



Question	Answer
<p>How does the school know if children need extra help and what should I do if I think a child may have special educational needs?</p> <ul style="list-style-type: none"> • How do you identify children with special educational needs? • How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> • We have close relationships with parents and nurseries. • We have a robust induction programme and offer home or nursery visits, giving parents plenty of opportunity to raise any concerns prior to their child starting at Stoneraise School so appropriate action can be taken if necessary to ensure a smooth transition. • Class teachers are encouraged to raise any concerns they may have and discuss with parents and relevant colleagues. • All staff are aware of expected development at different ages and have experience with identifying pupils who are finding the work challenging. • If you have a concern about your child's curricular progress please raise this with their class teacher in the first instance. • Staff work closely with the SENDCO Mrs Sarah Bulman to identify additional needs early. • If concerns are not alleviated within 4 months an Early Help Assessment may be started to request support and advice from external agencies such as the Educational Psychologist or Speech and Language Therapists.
<p>How will school staff support my child?</p> <ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child and how often? • What will be their roles? • How are the school Governors involved and what are their responsibilities? 	<ul style="list-style-type: none"> • In line with the SEND Code of Practice, class teachers are responsible for the education of all the children in their class. • They plan alongside any support staff, the extra provision for any child who may have SEND with support from the SENDCO. • If appropriate, children may be supported by an additional adult, either in class, with a small group or a ratio of one to one. • Training will be provided to any staff who are working with a child with complex or profound needs. • The school has a nominated governor for Special Educational Needs and Disabilities. At Stoneraise School the governor for SEND is Amanda Ryan.

<p>How will the curriculum be matched to my child's needs?</p> <ul style="list-style-type: none"> • What are the School's approaches to differentiation? • How will that help my child? 	<ul style="list-style-type: none"> • All class teachers adapt and differentiate for individual pupils who have or may have SEND. • In some cases additional intervention and support may be appropriate. • This will enable and help your child to access the full curriculum. • For example a child who is dyslexic may have reduced writing demands for non-literacy based tasks such as recording the results of a science experiment. This instead might be done using dictation software.
<p>How will I know how my child 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 my child's progress with the staff? • How does the school know how well my child is doing? • How will I know what progress my child should be making? • What opportunities will there be for regular contact about things that have happened at School? • How will you explain to me how his or her learning is planned and how I can help support this outside of school? • How and when will I be involved in planning my child's education? • Do you offer any parent training or learning events? 	<ul style="list-style-type: none"> • Parents are welcome into school to discuss their child's progress at any agreed time. • Extra time can be given at Parents Evenings for children with SEND if agreed in advance. • Parents also have an opportunity at any EHCP Reviews to discuss progress. EHCP reviews are held annually, however in Early Years an interim review would take place after 6 months. These can be flexible if circumstance require. • Teachers closely monitor and track the curricular progress of all children. This enables staff to work on the next learning steps. • Progress and targets are reported via our Assess Plan Do Review Cycle • Daily opportunities for dialogue are available via a home school diary if necessary. • Your child may require a Positive Intervention Plan which will be drawn up in consultation with you and your child and will be reviewed regularly. • If appropriate, we can signpost parents to agencies within the community who can offer further support. Please also see the Cumbria Local Offer. • The school can signpost parents to agencies such as the Downs Syndrome Support Group and Carlisle Mencap who offer support to families who have a child with ASC. • We hold various parent training sessions around Math, Reading and Phonics. We welcome suggestions from parents if you feel there is a need for more, or if you would like to speak to the SENDCO about how you can support your child at home.

<p>What specialist services and expertise are available at or accessed by the school?</p> <p>What training is the staff receiving or have completed to support children with SEND?</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? • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<ul style="list-style-type: none"> • There is a wealth of experience and expertise in the school staff including those trained Paediatric First Aid, Autism Level 1 and 2, Diabetes, Epilepsy, administering of EpiPens. • The school can access the Local Authorities Specialist Teaching Service for support around Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Wellbeing. • Referrals can also be made to other agencies including the school nurse, Child and Adolescent Mental Health Service (CAMHS) and Barnardos. • Staff share expertise through collaborative training opportunities as well as accessing local and national training. • Staff training records are reviewed regularly and development needs are identified and training arranged as necessary.
<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? 	<ul style="list-style-type: none"> • Please see our Accessibility Policy • There are disabled toilet facilities, but we do not have a shower onsite.
<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? • How will you support a new school to prepare for my child? 	<ul style="list-style-type: none"> • We have strong links with local nurseries. • Children come into school to familiarise themselves with the school and staff with their parents before starting and staff make home visits. • Yearly transitions within school take place to support children; including to secondary school. • New schools are encouraged to attend meetings to share information and ensure a positive transition. In some cases a longer phased transition is put in place. In all cases there will be liaison and communication between the schools. • Transition Plans are considered on an individual basis

<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? 	<ul style="list-style-type: none"> • The school aims to allocate resources appropriately to meet the needs of all children with special educational needs. • Governors agree the proposed budget annually.
<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. 	<ul style="list-style-type: none"> • The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. • Discussions will take place at reviews when all interested parties are present and decisions agreed. • Teachers monitor progress which is discussed at reviews. • Specialist Teachers do observations on individual pupils, write reports, evaluate and monitor which then inform future targets.