



How do we provide and monitor support, and work together with parents and children to meet the needs of children with Special Educational Needs and/or disabilities?

Head teacher: Mrs Clare Owen

SENCO: Mrs Amy Adams

SENCO Assistant: Mrs Ellen Stock

Safeguarding: Mrs Clare Owen, Mrs Amy Adams

SEN Governors: Mrs Gilly Shankland

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1. How does Bishops Down Primary School know if my child needs extra help?

At Bishops Down we identify children that may need additional help or have special educational needs through our termly tracking meetings where every child's progress is discussed. The tracking meetings include the Head Teacher, Special Educational Needs Coordinator (SENCO), deputy head/phase leaders and class teachers. Each class is discussed separately with the class teacher. There is an analysis of any concerns highlighted by the termly assessments or Early Years Goals. Concerns raised at these meetings focus not only on academic attainment but include health, behaviour, emotional problems and general wellbeing. Following the tracking progress meetings an action plan of support is agreed. Class provision maps are drawn up which may include academic interventions delivered by the class based teaching assistant or out of class teaching assistants.

All staff have a good knowledge of age related expectations and child development plus regular training in the identification and support of children with Special Educational Needs (SEN). We have some staff that have specific skills in supporting children with Speech and Language Needs, Social Communication Difficulties, ASD, emotional difficulties, physical difficulties and medical needs. The SENCO, Mrs Adams, is available to discuss concerns observed by class teachers; Mrs Adams makes in class observations if a concern is raised.

Identification of needs in Early Years (Reception and Nursery Classes)

Information on a child as a new entry to a Reception class and/or nursery can be passed on to us from a range of outside agencies including health professionals, Early Years workers, Children Centre's, external nurseries, child minders and parents themselves. All this information is recorded and passed onto the school SENCO who will liaise with agencies and attend preschool visits with the Early Years staff if necessary. Throughout Early Years a child's progress is constantly monitored against the Early Years Goals.

If a child does not make age expected progress in any area the staff will put in additional help and this concern will be discussed at termly tracking meetings and with parents. Any area of concern will be further investigated by in-school assessment/ screening in liaison with the SENCO. School screening includes speech and language, intent to communicate, emotional behaviour observations, fine and gross motor skill check list, observation of play checklist. A chronology of concern and intervention will be recorded on an Early Years Provision Plan.

Identification of needs in KS1

The Early Years tracking grid is shared with the Year 1 teachers at transition meetings; the chronology of concern and intervention will be passed on to the new class teacher. The class teachers have a good understanding of age related development and expectations and will



identify any problem areas. National Assessments, the Year 1 phonics test and end of year KS1 Age Related Expectation tests ensure that areas of concern and lack of progress are identified. Additional in school screening includes phonic check lists, speech and language assessments, reading tests, check lists for co-ordination, specific learning difficulties and Lucid screening test that looks at visual and verbal skills and Boxhall profiles which look at a child's emotional and social progress. Teaching assistants support the class teachers by keeping a record of any concerns they may note when working with the children. A chronology of concern and intervention will be recorded through class provision maps and provision plans.

Identification of needs in KS2

Information from previous assessments and interventions is passed on at transition meetings at the end of the academic year. The subject leaders and class teachers monitor every child's progress and attainment against national expected levels and their peers. Besides formal termly assessments using a variety of materials, teachers are continually monitoring progress and setting targets.

As with KS1; in school assessments and check lists are available to identify specific needs so support can be targeted correctly. A chronology of concern and intervention will be recorded on your child's provision plan which is reviewed and updated each term.

If your child requires additional and different provision you will be invited to a meeting to share concerns and plan suitable support. This provision is recorded on a provision map and targets are regularly shared with parents and children. For children with greater needs they may have an Education, Health and Care Plan in place (EHCP). All IEPs or provision plans are discussed and shared with parents and carers at least termly.

Looked After Children: Any child who is a Looked After Child (LAC) with SEN or Disabilities will access the same support as any other SEN child in our school. Their needs will be reviewed on a Personal Education Plan (PEP) meeting and the relevant Local Authority who is responsible for the child will be invited to all meetings. Additional support for a LAC child will be decided at a PEP or SEN review meeting. Consideration will be given to the additional needs a looked after child may have besides their SEN difficulties.

