special Educational Needs or Disabilities the school encourages parents/carers to talk with the SENCo of the relevant Secondary school prior to transfer. Additional visits to a new setting may be arranged if this would be helpful</p>
11	<p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p>	<p>Having identified the needs of individuals we seek to match provision to need. Budgets are closely monitored and interventions costed. The outcomes of interventions are assessed to make sure resources are being used effectively. The SENCo meets regularly with the bursar and head teacher to monitor budgets and the finance committee of the Governing body also has input into resources for SEND</p>

12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p><i>Decisions are made by the class teacher and SENCo in consultation with relevant staff and outside agencies Interventions are monitored for impact with outcomes defined at the start. Interventions may change, increase or decrease according to success. Parents are invited to contribute to discussions involving provision. The SENCo oversees all additional support and regularly shares updates with the SEN Governor. .</i></p>
13	<p><b>How are parents involved in the setting/school/college? How can I be involved?</b></p>	<p><i>The school believes education is a partnership between school and parents/carers. Families are encouraged to make appointments with staff to talk a out their child's learning at any time We welcome parents/ carers into school as helpers on a regular basis or as a single visit All parents/carers are automatically members of the Friends Association and can stand for election as a Parent Governor We have hosted information sessions and focus groups to gain the view of parents and carers There are opportunities for parents to be involved in support groups in the local area eg ASD Support group and events for parents organised by our Confederation of schools.</i></p>
14	<p><b>Who can I contact for further information?</b></p>	<p><i>Parents/carers are encouraged to talk to their child's class teacher. Further information can be obtained from Rebecca Moore SENCo St Cuthbert Mayne Catholic Primary School St Nicolas Avenue Cranleigh Surrey GU6 7AQ Telephone 01483 274961 e-mail <a href="mailto:info@stcuthbert-mayne.surrey.sch.uk">info@stcuthbert-mayne.surrey.sch.uk</a></i></p>