

Saxon Primary School

	Questions	School Response
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?	<ul style="list-style-type: none"> • At Saxon Primary School, the progress of all children is monitored regularly by class/subject teachers and the senior leadership team so that when a child is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the child concerned. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to Mrs S. McCarthy, our Inclusion Manager,.
2	How will early years setting / school / college staff support my child/young person?	<ul style="list-style-type: none"> • All children at Saxon Primary School follow a personalised learning pathway. At the beginning of the academic year, each child will develop a One Page Profile which outlines their strengths, talents and interests as well as explain what helps them to learn effectively. This ensures that all children receive a personalised approach to their learning. • When we identify the need for a child to have some additional support in order to enable them to make expected progress, the parents/carers will be invited to a meeting at the school with the class teacher and some short term person centred outcomes will be planned for the child. These will be detailed on the class provision map • This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • If a child needs a higher level of support they will be issued with a Pupil Passport and a further, more detailed plan of support will be put in place and detailed on an individual provision map. This will be reviewed with the parents and the child on a termly basis. • Our school 'waves of provision' document shows the range of interventions in place in our school which will be used when we identify children who will benefit from this provision. All the intervention programmes we use are tried and tested and known to support children to make increased progress • Every class teacher is responsible for the management of their own class provision maps.

		<p>They regularly monitor and review the impact of the provision in place to ensure it is meeting the needs of each child.</p> <ul style="list-style-type: none"> • Our interventions are specifically tailored to meet the needs of each individual. • The Inclusion Manager regularly monitors the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting • Governors support the Inclusion Manger in monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Inclusion Manager on the progress of pupils with SEND.
3	How will the curriculum be matched to my child's/young person's needs?	<ul style="list-style-type: none"> • At Saxon Primary School, all teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Communication and Interaction needs, teachers will use simplified language and pictures to support them to understand new vocabulary. • Differentiation is embedded in our curriculum and teaching practice and teachers tailor and pitch the learning to meet the needs of all pupils. They regularly monitor and assess progress and use this information to inform future planning and provision. • Formative assessment is used to enable teachers to craft the provision for every individual child. When the starting point for each child is established we then pitch high so children are always on the edge of their competence. • Subject Leaders continually monitor and review the teaching and learning in their curriculum areas and teachers receive regular training and updates in order to deliver it effectively. • All of our teachers are clear on the expectations of quality first inclusive provision (Wave 1) and are regularly supported through training, monitoring and feedback from outside agencies, training courses, subject leaders and Senior leaders in the school.
4	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?	<ul style="list-style-type: none"> • At Saxon Primary School, we value the partnership between home and school as a shared commitment. • Parents/carers are invited to a termly meeting to discuss the support that the school are providing and how they can help their child at home. At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better. • We hold curriculum information evenings at the start of each term.

		<ul style="list-style-type: none"> • We provide a number of opportunities for parents/carers to attend curriculum workshops where parents can learn more about how their children are taught at school and how they can support at home. These are tailored to meet the requests made by parents. • If teachers have any concerns about individual children they are proactive at contacting and informing parents. • The Inclusion Manager will also make regular contact with parents of pupils with special educational needs to plan support and discuss concerns and achievements. • Parents are invited to meet with the outside agencies supporting their child to discuss strategies that both school and home can put in place in order to support their child further.
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • Through the expectations and ethos of Saxon Primary School, all staff provide a high level of pastoral support. • Through the PSHCE curriculum, children are explicitly taught how to understand and manage their feelings as well as consider the feelings of others. This is further developed through assemblies and through the shared language used in school. • For some pupils who need some extra support, our Home school Link worker and Home School Mentor support them and their families through a variety of means. • We also have a school counsellor and an Art therapist who work closely with some of our most vulnerable children. • Relevant staff are trained to support medical needs and in some cases all staff receive training. • Our school behaviour policy is based on restorative principles which builds on the positive ethos we have in school. We continually notice, name and reward good behaviour as well as allow children time to reflect on the less good choices they have made and support them with putting it right and moving on. The 'Stay on Green' system is used throughout the school so children have a consistent approach during every aspect of their school day.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status. • We employ a specialist Numbers Count and Reading Recovery teacher and have trained several staff members in delivering specialist interventions. • We have a number of established relationships with professionals in health, education and social care and these are recorded on our provision map. • We regularly meet with the various professional to plan training and support in school.

		<ul style="list-style-type: none"> • We monitor the impact of all interventions and use this to inform our future planning for the children.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • At Saxon Primary School we invest time and money in training our staff to: improve their delivery of wave quality first inclusive provision (Wave 1); develop enhanced skills and knowledge in the delivery of short term, small group provision (Wave 2) and high quality 1:1 interventions (Wave 3). • Through staff meetings, our staff are regularly updated on matters related to special educational needs. • Support staff meet weekly with class teachers to discuss planning and training is planned according to staff needs. • We are responsive to the needs of our staff and train staff appropriately. • Our Inclusion Manager has achieved the National SENCO Award, is an experienced teacher and a member of the Senior Leadership Team.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We consult with parents when planning any activities outside the classroom; particularly when this may affect the participation of their child. • Where there are concerns of safety or access, further thought and consideration is put in place to ensure needs are met. • We also consult with outside agencies and take on board their advice to ensure inclusion for all.
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • We have a full accessibility plan in place and the majority of our school environment is accessible. • Where challenges arise, we always give it careful thought and make relevant adjustments. This is always based on the needs of the child and advice and recommendations from outside agencies. • 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 setting /school / college prepare and support my child/young person to join the setting	<ul style="list-style-type: none"> • We have a robust induction programme to welcome new learners into our school. • We invest time into welcoming new learners to develop their sense of belonging and so they feel part of our school. • We work closely with our partner schools and ensure that relevant information is shared. • We have an extensive induction programme with our feeder settings as well as the local

	/school / college, transfer to a new setting / school / college or the next stage of education and life?	<p>secondary schools that our children move onto. We discuss and share relevant information and prepare pupils for the transition.</p> <ul style="list-style-type: none"> • We carry out an extensive transition programme with our Year 6 pupils in preparation for their transition to secondary education and we provide additional, smaller group support for our more vulnerable children. • For pupils with SEND, we liaise closely with parents to carry out a transition review and plan carefully for their transition, ensuring they are placed in the correct setting for their needs.
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	<ul style="list-style-type: none"> • Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner needs. • We monitor and evaluate our interventions to ensure value for money. This is detailed on the class provision maps. • Our budget is allocated according to our provision management system.
12	How is the decision made about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> • At Saxon primary School, quality first inclusive practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. • Our on-going assessment and monitoring procedures ensure that we are able to identify any pupils who are not making expected progress and plan additional provision for them. • The type and amount of support will be decided based on their identified needs and recommendations from outside agencies.
13	How are parents involved in the setting/school/college? How can I be involved?	<ul style="list-style-type: none"> • We operate an open door policy and take every opportunity to strengthen dialogue between home and school. • Parents/carers and families are regularly involved in discussions about their child's learning through parents evenings, workshops, questionnaires etc. and we welcome feedback. • We host regular coffee mornings, run by our Home School Link Worker and she is also available to support parents as and when it is required. • We welcome parent volunteers to support in class or with educational activities or trips.
14	Who can I contact for further information	<ul style="list-style-type: none"> • In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information can be obtained from the school's Inclusion Manager.