2. What should I do if I think my child may have Special Educational Needs or a disability?

At Bishops Down Primary School we would encourage you initially to talk to the class teachers about your concerns. If there is a high level of concern this will be passed to the SENCO. All staff can be contacted through the school office either by letter, email or a phone call. A request to meet with the class teacher can also be made through a note in your child's reading diary or home communication book.



If you have a high level of concern about your child or information from either health professionals or private consultations then you may wish to talk to Mrs Adams the SENCO. She can be contacted via the school office or through an email to aadams@bishops-down.sch.kent.uk. Mrs Adams will meet with you and put in place the relevant response as seen on the flow chart. This may be in school support/monitoring or possibly fast track to requests for outside assessments and support.

If at any time you need independent support to approach the school Information Advice and Support Kent (IASK) Service is available for you.

iask@kent.gov.uk 03000413000

3. How will I know how Bishops Down Primary School supports my child?

The attached flow chart gives a simple outline of the identification and support process for pupils with SEN.

Regular meetings with class teacher and SENCO will inform you of the support in place.

How do you decide on the appropriate package of support?

Naturally our response to SEN varies depending on the age and need of each individual child however the input and support for the children is recorded on class provision maps and/or each child's personalised provision plan (Personalised Progress Passport). This is the 'Cycle of Assess, Plan Do and Review' seen on the flow chart. You will be involved in describing and considering the needs for your child, setting suitable outcomes and planning support. This plan will be reviewed at least three times a year with you, either at whole school parent meetings or at additional meetings with the class teacher and support staff.

Assessments, observations, information and concerns from home and school will help to inform this cycle of support. When planning appropriate support for your child consideration will be given to practise that has been found to be generally effective; nationally, locally or within our school. Strategies that have been successful for your child will also be considered and included in the planning.

How is the use of additional adults to support my child managed?

If additional support from a teaching assistant (TA) is required this support is managed by the class teacher and monitored by the SENCO and Senior Leadership Team and reviewed at the termly tracking meetings. (See question one)

If in-class support is provided by a TA the aims of this provision will be to:-



- Increase access to the curriculum.
- Increase your child's academic and social independence.
- Support interventions provided by other professionals.
- Support the class teachers understanding of your child's progress through close observation and recording of misunderstandings, the style of learning and small step progress.
- Provide specific group intervention identified as needed to reinforce previous learning or a gap in learning.

At Bishops Down all TAs who work with targeted groups of children keep a tracking folder which is viewed by the class teacher and reviewed termly by the SENCO.

How do I know if my child is in an intervention group?

If your child is included in an intervention group you will be informed through discussion with class teachers at parent consultations where provision maps and planned are shared. Interventions are selected from the most recent research for effective support. Research is also accessed at the Sutton Family trust, dyslexia association, Swale Specialist Teacher, LIFT (Local Inclusion Forum Team) meetings etc.

How do outside agencies and professionals input into the package of support and implementation?

Whenever the school wishes to seek advice and support from an agency or specialist not employed by the school you will be consulted and permission sought. Any findings, recommendations and actions will be shared with you and any ongoing role for the specialist will be discussed; any actions included in new targets within provision. If the actions suggested by the agency are unable to take place within the class curriculum this will be discussed with you and reasonable adaptations will be made to the timetable.

When school wishes to seek support from Specialist Teachers the SENCO takes a child's case to a LIFT meeting (Local Inclusion Forum Team) where professionals discuss the Plan Do Review Cycle the SENCO has put in place, and consider whether Specialist Teacher involvement is the appropriate next step.

How do the Governors know what provision is needed?



Mrs Adams works closely with the SEN Governor, Gilly Shankland, to regularly review and evaluate the school's provision and success. Mrs Adams provides an annual report to the Governors and with the school bursar annually reviews the schools SEN budget.

How does the school check that the SEN provision is effective?

All levels of provision in the school are subject to regular monitoring and evaluation.

