

Appendix 2

	Questions	School Response
1	<p>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?</p>	<ul style="list-style-type: none"> • Good quality whole class teaching is clearly defined at Ashford Park and we expect all staff to deliver this. We have monitoring systems in place which regularly track the progress our learners make. We are able to quickly identify pupils who have not made enough progress through whole class teaching and require additional support for their learning. • All our staff are vigilant at supporting and raising any concerns about pupils who may require additional support. • In the first instance parents/carers are encouraged to speak to the class teacher about any concerns they have. Further support can also be given by the school Special Educational Needs Co-ordinator (SENCo) • We have in-house specialist expertise in supporting pupils with moderate learning difficulties.
2	<p>How will early years setting / school / college staff support my child/young person?</p>	<ul style="list-style-type: none"> • The Headteacher, Senior Leadership Team, SENCo and Governors regularly monitor the quality and impact of special educational needs provision. • The extra support children receive, which is additional to and different from their usual classroom experience is planned by the SENCo and class teacher. This additional support may be provided by a teacher, higher level teaching assistant (HLTA) or learning support assistant (LSA). All additional support is overseen by the SENCo. • We monitor and measure the progress of all children receiving additional support to ensure the support is having the necessary impact. • All interventions which are put in place to provide additional support for children are carefully chosen based upon research and clear evidence that the interventions are successful.
3	<p>How will the curriculum be matched to my</p>	<ul style="list-style-type: none"> • At Ashford Park, good quality whole classroom teaching is the cornerstone of our practice and learning opportunities which are matched to a child's ability and interests are a key part of this.

	child's/young person's needs?	<ul style="list-style-type: none"> • We use a Mentoring approach to learning where each child, on a half termly basis, discusses their learning with their class teacher in a 1:1 conversation. Together the learner and teacher identify the best ways to meet the learner's needs and to discuss next steps for learning.
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"> • Children receive daily feedback on their learning, verbally and through the marking of their work. They also receive half termly feedback on learning and progress during their 1:1 Assertive Mentoring meetings with their class teacher. • We regularly share progress feedback with our learner's families through termly reports and parent consultation meetings in the Autumn and Spring Terms. Further consultations with parents are welcome and should be arranged with the class teacher via the school office. • All learners take part in Home Learning Projects where the learning in the classroom can be supported by learning at home. These are sent home with the child and are also on the school website. • We also offer a number of curriculum focus evenings throughout the year where parents can learn more about the ways in which we teach children maths or writing for example. • Should more regular contact between parents and teachers be required, our staff will make suitable arrangements to ensure this is put in place. • We believe in supporting the development of parenting skills and are able to sign post parents to support services/agencies who offer this type of support. • We have a Home school Link Worker who is able to liaise between home and school and is able to offer advice to parents requiring more support.
5	What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • Our staff provide a high standard of pastoral support and relevant staff are trained to support medical needs including epilepsy and diabetes. We are happy to administer medication to children in line with our medical policy. • Our Behaviour for Learning Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • We employ a Higher Level Teaching Assistant who provides additional targeted support for children with behaviour or friendship difficulties. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We work closely with Educational Welfare Officers to strive to ensure all our children have good attendance and arrive at school punctually. • We have a Home School Link Worker who provides support for families who have difficulties with attendance or require support with school issues.

		<ul style="list-style-type: none"> Children's views are encouraged in a variety of ways and pupils have the opportunity to join our school council or become House Captains or prefects in the later years. Children's opinions on their learning are sought by teachers through regular discussions with individuals and groups of learners as part of our monitoring systems.
6	What specialist services and expertise are available at or accessed by the setting / school / college?	<ul style="list-style-type: none"> The Special Educational Needs Coordinator (SENDCo) is a qualified teacher and has over eleven years of experience of working with pupils with SEN. Three of our learning support assistants hold a Higher Level Teaching Assistant Qualification. We have a number of strong established relationships with professionals including the Learning and Language Support Team, Behaviour Support Team, Educational Psychologists and Physical and Sensory Support Team. We are able to make referrals to and work closely with health professionals, including School nurses, Speech and Language Therapists, Occupational Therapists and Physiotherapists. We are able to make referrals to Child and Adolescent Mental Health Services and Social Care.
7	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> We are vigilant in training our staff so they have the knowledge and skills to provide good quality classroom teaching which enables all learners to make progress. Staff are regularly trained to support children with Special Educational Needs and past training has included speech, language and communication skills, Attention deficit Disorders and supporting children with Autism. Future training will share strategies to support children who have Attachment Difficulties. Staff have the opportunity to attend training led by outside providers including Special Schools. Where appropriate, staff who support individuals/groups of children who have a particular need receive bespoke training from the SENDCo or other professional to be advised on the most appropriate ways to support the learners.
8	How will my child/young person be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom ranging from short trips to the locality to longer residential trips. Risk assessments are in place for all trips. At Ashford Park there are a wide range of extra-curricular clubs which take place during lunchtimes and after school. These clubs are made accessible to all pupils.

