Ladock C of E Primary School
Frequently asked SEN questions from parents/carers

(feedback is welcome for future updates)

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1-How does your school know if children need extra help?

Class teacher are usually the first people in school to notice if your child is finding anything tricky through their everyday contact with your child and the extra help that they need to put in place in class. Teaching assistants and lunchtime supervisors are also good at noticing if a child seems to be finding anything difficult. At least once a term there are Pupil Progress meetings where staff meet to discuss any pupils where there is concern about anything at all, not just related to academic progress.

The progress of all pupils in Y1-6 in Reading, Writing and Maths are tracked at least every term. In YR children are assessed against the Early Years Development Matters.

You know your child the best, so we need you to tell us if there is anything that you are concerned about regarding your child, at school or at home, particularly if there have been any changes which could unsettle your child, so we can give them extra help while they need it.

There are opportunities for you to meet teachers formally each term and the staff will be pleased to arrange additional meetings to discuss any other worries or comments that you might have. If we have any concerns between parents' evenings we will contact you.

2-What should I do if I think my child may have special educational needs?

Firstly, arrange a time to meet the class teacher as they spend the most time in school with your child. It is usually best to make an appointment for after school so that you can have an uninterrupted discussion without the teacher having to supervise a class at the same time. If you need longer than your time slot at a parents' evening allows, ask to arrange another time when you can have a less rushed conversation.

Mrs Swift, the school's SENCOs (Special Educational Needs Coordinators) can meet with you or phone you to discuss your child.

3-Who is responsible for the progress and success of my child in school?

Your child's progress and success is very much a joint effort between the school, your child and you, the parents/carers.

In school, the primary responsibility rests with the class teachers who are crucial to the four stages (assess, plan, do, review) of SEN School Support, with the support guidance of the SENCOs and specialist staff. The Senior Leadership Team and School Monitoring Council have oversight of the progress and success of all pupils.

Research shows that "parental involvement has a significant effect on children's achievement and adjustment even after all other factors have been take out of the equation"…"Differences in parental involvement have a much bigger impact on achievement than differences associated with the effects of school in the primary age range." (Desforges, 2003). The school is keen to help parents/carers who would like to find out more about how they can support their child's progress and success, arrange courses for parents, and can pass on details of other people who can help.

4- How will the curriculum be matched to my child's needs?

Teachers produce differentiated planning for different ability levels that shows the use of support staff and additional/different provision where required. Sometimes staff will use learning objectives from other year groups to meet the needs of individuals. Where the National Curriculum Are Related Expectations are not appropriate, we use Pre-KS Standards, Development Matters or P scales 1-4 (from September 2020 the engagement model assessment will be used for pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study. The engagement model has five areas: exploration, realisation, anticipation, persistence and initiation; it combines a formative and summative approach whilst encouraging the identification and celebration of pupil progress.)

The school uses multisensory teaching strategies with all pupils, e.g. visual (looking), auditory (listening), kinaesthetic (doing things). Active learning is encouraged, as is an interactive learning environment with pupils being able to access resources, use working walls, and having the curriculum influenced by their interests where possible.

Where other professionals are involved with supporting your child, wherever possible, we will incorporate their advice into our provision.

5- How will school staff support my child?

Provision can take the form of alternative resources, intervention groups, additional support in class, individual help from staff, peer tutoring, learning/emotional mentoring, working with or following the advice of other professionals.

6- How will I know how well my child is doing and how will you help me support my child's learning?

Formal parent evenings or drop-in sessions happen for all pupils termly and the school has an open-door policy where staff will try to speak to you whenever a need arises. We also have parents' meetings and send home letters about the curriculum. If we have any concerns, a member of staff will invite you to meet and discuss what could happen to support your child. You will be consulted and informed by letter if the school recommends placing your child on the Record of Need at School Support and if we are considering making a referral for external support you will be asked to give permission and given an opportunity to meet the other professionals. You are strongly encouraged to support regular home reading, homework, additional tasks to support Plan-Do-Review targets, inform the school of any changes to your child's circumstances, carry out physiotherapy at home if required, attend meetings and take your children to any relevant appointments (e.g. hearing/vision tests, medical reviews etc.). If you want more information about how to help your child, please contact the class teacher, we can also pass on information of other agencies who can offer advice, e.g. Parent learning support groups, Family Support Worker, occasional training offered by outside agencies.

If you need any additional support, e.g. large print reports, letters on coloured paper, a translator or interpreter, someone to explain any letters that are sent home, etc. please do not hesitate to ask.

7- What support will there be for my child's overall wellbeing?

