

Nutfield Church (C.E) Primary School

	Questions	School's response	School's self-evaluation
1	How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	We track the progress of all our learners and as professionals we regularly discuss any concerns we have as well as celebrate achievement. We have systems in place to use data to support tracking. In the first instance, parents are encouraged to speak to their class teacher about any concerns they have. We will keep you fully informed through parent consultation meetings and individual provision maps to ensure your child is given timely and appropriate support.	Embedded
2	How will early years setting / school / college staff support my child/young person?	Liaising with feeder Early Years settings and, where appropriate, we identify needs and share information. We seek to match provision to need. We closely monitor the impact of interventions through regular meetings and tracking of pupil progress. Our Inclusion Leader leads on this aspect and the head teacher shares this information with governors.	Established
3	How will the curriculum be matched to my child's/young person's needs?	Differentiation is established in our curriculum and practice. Our regular Learner Progress Meetings help us to monitor this and reflect on the next best steps. Teachers work to adapt their planning to provide active, practical activities that motivate the learner.	Embedded

4	How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	We regularly share progress feedback with all our learners and their families at parent consultation meetings. We hold events on new school learning initiatives, such as spelling workshops to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.	Established
5	What support will there be for my child's/young person's overall well-being?	The wellbeing of every child is the key priority of our school. All our staff are regularly trained to provide a high standard of pastoral support. Our Learning Mentor provides emotion well-being support for vulnerable children. Relevant staff are trained to support medical needs. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff and staff are trained in the restorative approach. Our Home School Links Worker regularly monitors attendance and takes the necessary actions to prevent prolonged unauthorised absence.	Embedded
6	What specialist services and expertise are available at or accessed by the setting / school / college?	Our staff receives regular training and our teachers are fully qualified. We encourage staff to continually update their skills and knowledge. We have a number of established relationships with specialist teachers and professionals in health and social care.	Embedded
7	What training are the staff supporting children and young people with SEND had or are having?	Our Inclusion Leader who has completed the mandatory National SENCo Award is an experienced qualified teacher. She ensures our staff are updated on all matters pertaining to special educational needs and disability through a planned programme of continuing professional development.	Embedded

8	How will my child/young person be included in activities outside the classroom including school trips?	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met.	Embedded
9	How accessible is the setting / school / college environment?	Our Accessibility Plan is robust and we are mindful of the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	Embedded
10	How will the setting /school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?	We have robust Induction and Transition programmes in place for welcoming new learners to our setting. Bespoke programmes are developed for our children and young people with special needs. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with all our feeder settings as well as settings children/young people move onto.	Embedded
11	How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?	In consultation with our Bursar we are made aware of our budgets and funding is allocated to need. We seek to ensure value for money, so all interventions are costed and evaluated.	Embedded

12	How is the decision made about what type and how much support my child/young person will receive?	In response to feedback from external agencies, data tracking and working with the learner, their families and other staff, the SEN team considers a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.	Established
13	How are parents involved in the setting / school / college? How can I be involved?	We regularly involve parents and families in discussions about their child/young person's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We also have an active PTFA and encourage our parents to involve themselves in every aspect of our school. Our Governing Body includes Parent Governors.	Embedded

14	Who can I contact for further information? In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's Inclusion Leader.	
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