- Individual tracking against EYs goals and development.
- Class and individual tracking of progress in reading, writing and maths (using the school Target Tracker system or 'b-squared: connecting steps' in the children are working at smaller steps of progress.
- Observations of whole class, group and individual teaching sessions.
- Tracking progress of identified groups such as Pupil Premium by Miss Hepden; Phase Leader.
- Tracking progress and evaluating the impact of intervention groups using in/out assessments.
- Monitoring the social and emotional progress of pupils with Boxhall profiles, phase meetings where staff can review any children highlighted to them as vulnerable and needing wellbeing support.
- Individual teacher and teaching assistant performance management.
- Regular scrutiny of books by subject leaders and members of the senior leadership team.

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

Whole class teaching at Bishops Down Primary School is adapted to meet the needs of individual pupils through:-

Planning- Tasks are adapted to allow all pupils to participate. Teachers plan using formative and summative assessment thus ensure that learning builds on previous understanding, TAs observations of pupils understanding feeds into this process. The class teacher is responsible to ensure that the needs identified on your child's individual plan are taken into account in the lesson plans.



Delivery- The teacher will use a range of different inclusive approaches to deliver the lesson. Strategies that have been identified as useful for individual pupils will be included and adapted to the particular lessons.

Marking- At Bishops Down we have a system of marking that involves the pupils in developing and evaluating their own learning. The children are given time to follow up individual marking suggestions in their books.

Support- The class teacher will plan pupil groupings and adult support as required for different lessons.

Tools and equipment – The classroom environment is set up to support children in their learning. Any specific equipment as identified on your child's plan will be provided and reasonable adjustments made. If the equipment required for your child is very specialised then there will be a detailed description of how your child will access specific lessons on their plan. All class teachers in KS1 and KS2 plan their classrooms to be as dyslexia friendly as possible with visual timetables, learning walls and displays of key words.

How is the whole curriculum differentiated and organised according to need?

Bishops Down Primary School is committed to inclusive teaching. Staff support each other in year groups or phases to plan and organise their lessons to be accessible to every child in their class.

- Within the class the teachers arrange different ability groups for specific subjects when appropriate
- After whole class input children will be set different tasks and learning objectives. The school use 'chilli challenges' where children are given an option of three levels of challenge and can choose which tasks to complete within lessons; in this way they can self-assess their own ability and consider next step for learning. TA or the class teacher will work with specific groups giving additional support.
- Timeout cards and space is provided.
- Individual confidential folder of details of pupils with social communication needs and specific leaning difficulties shared with all staff members, office staff and supply teachers when needed.
- Social stories to help enable children to access aspects of the school life they find challenging.
- Visual timetables.



- SEAL and Nurture groups.
- Personalised timetable for children with additional programmes such as OT and Speech and Language.
- Sensory circuits
- EAL support TA

5. How will the school know how well my child is doing?

How is progress and attainment measured for all pupils?

Early Years pupil's development is measured against the Early Years goals. These are scrutinised by external assessors annually. All pupils in KS1 and KS2 have termly assessments in reading writing and maths, these feed into the schools assessment system, Target Tracker, where children are regularly assessed on all the National Curriculum objectives. This gives the teachers a clear indication of each pupil's progress, gaps in their learning and comparison of their progress against national averages.

How does the school track the attainment and progress of groups and individuals?

As described in question one, all children are tracked and individual progress is analysed in the tracking progress meetings with the Senior Leadership team. Assessment procedures are recently changing; with year 6 and year 2 now assessed to ascertain if they meet ARE (Age Related Expectations)

All group interventions have their own focused system of tracking and assessment using checklists and entry and exit data comparison. Pupils with significant needs may be measured by B Squared.

Individual assessments used in Bishops Down include individual reading analysis, phonological screening, vocabulary and verbal narrative assessment, fine motor screening, COPS and LASS dyslexia and cognitive screening. Speech Language and communication targets set by a Speech Therapist are measured by the Therapist and the school in joint reviews.



How will the school measure the personal and emotional needs of my child?

If your child needs social and emotional support then they may be included in intervention targeting this, such as Time to Talk or LEGO therapy.

The progress of these pupils is measured using:-

- A Boxhall profile (see question 3).
- The children use a simple grading chart which enables them to visually show how they are feeling either daily or weekly.
- Younger children's progress with emotional needs can be seen with sticker charts and star target cards which monitors their success.
- Monitoring of children in the playground by a named TA or teacher.
- Tracking for a timed period in the reception class.
- In class observations and checklists of social interaction and behaviour.
- Strength and difficulties questionnaires

6.How will I know how well my child is doing?

