Frequently asked questions from parents and carers:

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| 1. How does Fieldhead Carr Primary School know if children need extra help? | A class teacher may notice through their usual practice that a child is having difficulties, making slow progress or changes in behaviour and will raise these concerns with a member of the inclusion team.  Parents, initially contacting the class teacher or a member of the inclusion team, can also raise concerns.  Each term, we discuss the progress of all our children during pupil progress meetings; these meetings include class teachers, SLT and the inclusion team.  Extra support is also identified through subject or skilled based assessments such as Thrive assessment, Year 1 phonics test, EYFS profile, reading assessment etc.  What should you do if you think your child may have special educational needs?   * Contact the class teacher initially * Parents are also welcome to contact a member of our inclusion team   + SENDCo: Mrs Widnall   + Deputy SENDCo: Mrs Robinson   + Inclusion Support Lead: Mrs Sinker   + Autism Unit Manager: Ms Duplex   + Or a member of the wider team (see team sheet)   The schools SEND governors are Mr Stephen Hilton-Pass and Miss Amy Dickinson.  Contact can be made by telephoning 0113 293 0226 or email [hello@fieldheadcarr.leeds.sch.uk](mailto:hello@fieldheadcarr.leeds.sch.uk) |
| 1. How will Fieldhead Carr Primary School support my child? | Your child’s class teacher will plan and deliver a curriculum that meets the needs of your child through quality first teaching.  The class teacher may discuss your child’s needs with the Inclusion Team where extra support and/or advice may be needed. This may include access to specialist equipment.  Your child may benefit from small group work with more specific targets, which may take place inside or outside the classroom.  Children with social and emotional needs are supported through our whole school ‘Thrive approach’ that targets individuals, groups and whole classes to understand and manage emotions. - see website for further details  Additional support from other services may be requested to support specialist programmes of intervention and support:  **Health Services**  Speech and Language Therapy, Health visitor, Physiotherapy, Consultant Paediatrician, Child Development Centre and Occupational Therapy  **Educational Learning Support Services**  Educational Psychology, Early Years Action, Seacroft and Manston Cluster, Visual Impairment Team, Hearing Impairment Team, STARs, Complex Needs Team and SENIT  Effectiveness of our SEND provision is monitored and evaluated by teachers, SLT and the inclusion team termly. |
| 1. How will the curriculum be matched to my child’s needs?   *‘*The special educational needs coordinator ensures that effective tailored programmes of support are in place to meet the individual needs of pupils with SEND. Pupils make good progress from their different starting points.’ OFSTED 2018 | Our curriculum is differentiated to enable access for all our pupils. Our teaching and our learning environments are inclusive which enable pupils whatever the needs to work alongside their peers to flourish and thrive.  We have a graduated approach to assessment and our assessment is of high quality. If a child has specific, complex or general learning needs then they may have a personalised support plan (PSP) which outlines specific targets and individual provision maps to identify provision needed.  Following a thorough assessment, your child will be supported through a personalised timetable, which will identify when targeted intervention in smaller groups may take place, when 1:1 work with an adult is required or any additional learning resources.  If appropriate, specialist equipment may be given e.g. writing slopes, concentration cushions, pen/pencil grips or ICT equipment.  We track the progress of your child using B-Squared, which tracks the small steps of a progress a child with additional SEND, makes. B-Squared is also used to ensure teachers plan personalised learning at the right level for your child or in the Early Years a SENIT journal. |
| 1. How will I know how well my child is doing and how will you help me support my child’s learning? | We have an open-door policy and welcome regular informal chats between parents and staff involved with your child’s learning.  Parents can email the SENDCo with and questions or concerns they may have.  If your child has a Personalised Support Plan (PSP) their progress will be reviewed termly as part of the schools’ graduated response.  Parent consultation meetings with class teachers will take place to discuss your child’s progress.  When outside agencies are working with your child, they report to school how your child is doing. |
| 1. How can I support my child’s learning? | You can be involved in supporting your child’s learning at home by working in consultation with the school. This may involve supporting your child with their homework or reinforcing classroom strategies outside of school.  If outside agencies are involved, they will also advice how best to support your child.  Our school offers parents/carer learning events and courses. These are arranged and provided after seeking the views of parents and carers. They offer a range of skills and opportunities. |
