

How do we involve/support the parents of children with SEND regarding identifying and meeting their needs?

We have an 'open door' policy at school that encourages parents to talk to staff about any concerns they may have. As a matter of course, school seeks the views of all parents on a range of issues on a regular basis. Parents are encouraged to communicate with class teachers and/or the SENCo using email to which they will receive a response within three working days.

At St Mary & St Margaret's we believe the on-going monitoring and assessment of each individual child's progress is essential. The school's rigorous systems for regularly observing, assessing and recording the progress of all children are used to identify children who are not progressing satisfactorily and who may have additional needs. The system includes reference to information provided by:

- Home visit/private Nursery setting transition information
- Baseline assessment results
- On-going assessments (Early Years)
- Termly summative assessments
- EYFSP results
- NTS assessments for Reading, GAPS and maths (Key Stages 1 & 2)
- Marking and feedback comments observed through monitoring (including the child's voice)
- End of year assessment tools
- End of key stage assessments
- Observations of behavioural, emotional and social development
- An existing Education, Health & Care Plan
- Assessments made by a specialist services

Based on the school's observations and assessment data, and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Adapted teaching within the class to meet additional needs
- Additional support

Additional support may be in the form of a targeted intervention group or individual support. Parents are kept fully informed if their child is involved in a particular intervention.

If a child is identified as having a specific need, that cannot be met through usual classroom practice, then class teachers and/or SENCo will meet with parents to discuss how best their child can be supported. If SISS teams or SENTAA need to be involved (if a child's needs are significantly beyond usual classroom provision) parental permission is gained for a referral and then parents are invited to meet advisory teachers to discuss background and ways forward. Any interventions that are discussed, planned and agreed are given set time limits and are regularly reviewed to ascertain their effectiveness.

If a child receives additional support parents are invited to review their progress termly and to express how they feel their child is progressing and future needs. Children who are identified as having a Special Educational Need will have an Individual My Support Plan, written by the class teacher and monitored by the SENCo, that sets out additional provision and short-term targets to be met; parents are asked to contribute to these plans and are invited to review them on a regular

basis. Teachers are given directed time to write and review plans that are shared either via parents' evenings or individual meetings.

For further information, please see the school's SEN Policy.