The class teacher will spend the most time in school with your child and will usually be able to offer the best support for most pupils' day to day concerns. In addition to that, the school has a TIS practitioner who is involved in supporting pupils emotional, mental and social development. The SENCOs are also likely to be involved where any pupils are also on the Record of Need. We able to refer to the Educational Psychologist, CAMHS, advisors and paediatricians, Family Support workers, and other counsellors/therapists if appropriate and if you are in agreement.

8- How do I know that my child is safe in school?

We take the safety of our children extremely seriously. All our staff have enhanced DBS checks and risk assessments are carried out for all visits. If your child has an accident (other than the common minor bumps and scrapes), is unwell or particularly upset at school we will call you to let you know, so it is important that you have given the office your current contact information.

The number of bullying/racist incidents at Ladock is extremely low and our behaviour policy ensures that children feel safe. Other policies that are regularly reviewed include: Health and Safety, Child Protection, Social networking, Educational visits, Security, Sex and Relationships and Sun Protection.

If your child is absent without the school being informed of the reason, we will give you a 'phone call to check that you are aware of it, if there is no reply we will continue to make further enquiries until we know the child is safe. There are termly educational welfare officer visits to support vulnerable children.

9- How will my child be included in activities outside the classroom including school trips?

All children are fully included in all activities wherever possible, including school visits, and any reasonable adjustments will be made to ensure there is no discrimination. Risk assessments are carried out for all school trips and we will discuss any alternative provision with you if it is necessary.

10- How accessible is the school environment?

There is an accessible disabled toilet in the school with an adjustable height changing table. There are wheelchair access ramps to all classrooms within the main school building. Advisory teachers from the sensory or physical support teams regularly review pupils and their advice is followed where possible e.g. classroom layout, ICT provision, hearing aid maintenance, lighting considerations. If you have any specific accessibility requests, please inform us.

11- How will the school prepare and support my child through transition from key stage to key stage and beyond?

We have close links to the Roseland Secondary School. Transition programmes are organised by the local secondary schools with extra sessions if your child needs it. If your child does not already attend our nursery, our Reception class team will arrange a home visit time to meet with you and discuss school provisions, giving you a chance to provide the school with information about the specific needs of your child. The school SENCOs contact the Senior Area Early Years SENCO and the local speech and language therapists so we can be prepared at the start of term. Where possible, we attend TAC meetings and encourage you to discuss any additional needs before your child joins the school so that we can avoid them being put at a disadvantage. Records are requested from previous schools or settings and passed on when your child leaves. The Autism Champion can spend time liaising with pupils prior to any move to minimise concerns. Between year groups we have "hand-over" meetings and class swaps where staff exchange information and meet the new class to ensure smooth transition. Teachers from different year groups often get together to moderate work to ensure consistency of marking and assessment across the school.

12- How are the school's resources allocated and matched to the children's special educational needs?

The Board of Trustees decides on the budget for Special Educational Needs in consultation with the Executive Principal, Head of School, SENCo and the School Monitoring Council on the basis of needs in the school.

This decision is based on all the information Trustees have about SEN in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected, and deciding what resources, training and support are needed
- All resources, training and support are reviewed regularly and changes made as needed.

13- How is the decision made about what type and how much support my child will receive?

The needs of all pupils are considered and the school aims to be able to provide additional support in the form of alternative resources, advice, additional adult support, modified curriculum, intervention groups, access to other professionals or termly Plan-Do-Review provision, depending on what is most appropriate for individual children. If physiotherapy is recommended, teaching assistants are trained by the therapists to carry out the exercises. If your child requires specific equipment we will try to either provide it or work closely with the appropriate agencies. Sometimes the children's needs are addressed by arranging extra staff training or by assessment from other professionals.

14- Who can I contact for further information?

Our Special Educational Needs Coordinator (SENCO) is Sarah Swift who can be contacted via email sarah.swift@celticcross.education. Mrs Swift is usually in school on Fridays.

Our Parent Support Advisor (PSA) is Kathleen Marris who can be contacted via the school office (01726 882622) or via email kmarris@theroseland.co.uk. Mrs Marris will be happy to discuss ways in which the school or other agencies can support you as family.

Our Autism Champion is Joanna Morcom and can be contacted via the school office (01726 882622) or ladock.secretary@celticcross.education.

Our Dyslexia Champion is Caroline Burley and can be contacted via the school office (01726 882622) or ladock.secretary@celticcross.education.

TIS Champion is Elaine Milling and can be contacted via the school office (01726 882622) or ladock.secretary@celticcross.education.

