

Questions and answers for parents and carers

1. Who are the best people to talk to at Queen's Manor Primary School about my child's difficulties with learning, special educational needs or disability?

- In the first instance, talk to your child's class teacher about your concerns.
- It is likely that the class teacher will have discussed your concerns with Ben Richards, the SENCO, or a member of SLT. You may wish to arrange a meeting with one of these.
- If you continue to have concerns, you may wish to arrange to discuss these with the Head of School, Kate Scott.

2. How will the school let me know if they have concerns about my child's learning, special educational needs or disability?

- Your child's class teacher may initially speak to you at the beginning or end of a normal school day and/or arrange a further time to discuss the concerns.
- The class teacher may also talk to you about any issues at a parent/carers consultation meeting, which are held three times throughout the year.
- Ben Richards, the SENCO or another member of the leadership team may contact you and arrange a meeting to discuss your child's difficulties with learning and possible support strategies the school might be considering.

3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?

- At Queen's Manor Primary School we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- You will be able to share your views and discuss your child's progress at regular meetings with the class teacher and other professionals.
- If your child has an identified special educational need you will be invited to termly meetings with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. Ben Richards, the SENCO may be involved in some of these meetings.
- If your child has an Education, Health and Care Plan (EHCP), you and your child will both be encouraged to share your views at the Annual Review.

4. How does Queen's Manor Primary School ensure the teaching staff are appropriately trained to support my child's special educational needs and/or disability?

- At Queen's Manor Primary School we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teacher.
- We regularly review the school training schedule and professional development for all teaching and support staff to ensure that there is the appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Hammersmith and Fulham INSPIRE team.
- In response to particular needs, individual training can be arranged when necessary.

5. How will the curriculum and the school environment be matched to my child's needs?

- At Queen's Manor Primary School, we believe that your child's learning needs will be met through the high quality teaching delivered by her/his class teacher.
- We plan our curriculum to match the age, ability and needs of all children.
- The class teacher will adapt lesson planning and teaching, if necessary, to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies, use specific resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- Queen's Manor Primary regularly reviews its Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site as possible.

6. What types of support may be suitable and available for my child?

This will depend on the specific nature of your child's needs and difficulties with learning. But our education provisions will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Queen's Manor Primary we have a 3 tiered approach to supporting a child's learning:

- Universal
- Targeted
- Specialist

- Universal – this is the quality first teaching your child will receive from her/his class teacher and may include some very minor adaptations to match learning needs.

- Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of :

- a) assessing your child's needs

- b) planning the most effective and appropriate intervention

- c) providing this intervention and

- d) reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one to one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

- Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and the child development service. The school may need to prioritise referrals to these services. However, for a very small number of pupils access to these specialists may be through a Statement of SEN or an EHC Plan.

- The current interventions provided at Queen's Manor Primary include: Speech and Language programmes, Occupational Therapy programmes, 1:1 reading, Phonics Catch-up, Lego Therapy.

7. How will you support your child to reach her/his learning outcomes?

- The class teacher and other staff working with your child ensure that your child receives appropriate teaching and support in order to reach these goals. The learning plan, strategies and progress will be reviewed regularly in response to your child's needs.

- External agencies and specialists may also be involved in the review of your child's progress and adapt their planning accordingly.

- At Queen's Manor Primary we believe that parents and children are at the centre of any provision that is made to support a child with their learning outcomes. We want to work with you to ensure that your child makes the best progress.

8. What is an EHC Plan and who can request one for my child?

The purpose of an Education, Health and Care Plan (EHC Plan or EHCP) is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood.

An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENCo or Headteacher, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

9. How will you help me to support my child's learning?

- There may be suggested strategies or activities for you to do at home to support your child's learning and meet their needs.
- We sometimes run parent/carers workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. Ben Richards, the SENCo may be involved in some of these meetings.
- Ben Richards, the SENCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- You may have an opportunity to meet with other professionals involved in supporting your child.

10. How is support allocated to children and how do they move between the different levels of support in school?

- Queen's Manor Primary receives funding from the Local Authority. These funds include money to support the learning of children with SEND.
- Kate Scott, the Head of School, in consultation with the school Governors, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Head of School, the Senior Leadership Team and the SENCo discuss the effectiveness of the school's current interventions and provisions and prioritise an action plan, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those children who require additional support to learn.

11. How will the school know that the support has made a difference to my child's learning and how can I and my child be included in this review process?

- Your child's progress will be assessed both in terms of her/his regular learning within the class and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

12. What support will there be for my child's happiness and well-being at Queen's Manor Primary School?

- At Queen's Manor Primary School we believe that the happiness and wellbeing of all our pupils is paramount. All members of staff take this aspect of school life very seriously.
- You can be confident that in particular your child's class teacher, the teaching assistants, Ben Richards, the SENCo are available to provide support to match your child's needs.
- You should also feel free to contact your child's class teacher if you have any concerns

13. How is my child included in all the same activities as her/his peers at school?

- Queen's Manor Primary School is an inclusive school and committed to providing equal opportunities for all children.
- School clubs, before and after school provision, educational visits and residential trips are available to all children.
- When necessary the school will make reasonable adjustments to ensure that children with SEND are included in all activities.
- You should also feel free to contact your child's class teacher if you have any concerns.

14. How will Queen's Manor Primary School support my child in transition stages?

- We liaise closely with the school or nursery your child is transferring from. We are able to discuss with the relevant teachers any individual needs and how best to support your child in school.
- While your child is at Queen's Manor Primary School, we will take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies.
- Queen's Manor Primary School makes arrangements to ensure there is a smooth transition when your child transfers to his/her secondary school of choice.
- If your child has an EHC Plan, we will participate and/or facilitate its review in sufficient time prior to her/him moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

15. Who can I contact if I have a complaint about the SEND provision?

- If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with Ben Richards, the SENCo, who will try to resolve the situation. If you remain dissatisfied, please refer to our Complaints Policy.