In addition to normal reporting arrangements what opportunities are there for me to discuss progress with staff?

- Each child who is on the SEN register will be part of class provision map of support and/or have their own Personalised Progress Passport that will be planned and reviewed at least termly. These plans will be discussed with you each term. Additional time will be allocated at the normal parent meetings in October and February with another meeting arranged at the optional parent meeting in July, or a separate meeting time will be arranged.
- All children with an existing Statement or Educational Health Care Plan will have an Annual Review.



- The school has an open door policy and you are welcome to make an appointment to see a member of staff at a mutually convenient time. Arrangements can be made through the office staff or through a note in the homework diary/ communication book. See question 2 for contact details.
- All children have annual school report issued to parents and carers in July.

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

Homework is individualised and differentiated.

The school offers various workshops for parents throughout the year. In the academic year 2015/16 the following workshops are planned:

- Read, write Inc. (phonics) E-safety, Numicon and maths calculation policy.

More specific advice is given to parents at individual parent meetings; either with school staff or with outside agencies. The SENCO can refer to Early Help for support from outside agencies for families.

If your child is seen by an Educational Psychologist they will suggest strategies for engaging with learning that can be used by you at home with your child. The Educational Psychologist can give you information and ideas on how to support your child at home; a follow up meeting to go through their report can be arranged.

8a. What support will there be for my child's overall wellbeing?

If your child is experiencing emotional, social or mental health difficulties we work with parents to put appropriate intervention in place. For example this could be, access to lunchtime nurture club, social skills, self-esteem groups, anger management, anxiety support, Lego Therapy, Challenger Troop, behaviour support. Or it could be in the form of an Early Help Referral to involve other agencies such as Young Healthy Minds.

8b. How will my child's personal or medical needs be met?



See medical needs policy

What pastoral and social support is available for my child?

See above *What support will there be for my child's overall wellbeing?*

See Anti bullying policy

See Equality policy

- Anti bullying workshops and theatre groups can be used as part of PSHE curriculum.
- Training and lessons are given to help children combat cyber or social network bullying.
- Assemblies and Personal and Social Aspects of Learning (PSHE) lessons raise awareness of discrimination and bullying.
- There is zero tolerance for bullying and all such cases are reported to SLT, recorded and followed up.

Behaviour support

At Bishops Down we have a graduated approach to behaviour difficulties. See behaviour policy

The SENCO can draw up behaviour targets and agreements with specific children and their parents as needed; these ensure children with SEN are clear on what they should do, how they can manage their behaviour and who is going to support them.

For some children the school may refer to specialist teachers for behaviour through the LIFT meetings. Behaviour is a function and can often indicate that more exploration is needed into why the behaviour is occurring. This team will work with children, school and parents setting targets and suggesting strategies.

How does the school manage the administration of medicines or personal care? Is there a health care plan? Is training provided for staff?



See the medical policy

Medical/ first aiders: ensure that the medicines that have to be taken in school are secure and clearly labelled.

All medicine is kept in the school offices with the exception of individual inhalers. There is a fridge in the school office where medication can be stored if required.

All children with a medical condition or who have to take regular medication in school have a health care plan. These are drawn up in a meeting with Mrs Adams, the school nurse and parents. Copies of health care plans and intimate care plans are kept in the care suite, classrooms for each child and SENCO office.

Information including a photo about children with severe allergies or health problems is displayed in the working area of the staff room. The midday lunch supervisors (MDS) are also provided with this information. Mrs Alkerieshi meets with the MDS team to ensure this information is kept up to date.

Training

Appropriate staff have had general training in dealing with epilepsy and seizures. Members of staff have been trained to give insulin injections. Staff are regularly trained to be first aiders and the school also meets required ratio of children to trained first aiders. Specific staff have experience with feeding tubes.

9. How will my child/young person be able to contribute their views on how things are going?

The school marking policy allows children to respond to marking and review their own targets and learning. All children have the opportunity to contribute their views about the school on a questionnaire during each academic year. The pupils run a school council and we encourage at least one of the children with SEN to be a member.

Children with statements or Education Health Care Plans have an opportunity to share their views at an Annual Review. Children can also attend the parent teacher meetings and the PPP review meetings.

