

## Plan

### Questions

1. How will our school teach and support children with SEND?
2. Who will be working with your child?
3. What expertise does the school and our staff have in relation to SEND?
4. How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
5. How will our school include parents and the child/young person in planning support?
6. How will our school teach and support children/young people with SEND?
  - i. What access do our SEND children/young people have to facilities and extra-curricular activities?
  - ii. How does our school plan for transition for children/young people with SEND?

### Answers

1. A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to teaching that will lead to good progress and improved outcomes. At all times, the teacher must consider the child's preferred learning style. Once specific areas of need and gaps in learning and development have been identified, additional or different provision can be planned for.
2. The Class teacher will mainly be working with your child; however, there will be times when a 'cover' teacher will step in or a teacher from another class group. The child's main class teacher will ensure that appropriate planning is in place in her absence. A teaching assistant may be assigned to provide extra support for your child; this is generally undertaken through supportive intervention programmes or / and curriculum support whereby 'group' support is provided within the classroom.
3. Our school has allocated the four main areas of SEND to four members of staff who will become 'champions' in their specific area of need. They will attend regular, on-going training events and then disseminate to school staff and Governors.

The SENCO holds an Open University Diploma in special educational needs, Dyslexia awareness and ASD training. 2 members of staff hold qualifications for sign language and attend continued and on-going training with BSL. 2 members of staff are TEACH trained. The school prides itself in keeping updated with SEND awareness and invites professionals from various organisations to come into school to discuss SEND issues with us and keep us updated of changes. Crooksbarrow has a small library of information booklets / leaflets, strategies and advice for home and school, check lists for early identification of a wide range of SEND issues, accessible to all staff and used as a first point of reference.

4. All staff complete a SEND register at the beginning of each term, this is completed in year group teams, it contains information such as 'specific area of need' internal / external assessments / professional involvement, resources and strategies which are in place and reviewed. It is up to the individual class teacher to share this information with their TA or other professionals. IEP meetings are held termly, information about the child is shared between teacher and parents (and the child if appropriate or at the request of the parent) A 'red' SEND folder is kept in the filing cabinet in the SENCO's classroom; each individual child has a folder allocated to them; we keep a copy of their assessments, EHC, IEP'S and any other relevant documentation in the SEN filing cabinet, which is kept locked. There is a folder for each SEND child on the school computer system which we save any electronic documentation in. The school ensures that all relevant information is shared with all relevant staff who come into contact with that child with regards to individual pupils and is fully understood. The person responsible for this is the class teacher with support from the SENCO
5. Parents views will be sought and teachers will agree targets for IEP / EHP with parents and pupils (where appropriate) Parents / pupils will review targets together prior to planning the next steps
6. The quality of teaching for pupils with SEN and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. A clear understanding of a child's needs is a critical precondition to planning effective strategies, provision and adjustments to quality first teaching that will lead to good progress and improved outcomes. At all times, the teacher must consider the child's preferred learning style. Once specific areas of need and gaps in learning and development have been identified, additional or different provision can be planned for.

- i. Facilities are provided (where possible) to meet the needs of Individual pupils E.g. Soundfield system fitted throughout school. Each individuals needs are considered for any extra facilities which may need to be obtained. Extra-curricular clubs and activities which are held in school do cater / adapt for children with SEND
- ii. We have established excellent links with our Local secondary, primary and special schools. Transition is very carefully pre planned process whereby the schools are provided with as much background information as possible about the child. All records and files are passed on, once the child has transferred. Pupils attend transition days (usually more than 1 visit for pupils with SEND) Meetings are held with transition school staff in advance of transition days. Parents will be invited to any transition day meetings deemed necessary. Parents are kept fully informed by the class teacher.