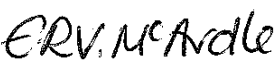


## ST JOHN'S CATHOLIC INFANT SCHOOL

### SEND FREQUENTLY ASKED QUESTIONS

1.	The kinds of SEND that are provided for by the school
	<ul style="list-style-type: none"> <li>The school provides for children with special needs and disability in mainstream education.</li> <li>It does not have a designated specialist, special needs unit attached to the school.</li> </ul>
2.	Policies for identifying children and young people with SEND and assessing their needs.
	<ul style="list-style-type: none"> <li>The school has a special needs and disability policy that sets out how the school will assess and meet the needs of children with special educational needs and disability.</li> <li>Other policies, including the anti-bullying policy, teaching and learning policy, admissions policy, pastoral care policy and assessment policy, taking careful and particular account of children with special needs or disability.</li> </ul>
3.	The name and contact details of the SENCO
	<ul style="list-style-type: none"> <li>Our Special Needs Co-ordinators are Miss Owen (KS1) and Miss Sharkey (Early Years) who may be contacted via the school's main telephone number which can be found on the school website.</li> </ul>
4.	Arrangements for consulting parents of children with SEND and involving them in their child's education
	<ul style="list-style-type: none"> <li>Where a child is assessed as having special educational needs the parent is contacted by the school and they are encouraged to be involved in working in partnership with the school to meet their child's needs.</li> <li>If the parents of a child with special needs wish to have them admitted to the school the headteacher will discuss the child's needs with the parents and then inform them of the type and quality of the provision which the school can make to meet those needs, before the child is admitted.</li> </ul>
5.	Arrangements for consulting young people with SEND and involving them in their education
	<ul style="list-style-type: none"> <li>The parents of children with special needs, and the child itself, are fully involved in the decisions being made about the education of that child.</li> <li>Where outside agencies are involved in the provision being made for children with special educational needs and disability, the school will ensure that the parents are kept well informed and involved at every appropriate stage.</li> </ul>
6.	Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review
	<ul style="list-style-type: none"> <li>The school continuously assesses the progress and achievement of all children including those with special educational needs in line with the school's assessment policy and strategy.</li> <li>Parents receive reports about the attainment and progress of their children and there are opportunities to discuss a child's progress and attainment with their class teacher.</li> </ul>
7.	Arrangements for supporting children and young people in moving between phases of education
	<ul style="list-style-type: none"> <li>The school ensures smooth transition between key stages and it liaises with pre-school provision, the Juniors and other schools as appropriate, to ensure that children are well supported when moving between phases and schools.</li> </ul>
8.	The approach to teaching children and young people with SEND
	<ul style="list-style-type: none"> <li>The teaching and learning policy ensures that the individual needs of all children, including those with special educational needs and disability are met appropriately and effectively.</li> </ul>
9.	How adaptations are made to the curriculum and the learning environment of children and young people with SEND
	<ul style="list-style-type: none"> <li>All children including those with special educational needs and disability are given equal access to the school curriculum.</li> <li>Teaching and learning of the curriculum is adapted to take account of the individual needs of all children.</li> <li>Where the learning environment needs to be modified or specialist teaching and learning equipment or materials are needed by children with special educational needs, the school does what it can within its budget, to meet those needs.</li> </ul>

10.	The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
	<ul style="list-style-type: none"> <li>• In-service training in special educational needs is provided for all staff.</li> <li>• The SENCOs are given opportunities to attend specialist training and cascade information to the staff.</li> <li>• Where specialist outside expertise is required, the school liaises with appropriate agencies.</li> </ul>
11.	Evaluating the effectiveness of the provision made for children and young people with SEN
	<ul style="list-style-type: none"> <li>• The school self-evaluation strategy is used to monitor the effectiveness of the provision made for children with special educational needs by regularly monitoring, evaluating and reviewing the provision.</li> </ul>
12.	How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
	<ul style="list-style-type: none"> <li>• The school ensures that children with special educational needs are enabled to participate and engage appropriately in the activities available to all children.</li> </ul>
13.	The support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
	<ul style="list-style-type: none"> <li>• All children including those with special educational needs are given appropriate pastoral care and support to ensure that they thrive in school.</li> <li>• Individual teachers and members of staff are designated to provide pastoral care and support for every child including those with special educational needs.</li> <li>• All children are listened to and the anti-bullying policy is strictly enforced.</li> </ul>
14.	How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
	<ul style="list-style-type: none"> <li>• Where appropriate, the school involves outside bodies in meeting children's special educational needs.</li> <li>• Parents are fully consulted and involved when the support of external agencies is sought.</li> </ul>
15.	Arrangements for handling complaints from parents of children with SEND about the provision made at the school
	<ul style="list-style-type: none"> <li>• The school complaints policy states that all complaints should, in the first instance, be directed to the headteacher.</li> <li>• It also sets out in detail, how the complaints are dealt with.</li> </ul>
16.	The arrangements for admission of disabled persons as children at the school;
	<ul style="list-style-type: none"> <li>• The school admissions policy sets out the arrangements for the admission of all children including those with special educational needs.</li> </ul>
17.	The steps taken to prevent disabled children from being treated less favourably than other children;
	<ul style="list-style-type: none"> <li>• The equality policy sets out the school's commitment to treating all children equally.</li> </ul>
18.	The facilities provided to assist access to the school by disabled children;
	<ul style="list-style-type: none"> <li>• The school has modified the building to allow appropriate access for children and others with disability</li> <li>• Changing and toilet facilities are available for those with disabilities</li> </ul>
19.	The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan)
	<ul style="list-style-type: none"> <li>• The governing body has an accessibility plan with designated funding from the school budget.</li> </ul>
Signed Chair of Governing Body	
Date	
	
July 2023	