How will the school support my child to do this?

- Early Years staff observe pupils and identify activities the children enjoy the most.



- Questions that allow children to express not only likes and dislikes but how they feel about different aspects of school life.
- Questions for Annual reviews that allow the children to think about what they want to learn and their next steps.

Children with literacy or communication difficulties including the children in the Golden Curriculum are given a variety different ways to contribute their views.

- The Blob tree to communicate how they feel about different experiences.
- Simple scaling charts.
- Questions written in Communicate in Print – this adds pictures to the words.
- Photos to scale or order.
- Speech bubbles and a variety of pictures to help them explain their views.

10. What specialist services and expertise are available at or accessed by the school?

The school is able to access all the services provided by specialist teaching services. These include, visual and hearing impairment service, behaviour specialists, communication and interaction specialists and cognition and learning specialists. (See Kent SEN local offer). The school pays for Educational Psychologist consultations. Referral to Speech and Language Therapy, Occupational Therapy, Physiotherapy or paediatricians can be made through the SENCO.

The school accesses the school nursing service.

The school works closely with named social workers for different cases.

Staff in reception classes can access support from Portage and Early Years Inclusion team.

11. What training have the staff supporting children with SEN had or are having?

At Bishops Down we are committed to develop the knowledge and understanding of all staff to support children with SEN.

Recent whole school training addresses needs for individual children or comes from the school development plan.



The SENCO has

- Completed the SENCO accreditation;
- Has been trained to use screening tests (British Picture Vocabulary Scales (BPVS), Phonological ability battery (PhAB), Lucid COPs and LASS diagnostic tests, plus diagnostic testing for reading and spelling),
- Attends the termly SENCO meetings and LIFT where information about most recent research and information about local services is disseminated.
- Attends annual national conferences and workshops.
- Has attended recent training on mental health within schools – ‘The Wellbeing Toolkit.’

All staff

- Disability awareness
- Applying the mainstream core standards (meeting the needs of all learners)
- Provision mapping
- Planned for this year – SEMH and dyslexia

SENCO and a number of TAs trained in use of PECs, social stories and comic strip conversations, TEACCH.

TAs and staff have experience in supporting children with visual impairments, a number of TAs have more specialist training in VI.

TAs have had training to deliver a range of specific programmes, including numicon, time to talk, Lego therapy, clever fingers, jump ahead, sensory circuits, Read Write Inc.

Specialist TAs with skills in SALT, EAL, supporting complex and medical needs.



12. How will my child be included in activities outside the classroom including school trips?

All possible adjustments are made to ensure every child can be included in each aspect of the school life including clubs, day and residential trips.

How are parents and carers involved in planning school trips?

If a child has a physical/medical disability then a discussion will be held before the trip to ensure that all risks and problems have been considered. A pre-visit to the destination would have taken place with a risk assessment that would be seen by the head teacher. Additional school staff will be allocated if necessary and indicated by risk assessment.

Social stories are written for children with ASD and they are prepared for the event. A social story would be shared with parents so it can be read and discussed at home prior to the visit.

All parents are encouraged to share their knowledge of their children and how they may behave in other environments so we can prepare and anticipate obstacles.

Who completes the risk assessment and how are they signed off?

Class teachers in collaboration with their year group will compile the risk assessment. Individual risk assessments are written with, SENCO class teacher and child as relevant. All are seen and signed by the head teacher.

How are all activities made as inclusive as possible?

- Ensure additional staff are available.
- PE coordinator has attended SEN PE/games training and can advise staff on how to differentiate PE lessons.
- Social stories and visual support is prepared.
- Peer buddy system
- Details of individual SEN needs shared with all staff and preferred learning styles and strategies.



- Children with SEN are encouraged and supported to try new activities by staff and peers.
- School is physically accessible.

13. How accessible is the school environment?

- The school is fully wheel chair compliant with ramps fitted to allow access where stairs are.
- There are 3 disabled facilities within the school
- Two fully equipped care suites
- Reception areas have facilities to change nappies if needed.
- All classrooms have blinds on the windows

The school continually updates the accessibility plan as part of the school development plan.

Any specific requirements for change would be discussed at a Governors meeting The Head teacher, Senco, and SEN Governor audit the schools accessibility.

