

# Goostrey Community Primary School

## Parent Information for Special Educational Needs



<p>How Does Goostrey Primary School know if my child requires extra support?</p>	<ul style="list-style-type: none"> <li>➤ All children’s progress is tracked across the school each term – any concerns are highlighted by class Teachers and discussed with the Headteacher/SENco.</li> <li>➤ Children with learning needs are identified early and interventions are put into place.</li> <li>➤ Teachers are constantly undertaking formative assessment – gauging children’s understanding and progress in lessons and responding accordingly.</li> <li>➤ Regular summative assessments guide teachers as to the progress children are making.</li> <li>➤ The Headteacher tracks the progress of all children and identifies any children where progress is a concern.</li> <li>➤ The School SENco monitors children’s progress across the school.</li> <li>➤ Staff regularly meet with the Headteacher and discuss children’s progress, provision and needs.</li> <li>➤ Communication with parents/carers.</li> <li>➤ Communication with outside agencies.</li> </ul>
<p>What can I do if I believe my child may have a special educational need?</p>	<ul style="list-style-type: none"> <li>➤ In the first instance, discuss any concerns with Class Teacher.</li> <li>➤ Discuss Concerns with SENco.</li> <li>➤ Contact Cheshire East Information, Advice and Support Service (CEIAS).</li> </ul>
<p>My child is slightly below an age expected level, what kind of support might they receive?</p>	<ul style="list-style-type: none"> <li>➤ Quality First Teaching Strategies in place and adjustments made to meet the needs of all children.</li> <li>➤ Differentiated class activities/resources/teaching style.</li> <li>➤ Small group work with Teaching Assistants where possible and appropriate.</li> <li>➤ Intervention group sessions targeting needs.</li> </ul>

<p>I am concerned my child has significant needs, what can be done?</p>	<ul style="list-style-type: none"> <li>➤ Quality First Teaching Strategies in place and adjustments made to meet the needs of all children.</li> <li>➤ Differentiated class activities/resources.</li> <li>➤ Small group work with Teaching Assistants where possible and appropriate.</li> <li>➤ Outside agencies (Speech and Language, Educational Psychologist, Autism Team, Occupational Therapist etc) may be consulted for advice/intervention.</li> <li>➤ Appropriate assessments can be carried out.</li> <li>➤ SFP (School Focused Plan) may be appropriate.</li> <li>➤ Child may be added to School Support list and progress monitored closely.</li> <li>➤ EHCP (Educational Health Care Plan) process could be initiated where there is a significant gap compared to peers.</li> </ul>
<p>How will I know how the school is supporting my child and what progress they are making?</p>	<ul style="list-style-type: none"> <li>➤ Open door policy/class teacher email available.</li> <li>➤ All children have Parents' Evening twice a year.</li> <li>➤ Class teacher will contact parent with any concerns.</li> <li>➤ A School Focused Plan may be established which will detail the provision your child receives.</li> <li>➤ Termly School Focused Plan reviews.</li> </ul>
<p>If my child has significant needs, will they be included in activities inside and outside the classroom?</p>	<ul style="list-style-type: none"> <li>➤ All children follow the school curriculum.</li> <li>➤ The school effectively uses Teaching Assistants to support children and enable them to access the curriculum when appropriate.</li> <li>➤ We believe it is important that all children have the opportunity to take part in after/before school clubs.</li> <li>➤ We believe it is important that all children have the opportunity go on visits/residentials.</li> </ul>
<p>What resources can be available for my child if required?</p>	<ul style="list-style-type: none"> <li>➤ A wide variety of intervention resources for reading, dyslexia, spellings, writing, grammar, mathematics.</li> <li>➤ Speech and language interventions.</li> <li>➤ 'Time for Talk'.</li> <li>➤ Handwriting/Fine motor resources</li> <li>➤ Memory resources.</li> <li>➤ ICT resources for spelling.</li> <li>➤ Differentiated resources in class.</li> <li>➤ Social stories.</li> <li>➤ Pastoral care at lunchtimes.</li> <li>➤ A wide variety of booster interventions taking place daily in all classes.</li> </ul>

<p>How accessible is the school environment.</p>	<ul style="list-style-type: none"> <li>➤ Please refer to the school accessibility plan (available on the school website).</li> <li>➤ The teaching and learning environment is highly inclusive and all children's individual needs are considered.</li> </ul>
<p>How does the school support transition when joining the school, between classes and to secondary school?</p>	<ul style="list-style-type: none"> <li>➤ If required, an 'Action for Inclusion' meeting is held to establish an action plan for children joining the school in Reception from Pre-school who have significant needs.</li> <li>➤ The school Reception teacher visits the incoming Reception children in their Pre-school setting.</li> <li>➤ All class teachers hold a transition meeting with the next class teacher to discuss the needs of children.</li> <li>➤ All children on the School Support list have an end of year review meeting where transition is discussed.</li> <li>➤ School works closely with the local secondary school and children's transition needs are discussed. A programme of transition can be established for those children who require a personalised transition.</li> <li>➤ Representatives from secondary schools are invited to Year 5 review meetings to give them an early indication of transition needs.</li> <li>➤ Information is shared between school and the Secondary school.</li> </ul>
<p>How are decisions made about how much/what support my child receives?</p>	<ul style="list-style-type: none"> <li>➤ School works in partnership with the child, parents and outside agencies.</li> <li>➤ School's primary aim is to promote independence and enable children to access the curriculum as independently as possible.</li> <li>➤ Support is reviewed termly, as part of an 'assess, plan, do, review' process.</li> <li>➤ Decisions are based on progress and level of need.</li> <li>➤ The school adheres to a 'graduated response' to SEN.</li> </ul>
<p>Who do I contact for further information?</p>	<ul style="list-style-type: none"> <li>➤ In the first instance, contact your child's class teacher.</li> <li>➤ Mr. Campion is the school SENco and can be contacted in school or by email: <a href="mailto:mr.campion@goostrey.cheshire.sch.uk">mr.campion@goostrey.cheshire.sch.uk</a></li> </ul>