The Cornwall Family Information Service is an excellent starting place to find up to date information about hundreds of services and events for parents/carers, young people and children, whatever their needs. http://cornwall.childrensservicedirectory.org.uk/kb5/cornwaell/fsd/home.pag

Early Support is an approach that works to ensure that services for children with disabilities are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. This is especially useful when many professionals

or agencies are involved with supporting a pupil
https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=qQhLNBMKFE8

Cornwall's (SENDIASS) is a statutory service delivered by Disability Cornwall and provides information, advice and support to disabled children and young people, and those with SEN, and their parents. The service is impartial, accessible and free and all staff are independently trained. 01736 751921 www.cornwallsendiass.org.uk

Parents serving in HM Armed Forces can also access the **Children's Education Advisory Service** (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN.
https://www.gov.uk/guidance/childrens-education-advisory-service

The **Local Offer** includes information about the support and provision that families can expect for children and young people with SEN and disabilities; covers support and provision for children and young people with and without an Education, Health and Care Plan or Statement of SEN; is set out in one place so families and professionals have access to the same information.
https://www.supportincornwall.org.uk/kb5/cornwall/directory/site.page?id=aq6QKb5BEPE

15- What do the letters ___ stand for?

There are many SEN terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEN terms.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CEAS	Children's Education Advisory Service
CHaLK	Counselling Helston and Lizard Kids
CIC	Child in Care
CofE	Church of England
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
DfE	Department for Education
EAL	English as an Additional Language
EH	Early Help (previously known as the CAF process)
EHC(P)	Education, Health and Care Plan (previously called "statements")
EP	Educational Psychologist
ES	Early Support
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
FIS	Family Information Service
FSM	Free School Meals
FSW	Family Support Worker

HI	Hearing Impairment
ICT	Information and Communication Technology
IEP	Individual Educational Plan (now called "Plan-Do-Review sheets"
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MAT	Multi Academy Trust
MLD	Mild/Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NC	National Curriculum
OT	Occupational Therapist
PD	Physical Difficulty
PDR	Plan Do Review sheets
PEEP	Personal Emergency Evacuation Plan
PMLD	Profound and Multiple Learning Difficulties
PSA	Parent Support Advisor
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEBS	Social and Emotional Behaviour Support
SEMHD	Social, Emotional and Mental Health Difficulties
SEN(D)CO	Special Educational Needs (& Disabilities) Co-ordinator
SEN(D)	Special Educational Needs (& Disability)
SENDIASS	SEN Disability Information Advice & Support Service
SIL	School Improvement Lead
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulty
SPP	Service Pupil Premium
SS	School Support
TA	Teaching Assistant
TAC	Team Around the Child
VI	Visual Impairment
TIS	Trauma informed Schools

16- I can't easily get on the internet at home. What other facilities are available?

The Family Information Service is happy to chat to families and young people about aspects of the Local Offer and download, print and post small amounts of information. The Family Information Service can be contacted at 0800 587 8191. In addition, Cornwall Library Service is supporting the Local Offer by encouraging families, and young people with SEND to access the internet using the IT that is available in the majority of their centres.

A list of libraries with facilities can be found on the Cornwall Council website. If you click on any of the library names, it takes you to that library's page which has details of opening hours, full address, facilities available etc.

People with special educational needs and disabilities are entitled to:

- free loans of talking books and CDs
- free reservations
- concessionary rates on library charges
- Use of PC is free 60 minutes per day, with no extension; then a small charge per hour (for members)

To access the above, the family or young person has to complete the Access membership form and get it signed by their doctor, optician or another professional such as a social worker or teacher who can confirm that you are eligible for Access membership. They must take their completed form to the local library. If not already a library member they must also take along some proof of their name and address. Information on how to join can be found on the Cornwall Council website.

17-I am considering sending my child to Ladock, what do I do next?

The Cornwall School Admissions page has details of how to apply for a place: http://www.cornwall.gov.uk/admissions

If you would like a guided tour of the school with the head of school, call the office (01326 572386), and we will be pleased to arrange a convenient time for your visit.

18-How can I get involved with changing provision in Cornwall or nationally?

The Parent Carers Council for Cornwall is a group of parents of children and young people with specific additional needs or disabilities.
It aims to:

- Provide a united voice for parent and carer views
- Gather information from parents and carers and highlight common issues
- Meet regularly as a council
- Work at national and local level representing the views on services for children, young people and families
- Use unique shared experiences to work in partnership with agencies responsible for providing services for children.

More information is available from outside the school office, the school website, by calling 07973 763332 or at www.parentcarercouncilcornwall.org.uk

19-I have got a general SEN question that is not listed here…

Contact the school office with your question and they will pass it to the most appropriate person.

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