		<ul style="list-style-type: none"> • Where there are concerns of safety and access to trips/clubs, parents/carers are consulted and a plan is put in place to ensure the child's needs are met.
9	How accessible is the setting / school / college environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and we consider our environment to be fully accessible. • Our buildings are on one level with ramps, providing easy access for wheel chair users. We make reasonable adjustments to the environment to suit our learners. • We monitor the languages spoken by families in our school. Where appropriate we try to ensure that home/school communications are clearly explained to parents either verbally, through use of pictures/written translations or translators.
10	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?	<ul style="list-style-type: none"> • Induction is important to us and we invest time in welcoming our new learners and their families to our school community. • Children who join the school in reception will be offered a variety of induction opportunities including visits to the school for story times or a school lunch and a parent's information evening. Children will also receive a home visit before they start school so the teacher can get to know the child and parents can share any concerns they have in private. The SENDCo joins the teachers on the home visits of children who have already been identified as having a special need. • Children moving onto secondary school take part in transition activities to prepare them for the changes ahead. They have the opportunity to visit their new schools and a teacher representative from the secondary school visits them in school. The SENDCo meets with Secondary SENDCos to discuss children with SEN and how they can best be supported.
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 by the Senior Leadership Team and Governing Body. • We utilise our resources to support the strategic aims of our school as well as individual learner needs. • We seek to ensure value for money service, so interventions are costed and evaluated. • Some children may require a substantial amount of additional support. In these instances we apply to the local authority for additional funding in order to meet their needs.
12	How is the decision made about what type and how much support my	<ul style="list-style-type: none"> • Good Quality Whole Class Teaching is clearly defined in our school and we expect all staff to deliver this. We have monitoring systems in place which regularly track the progress our learners make. We are able to quickly identify pupils who have not made enough progress through whole class teaching and require additional support for their learning.

	<p>child/young person will receive?</p>	<ul style="list-style-type: none"> • Children who have a small gap their learning and are slightly behind in their progress will receive additional support in class. This support may be from the teacher or learning support assistant or by using an additional resource e.g. use of computer, writing slope to aid handwriting. This additional support will be communicated to parents at parent consultation evenings. • Children who have a larger gap in their learning and are further behind with their progress require a higher level of support. The type of support will be decided by classteacher and SENDCo and it will be delivered outside of the classroom by a teacher or higher level teaching assistant. This additional support will be discussed with parents at parent consultation meetings or more frequently if required. • Children with significant difficulties may require further support from the outside professionals listed in question 6. Parents are consulted about this beforehand and the appropriate support is planned for the child in consultation with the professional, SENDCo, teacher and parent. • The impact of additional support is measured by teacher and SENCO to ensure it is appropriate and relevant to the child and is enabling them to make progress.
<p>13</p>	<p>How are parents involved in the setting/school/college? How can I be involved?</p>	<ul style="list-style-type: none"> • We whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person’s learning, needs and aspirations. • Parents are invited to contribute though a number of means including parent consultations and curricular meetings. • Parents are consulted periodically over school aims and policies and to give feedback about school. • We have an active parent Teacher association which welcomes volunteers. • Our Governing Body includes parent representatives.
<p>14</p>	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Parents considering a place for their child at Ashford Park should contact the school office for further information – 01784 250305 • Parents of children currently at the school, are encouraged to talk to their child’s class teacher about any questions or concerns they have. • Further information and support can be obtained from Lynsey Makepeace the school’s SENCo, who can be contacted via the school office.