How would any specialist equipment which is needed be acquired?

As part of any transition process into Bishops Down a discussion would be held with you and other professionals about and specialist equipment required by your child.

Equipment would be bought or borrowed from the most appropriate source.

In our experience, smaller pieces of equipment are sometimes lent to the school to trial their success in the classroom or nursery.



14. How will the school prepare and support my child when joining Bishops Down Primary School, transferring to a new school or planning for the next stage of their education?

If your child is joining either our Nursery or a reception class then any start of a child with SEN or disability becomes part of the general process for starting school. There are open days and information evenings/afternoons for all parents to which you would be invited.

A young child with significant needs is usually introduced to us with the support of either Portage or the Early Years Support and Inclusion team some weeks prior to the official start date. (See Kent Local Offer for Early Years)

Individual visits for parents and their children are arranged.

School staff, including the SENCO visit the child either at home or in another nursery setting.

Information is exchanged.

A personalised transition plan is drawn up with school, parents, EYs Support service and other relevant professionals. We carefully consider the classroom, the peer groups (if known), and your child's own needs and personality. Extra support is arranged if required.

Initial EYs Personalise Provision Plan is drafted in preparation. When your child starts, peer buddies will be carefully chosen to help your child.

All paperwork from the existing school will be forwarded to Bishops Down.

How do you support the child/young person and family in planning and preparation and moving on?

For children with EHCPs

We start initial discussions about secondary school in an annual review in Year 4 and year 5. We help families think about the next suitable school. Suggesting they visit a selection of possible secondary schools to give themselves a clear picture of the type of schools that are available locally. We will provide contact details of schools of which we have some personal knowledge.

For some families we will arrange a meeting with a SENCO of a local school and accompany them on a visit if they wish.



A senior caseworker from the Local Authority is invited to attend the year 5 review and provide parents with information about maintained and non-maintained secondary schools.

We support pupils with SEN on secondary school open days; one of our TAs will meet vulnerable children at the school and help them on their visit, or a TA will accompany a child.

For ASD pupils we arrange for them to have copies of the high school timetable and possibly photographs of the high school to reduce their anxiety.

For the Year 6 we can invite a representative from the chosen secondary school either to the annual or a transition review. We encourage the children to prepare some questions and to show some work they are proud of.

Some children with a high level of need may have a personal passport of information which can transfer with them to secondary school.

All secondary schools have open days for the year 7 pupils with extra days for children on the SEN register.

Children on SEN Support level

All information is exchanged directly with the secondary school SENCO and Inclusion team. A discussion is held about each child and all paperwork is passed on to the secondary school. Arrangements are made for families to speak to the relevant staff at receiving schools if the families wish this to happen.

15. How are the school's resources allocated and matched to child/young person's special educational needs?

At Bishops Down the allocation of resources is done on needs as identified by the process previously described. Children can require different levels of support over their academic career; therefore the amount can vary from year to year. Each child's personal provision map and in some cases, termly provision plans, will track the amount of resources that is being provided.

The SENCO, head teacher and the school bursar work closely together at the beginning of each financial year to ensure there is sufficient funding to buy in outside services and provide enough Teaching Assistant cover from the schools allocated budget. The allocation of the schools SEN budget is monitored by the school's governing body; an annual report is submitted to the Governors by the SENCO and Bursar.



What happens if the funding is not adequate to meet my child's needs?

If a child's needs require resources and support that are in excess of the money delegated to Bishops Down for SEN, then the SENCO with the support of the parents will make an application to the Local Authority for high needs funding and an EHCP, if the criteria are met.

While waiting for this process to be completed the school would not deny a child any support that had been identified as essential for their inclusion and sustained progress.

Applications for high needs funding have to be evidence based, plus the school must demonstrate with clearly priced individual provision maps that funding for a child has and will continue to exceed the amount delegated to the budget.

How can we be sure that decisions are made based on need, not on available resources?

As previously stated the provision of support for SEN is done on identified needs not on resources. Like all schools we have to take into account the requirements of all children and in some situations it is possible for children to share resources and adult support.

Like all services there are waiting times and times when children with severe needs have to be fast tracked through the process.

However, by having transparent conversations with you we would hope that you would understand any decision would have the best outcome for your child at its heart.

