

Crawley Ridge Junior School responses to the 14 Questions

	Questions	School Response
1	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?	<ul style="list-style-type: none"> • We have rigorous monitoring in place that tracks the progress our pupils make in core areas of the curriculum. • Pupils needing extra support are identified through analysis of school data, careful transition and handover meetings, as well as from meetings with parents who are raising concerns about their child. This can be on entrance into school or at any point thereafter. Our staff is also vigilant at supporting and raising any concerns. • At pupil progress meetings we use data and other forms of assessment to identify additional needs as well as to celebrate achievement. • Parents/carers are always encouraged to speak first to the class teacher about any concerns they have. The class teacher then consults with the SENCo and a decision is made on the next steps.
2	How will school staff support my child?	<ul style="list-style-type: none"> • Having identified needs, we match provision to need, all reasonable adjustments are made and targeted interventions are planned. Where appropriate, an individualised timetable will be devised to support the development of skills and understanding for the individual in all areas of the primary curriculum and in social understanding. • All teachers are teachers of inclusion and special educational needs and are becoming proficient at providing appropriate experiences for the range of learners within their classes. • Termly year group meetings establish appropriate interventions for individuals or groups of pupils as well as ensuring clear communication between all staff involved with that child.

		<ul style="list-style-type: none"> • We monitor the impact of interventions through regular meetings and tracking of pupil progress. • Our SENCo leads on this aspect: recording, monitoring and evaluating interventions on our provision map and sharing this information with parents and the SEN Governor. The head teacher and SLT are also actively involved. • Through specialist recruitment and CPD we are developing some in-house specialist expertise in a number of areas of special educational needs, such as ASD, emotional literacy, phonics and speech and communication needs. • Our provision map of interventions and support available highlights the SEN TAs providing these interventions.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Differentiation is embedded in our curriculum and practice. • All our teachers are clear on the expectations of wave 1 provision and this is monitored regularly by the leadership team and curriculum leaders. • Depending on the needs of each pupil, an individualised timetable will be devised to support the development of skills in all areas for every child • Evaluation of planning, scrutiny of books and lesson observation provide evidence of adaptations to the curriculum to meet the individual needs of all pupils.
4	How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?	<ul style="list-style-type: none"> • We regularly share progress feedback with all our learners and their families. This includes informing families of next steps and what they can do to help/support their child's learning. • IEP targets are SMART and are reviewed and updated termly and shared with parents/ carers. • The SENCo is currently developing pupil profiles for SEN pupils to support the information provided on IEPs. The combination of these documents gives parents/ carers a clear understanding of the learning needs of their children and the provision in place to support them. • We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. • We host a number of curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. This is also reinforced by generic updates on the curriculum which we share through our newsletter and/or website. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
5	What support will there	<ul style="list-style-type: none"> • All our staff provide a high standard of pastoral support.

	<p>be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • Lunchtime and social skills groups are in place to support pupils with emotional and social needs. • Teachers highlight vulnerable children for these groups through regular monitoring of their behaviour and emotional well being. • Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place and our welfare assistant develops care plans for pupils with medical or physical needs. These care plans are communicated to all relevant members of staff and copies of care plans are taken on any school trips. Staff know that they are responsible for following the care plans in and outside school. • Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff. Additional behaviour charts are set up for particularly vulnerable children where teachers, parents and children are able to monitor behaviour and make comments on progress. Vulnerable pupils are also flagged up to all staff and monitored on the playground. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Learner voice is central to our ethos and this is encouraged in a variety of ways and regularly, i.e. School and Eco Councils.
<p>6</p>	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Many of our staff have developed skills enabling them to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge. • Our staff receives regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in health and social care, i.e. speech and language therapists, physical and sensory advisory service, REMA and travellers service. • All external partners we work with are vetted in terms of safe guarding. • We work closely with STEPS and the Educational Psychology service. All interventions led by these services involve parents and are monitored and evaluated. • We also access outreach services from Carwarden House and Freemantles for parents and staff.
<p>7</p>	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Our Special Needs Co-ordinator (SENCo) is a qualified teacher and has been in post since 2006. • We are currently investing time and money (through LA funding) in training our staff to improve wave 1 provision delivery, particularly in maths and developing enhanced skills & knowledge in our TA workforce to improve the delivery of wave 2 and 3 interventions. • A number of TAs have received training to develop skills in working with autistic pupils and pupils who have SLCN or behavioural needs.

		<ul style="list-style-type: none"> • Our staff are regularly updated at staff meetings on matters pertaining to special educational needs and disability. • Most recently staff have received training to develop understanding and improve provision for pupils with ADHD and ODD.
8	How will my child 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. • All children are encouraged to participate in after school activities as well as in all aspects of school life. • Integral to our ethos is learning through firsthand experience and this is made accessible to all children. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Risk assessments are carried out and where appropriate care plans are put in place. • Pastoral support plans are also drawn up for vulnerable pupils or those with behaviour management issues.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan has recently been updated by the governing body. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners. • The site is not fully wheelchair accessible due to its position and its design on a split level site. • The school has not been updated to meet the particular needs of children with auditory and visual impairments.
10	How will the school prepare and support my child to join the school, transfer to a new setting / school 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 learners in a way that makes them feel a part of our setting. We work successfully with our partner schools, arranging extra visits to secondary schools for vulnerable pupils as well ensuring their attendance at transition sessions that are run by Behaviour and Pupil Support. • The Year 3 team leader, teachers and SENCo make visits to our feeder infant schools and extra transition visits are arranged where necessary for SEN pupils. Special arrangements are also made for vulnerable pupils so that their transition into our school is successful. • Each year a careful transition meeting is also held between year groups to ensure the smooth transfer from one year group to the next and specific transition strategies put in place for SEN or vulnerable pupils.
11	How are the school's resources allocated and matched to children's	<ul style="list-style-type: none"> • Budgets are closely monitored and aligned to the school improvement plan of the school. • Provision mapping is used to ensure that the SEN budget targets those pupils with greatest need. • Pupil premium children and those on free school meals are monitored to ensure they have access

	special educational needs?	to additional resources (if they are SEND) that will support the narrowing of the gap in their learning.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Working with the learner, their families and other staff, the SENCo considers a variety of options for suitable provision before deciding on a course of action. • The SENCo supports all staff in delivering Quality First inclusive Practice (wave 1). Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. • All interventions are monitored for impact (through ongoing formative assessment), outcomes are defined at the start of any intervention and targets regularly reviewed. These interventions are often supported by LLS and BS services. • The SENCo oversees all additional support. • The SEN Governor is given an overview of the interventions provided.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We regularly involve parents and families in discussions about their child's learning. We welcome feedback. Home school liaison books are often used to communicate on a regular basis. • We believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. • We operate an open door policy. We take every opportunity to strengthen this dialogue. • Parents are invited to contribute through a number of means, such as attending trips and supporting other children in the school. • Our Governing Body includes Parent Governors/representatives. • Children and parents contribute to IEPs and review meetings.
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 and support can be obtained from the school's SENCo and the head teacher.