



Supporting Pupils with Special Needs and Medical Conditions

Question		Answer
How does the school know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?	<ul style="list-style-type: none"> • How do you identify • Children/young people with special educational needs? • How will I be able to raise any concerns I may have? 	<p>Rockcliffe School identifies the specific needs of its children through the rigorous use of assessments and monitoring. We also rely on the input of parents. All concerns should be shared firstly with the class teacher and later with the SENCO. Discussions to ascertain the level of need and support will then be held and partner agencies informed to provide specialist advice.</p>
How will school staff support my child/young person?	<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child/young person and how often? • What will be their roles? • How are the setting/school/college Governors or Trustees involved and what are their responsibilities? 	<p>Initial provision is made by the class teacher for work in the classroom. As further advice is gained a specific IEP will be drawn up that outlines the child's needs and how they can be met. This may or may not have a financial implication for the school. Support staff are allocated by both class teachers and the SENCO. The school, with outside advice, decides on who will be best, what length of time is required and the duration of the support. Parents will be advised of the outcomes through discussion. School Governors are made aware of the number of children receiving support and the allocation of resources.</p>
How will the curriculum be matched to my child's/young person's needs	<ul style="list-style-type: none"> • What are the School's approaches to differentiation? • How will that help my child/young person? 	<p>Differentiation is part of all lessons. Class teachers will differentiate lessons for children with SEN as informed by the IEP. A range of strategies is used to support all children.</p>

<p>How will I know how my child/young person is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the school know how well my child/young person is doing? • How will I know what progress my child/young person should be making? • What opportunities will there be for regular contact about things that have happened at School? • Do you offer any parent training or learning events? 	<p>The school will report to you through Parents Evenings, reports and a review of the IEP. IEPs are reviewed on a termly basis and copies are sent to parents for their comments. The review is usually followed by a meeting to clarify new targets.</p> <p>Progress is reported at all parents evenings and is referenced against national expectations. This will enable you to understand the progress which is being made.</p> <p>Specific arrangements will be made to ensure contact is maintained. This will vary for each individual.</p>
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<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • What is the pastoral, medical and social support available in the school for children with SEND? • How does the school manage the administration of medicines and providing personal care? • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child/young person be able to contribute his or her views? 	<p>Pastoral care is available from all school staff. This is individual and is available to all children.</p> <p>We do not routinely issue medicines, however, should an individual health care plan necessitate this then a specific plan would be put into place.</p> <p>Should personal care be required then this would have to form part of the IEP and named staff would provide the care. All staff have basic first aid and a number are trained to ensure that high quality first aid and care is available.</p> <p>Feedback is part of the review for IEPs and statements. Specific views will be sought both formally and informally.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Are there specialist staff working at the school and what are their qualifications? • What other services does this school access including: health, therapy and social care? 	<p>The school has trained Teaching Assistants who are able to provide support for Numeracy and for Reading. All other specialist support is bought in from the Locsl Authority.</p> <p>We have regular meetings with our Educational Psychologist Dr. Debra Brewer.</p> <p>Staff receive regular training. Recently staff at</p>

<p>What training is the staff receiving or have completed to support children and young people with SEND?</p>	<ul style="list-style-type: none"> • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? 	<p>Rockcliffe has been trained on Attachment disorder and in September will be trained to engage with children with poor self-esteem and discipline.</p> <p>Specific training takes place as necessary.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet facilities? • How does the school communicate with parents/carers whose first language is not English? 	<p>The building at Rockcliffe is fully accessible. Further disabled facilities will be added as the new build takes place in 2015.</p> <p>Further changes are reviewed yearly – measured against the needs of all our children.</p>
<p>How will the school prepare and support my child to join the school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared to move onto the next stage (transition)? • What information will be provided to his or her new school? 	<p>Support is provided to the parents of incoming children and arrangements are made with the secondary school to which children are moving. Teachers and the SENCO discuss support and needs with the new schools.</p> <p>The receiving school has copies of IEPs, specialist advice and resources passed on. We also try to ensure that children with one to one support meet, and work with, their new key workers in the run up to leaving.</p>

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the school's special educational needs budget allocated? 	<p>Resources are allocated on a class and case by case basis. Total spend is allocated by the Governors and then delegated to the Head Teacher. Provision is then decided by ensuring that IEPs are suitably resourced.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? • How will I be involved? • How does the school judge whether the support has had an impact? 	<p>Decisions on the type of support will be made by Specialist staff e.g. Speech and Language support. Rockcliffe School follows the advice of these professional within the spending limit the school can provide. If a child has a statement then the school will provide the first £6000 of support – further support has to be resourced through the County Council.</p> <p>Parents are always involved in the drawing up of statements.</p> <p>Support is reviewed annually after a review to which all professionals, parents and, if appropriate, children are invited.</p>