16. How is the decision made about what type and how much support my child will receive? How will I be involved?

The decision about the type and amount of support your child will receive would be a joint decision. If your child's needs are highlighted at a termly tracking meeting then an action plan of support will be proposed and then discussed with you. The discussion would outline the reasons for that decision and the planned outcome of any different or additional support. If your child has more significant needs then outside professionals such as an Educational Psychologist would be consulted and involved in the planning process. Significant needs would include children who did not make sustained progress from their starting points despite interventions, a lack of progress compared to their peers, changes in behaviour or emotional needs or a specific area of difficulty.



The whole cycle of assessing, planning, doing and reviewing progress and development ensures that we continually review the type and amount of support we provide to children.

Any interventions will be reviewed termly, the impact of the intervention is measured. Interventions and support follows professional advice or has a strong national or local recommendation. The class teacher will discuss with you the purpose of the intervention and hoped for outcomes. These will be recorded on provision maps and personalised progress passports; of which you can have a copy.

17. How will I be involved in discussions about and planning for my child's education?

- Parent's first point of contact in the school is the class teacher.
- If the class teacher has a concern about your child you will be invited in for a discussion about this. This meeting will be recorded on a consultation form.
- If the support that the teacher has identified for your child is additional to or different from the general differentiation in the class then your child will be clearly identified on a class provision map or individual provision plan with clear targets and success criteria.
- The provision map or plan will set out specific targets for your child with a clear description of the success criteria and how that criteria is to be met. Many of these targets and actions will involve you in your child's learning whether it is to follow a spelling strategy or reinforce a behaviour programme.
- The children will know the expectations for their next steps in learning or development.
- If the speech therapist is working with your child she will also set targets and activities that are sent home.
- An Educational Psychologist will want to meet with you before seeing your child to gather your information and knowledge of your child's progress. The EP report when written is shared with you and you also have a copy of the report. You will have an opportunity to ask questions and respond to the report.
- If English is not your first language we can provide interpreters at important meetings. Among the staff we have a range of spoken languages that may be able to help plus you are welcome to invite a friend or relative to help you at any of the meetings.

18. How can I be involved in the school more generally?



All parents are automatically a member of the Bishops Down Parents staff Association. Contact the school for future information.

Class representatives are involved in a parent forum. Any one can put themselves forward for this role.

Parents can volunteer in school to help throughout the school from hearing individual readers to helping with gardening.

Future plans for parent involvement include a working party to develop gardening and school grounds.

19. Who can I contact for further information?

If you are considering the school for your child who already has identified special education needs then you can arrange either a meeting or telephone conversation with the SENCO Mrs Adams. aadams@sbishops-down.kent.sch.uk You can phone or email the school office to arrange a meeting.

If you are still exploring options you can view the school and have a general tour of the school by arranging a visit through the school office. Please also visit the school website which will give you an overall flavour of the school.

If you are worried about your child and wish to talk to someone beside the class teacher our school has an open door policy. Clare Owen, Headteacher, Amy Adams, SENCO, or any other members of the SLT are available during the week to meet with you. This can be arranged through the school office staff.

Complaints:

If you have any complaints please see the complaints policy

An appointment can be made by them to speak to the SENCO, Phase Leader, Deputy or Head Teacher, who will be able to advise on formal procedures for complaint.



20. What should I do if I am considering whether this is the right school for my child?

- Arrange a visit to the school through the school office.
- Look at the information on the school website
- Make an appointment with the SENCO Mrs Adams. Bring any paperwork you may have for discussion with the SENCO.
- If your child is at another school or nursery talk to the staff and get their opinion.
- If your child is below school age contact the Early Years Inclusion team.
- If your child already has a Statement or Education Health Care Plan or an application for one has been submitted to the Local Authority SEN department contact your case worker.
- If your child has significant needs and is four years or younger talk to the Early Years Inclusion team.
- Look on the Kent SEN web site for advice on admission to schools.
- If you have difficulties or need support contact IASK (Information, Advice and Support; formally parent partnerships service) and <http://www.kent.gov.uk/education-and-children/special-educational-needs/support-and-advice/kent-parent-partnership-service/Information-Advice-and-Support-Kent-leaflets>.