



Frequently asked questions

1. How will you know if my son / daughter needs extra help?

Children in our school who need specific SEN support will usually be identified through regular observations and assessments completed by the class teacher and teaching assistants, in discussion with the parents. Additional advice will be sought from the school SENCO as well as outside agencies such as the educational psychologist, speech and language therapist, Orrets Meadow outreach support.

2. What should I do if I think my son / daughter may have special educational needs?

If a parent has concerns about the progress their child is making or another aspect of their education, usually this is first discussed with the class teacher, who will listen to the concerns and give the parents advice on the school processes. Further discussions may then take place with the school SENCO and/or Headteacher to identify specific needs and plan focused support for the child.

3. How will staff support my son / daughter person?

The class teacher with advice from the school SENCO will write the plan for specific support and this will be shared and discussed with parents and reviewed on a regular basis, usually termly. The additional support may be provided by extra sessions with the class teacher or Teaching Assistant, either 1:1 or in a small group, usually weekly, but it depends on the level of need. Where appropriate extra support will be given by outside agencies e.g. Orrets Meadow Outreach.

Progress against the plans are discussed regularly with the parents. SEN information is also presented to the Governing Body via the Headteacher termly reports. The Governing Body has a named SEN Governor, who is currently Mrs L Woods. The school SENCO is currently Mrs L Pollitt.

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

All teachers plan for differentiated activities across all subject areas and the children work in ability groups. As children all make progress at different rates, the children move between ability groups on a regular basis. The work is differentiated as well as the level of support given and whether this support is from the class teacher, Teaching Assistant or additional adult.

5. How will I know how my son / daughter is doing and how will you help me to support my child's/young person's learning?

Regular communication will take place between school staff and parents on an informal basis as well as more formal meetings which will be scheduled throughout the year. We hold formal parent-teacher meetings at least once a term, but for children with specific needs, more regular meetings are planned and a home-school diary used, if appropriate. Weekly information sheets

are sent home to inform parents of themes being taught and ideas to support learning.

Regular curriculum meetings and parent workshops are held to support home-school links e.g literacy evenings and the family works programme.

6. What support will there be for my son / daughter's overall well being?

We provide a high degree of social and pastoral support for all our pupils, with all staff taking great pride in their knowledge and care of the children. This is always praised by parents who highly value the support they and their child is given. We have specific policies to support the administration of medicines and health care plans are drawn up to support specific pupils regarding personal care. We have experience of managing a variety of medical conditions including diabetes, epilepsy and more personal conditions.

We have specific policies in place to support behaviour management and attendance, which are both a high priority and seen as excellent. We have a school council and pupils are able to put forward their own views and opinions on matters which they feel strongly about. All classes are represented on the school council including our youngest pupils in F2.

7. What specialist services and expertise are available at or accessed by you?

Our school SENCO is highly qualified and experienced, holding the National SENCO qualification. After the class teacher, she would be the first specialist, parents could contact to seek advice and support for their child.

Children and families at our school are able to access specific parenting support from our specialist teacher, who is able to provide advice on a wide variety of parental concerns and issues, both in and out of school. Parents have found this provision to be very useful and praise this type of support very highly.

We employ our own speech and language specialist for half a day a week, who is able to work with children and their families to address specific language and communication issues. She also works closely with school staff to train them in order to extend support at other times during the week.

We work closely with the Educational Psychology Service and our psychologist is able to offer advice and support to children and their families as well as school staff in order to best meet the specific needs of individual children.

As a school we buy in a support programme from Orrets Meadow Outreach, for pupils with specific needs such as dyslexic tendencies. Small group weekly sessions are available for pupils where this need has been identified.

The school nursing service provides regular advice for parents where appropriate and carries out specific health checks such as sight tests, hearing tests etc.

Referrals to speech and language, social care, occupational and physiotherapy are also made where appropriate.

8. What training are the staff supporting my son / daughter with SEND had or are having?

Our SENCO is qualified in the award of Postgraduate Certificate In Special Educational Needs, all staff are familiar with the changes in the new SEND code of practice and the implications this has for school. Staff are supported in arranging appropriate provision for SEN children, through senior management, the SENCO and where necessary outside agencies. Our teaching assistants are trained in delivering a range of specific intervention programmes that target children's individual needs.

9. [How will my son / daughter be included in activities outside the classroom including school trips?](#)

All our children have complete access to outside school visits and trips. Where one to one support is needed, staff are in place to ensure this is available. We are experienced in supporting pupils with a wide range of conditions and needs e.g autism and diabetes. Parents are invited to accompany the children on school trips where possible, and if they are unable to do so, advice regarding meeting specific pupil needs is sought and incorporated into the visit risk assessment.

10. [How accessible is your setting / school / college environment?](#)

Greasby Infant School is a single story building and is fully accessible with the use of ramps. We have two disabled toilets and a medical room with shower facilities and an electric bed. The building is light, classrooms have plenty of access through wide doors and the site is both safe and secure. Interactive whiteboards and speakers enable all children to be actively involved in lessons which appeal to visual and auditory learning styles.

11. [How will you prepare and support my son / daughter to join your setting /school / college, transfer to a new setting / school / college or the next stage of education and life?](#)

Parents and children are welcome to look around Greasby Infant School at any time to see what excellent provision we offer and whether you feel we can meet the needs of your child. Once a place has been confirmed we will contact your child's school/pre-school setting to find out as much information as possible about your child. We may then arrange a multi-agency meeting prior to your child's start date in order to fully discuss your child's needs. Your child will be offered transition visits and an opportunity to meet their new class teacher and classmates. Often we find a staggered transition period is most successful.

12. [How are your resources allocated and matched to my son / daughters needs?](#)

Most of the resources used to meet your child's educational needs can be found in the classroom. Where a specific need is identified we will endeavour to meet the child's needs by sourcing the most appropriate resources. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to monitor the support.

13. [How is the decision made about what type and how much support my son / daughter will receive?](#)

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and the SENCO. Typically this additional support continues to be provided from within the class but may be targeted at specific times. If evidence suggests that higher levels of support may be required we will contact the relevant outside agency for advice in consultation with the parents.

All children's progress is carefully monitored by the class teacher and the Headteacher. In partnership with parents, we agree on 'SMART' outcomes (specific, measurable, achievable, realistic and timed) that are reviewed regularly throughout the school year. We use this data to ensure that the support is having a positive impact upon the children's progression.

14. Who can I contact for further information?

The first point of contact will be the child's class teacher, who will be able to discuss issues and concerns, providing additional information as necessary. Usually an appointment is not necessary as the teacher is happy to discuss concerns before or after school. Appointments can be made to speak to the school SENCO, Key Stage 1 Leader, Deputy Headteacher or Headteacher via the school office.

When considering a school place for a child, an appointment can be made with the Headteacher for a tour of the school and an informal discussion.

15. Can staff get extra help from experts outside if they need to? (eg advice and training on medical conditions)

At Greasby Infant School we work in partnership with many outside agencies such as, Speech and Language Therapists, Occupational Health, Educational Psychologists, School Nurse and Family Support workers amongst others. Staff get the opportunity to attend additional training when required to enable them to support the SEN children within their class.

16. How will information about the child be circulated to all members of staff and who will be responsible for that?

Information will be shared by the SENCO with the relevant staff to ensure the child's needs are met and understood. All staff members relevant to the child's development are invited to any multi agency meetings so that all stake holders are well informed and their opinions valued. The team at Greasby Infant School is committed to providing all the children within our care the best education possible and believe that when parents, pupils and staff work together in partnership this can be achieved.