| 1. What support will there be for my child’s overall well-being? | Fieldhead Carr prides itself on its caring and supportive ethos with a strong focus on the social and emotional needs of all our children. The school is able to meet the emotional and social needs of individuals in a range of ways and we ensure that our children have the highest level of pastoral care possible.  These include:  Being a ‘Thrive School’ and, as such providing high-quality social, emotional, mental health and pastoral support to pupils on an individual, group and whole-class basis utilising the expertise of our licensed Thrive practitioners.  We use a wide range of resources to deliver PSHE with daily crew sessions running 3 x a day.  Social groups to support a range of needs e.g communication groups, friendship groups or targeted Thrive support  Clubs are available for those who may struggle with lunch or break times.  We also work closely with a team at Mindmate and each year we create an action plan for the work they will support us with across school. This includes individual sessions with identified children, group work, parent coffee mornings, displays and information, creating schemes of work for interventions to support delivery in school and much more.  Our school considers safeguarding to be imperative and Child Protection Procedures are adhered to by all staff. All staff working in school are subject to robust vetting procedures. All staff are trained in Child Protection and we have a number of specially trained staff who are Designated Child Protection Officers.  Our Inclusion Team has many trained professionals that are available to children throughout the school day. We also have a number of staff who are trained in the Early Help process.  We use individual pupil risk assessments (IPRA) and Positive Behaviour Support Plans, individual healthcare plans (IHCP) and intimate care plans which also help to ensure a child’s needs are being met. These plans are devised in close consultation with parents and carers and external agencies. |
| 1. What support will be there for children with medical needs? | If a pupil has a medical need, then a detailed IHCP is completed. This is done with support from the school nurse and other medical professionals.  Staff receive regular training such as Asthma and Epi Pen training.  The school has a comprehensive Medical Conditions Policy, which follows government advice. |
| 1. What specialist services and expertise are available or accessed by the school? | As an inclusive school we have a wealth of experienced and highly qualified staff who collectively have the expertise to support a wide range of needs.  We have positive relationships with a wide range of outside agencies and external services who are able to provide us with specialist advice.  This includes professionals such as: Educational Psychology, In-house licenced Thrive practitioners, complex needs services, Child Protection Advisors, CAMHS (Child & Adolescent Mental Health Services), Attendance Team, Area Inclusion Partnership, SENIT, Cluster Team, Speech and Language Therapists and STARs (Specialist Teachers Autism Response Service) Team, Child Social Work Services, Family Outreach workers, School Nurse, Occupational Therapy and medical professionals. |
| 1. What training do staff supporting children with SEND have? | We have a broad school-based program of training for teachers and teaching assistants. Training for staff has included:  \*National Award of Special Educational Needs Coordinator  \*ASD awareness levels 1 and 2 and understanding ADHD  \*We have a level 3 advanced practitioner for ASD working for our team  \*Supporting children presenting with attachment difficulties or ACEs (adverse childhood experiences)  \*Working with hearing impaired or visually impaired children  Working with children with physical needs including manual handling training  \*Advanced safeguarding training including Team teach positive handling training  \*Support for pupils with speech and language needs including Lego therapy, intensive interaction and sensory circuits  \*Thrive and Zones or regulation training  We take a very responsive approach to our SEND training and access additional training as required to meet our children’s needs. |
| 1. How will my child be included in activities outside the classroom? | Wherever possible, the school ensures that all activities and school visits are accessible to all pupils including those with additional needs.  Sometimes, Individual Pupil Risk Assessments (IPRA) or Care Plans may be used to include specific advice for trips. These are considered on an individual basis. |
| 1. How accessible is the school? | The school is on three levels and is fully accessible using ramps, lifts and disabled toilets.  Corridors are wide to allow for wheelchair use  Signage around the school is clear and reviewed annually  We have 5 disabled parking bays in front of school or in the school car park  We work closely with professionals such as occupational therapists to ensure that any specific needs are met within school. |
| 1. How will the school help my child on transfer to the next phase of education? | Many strategies are in place to enable transition to be as smooth as possible.  These include:  Established links with all local schools including Wetherby High School, Boston Spa Academy, Temple Moor High School, John Smeaton High School, Bishop Young High School & Leeds East Academy.  Discussions between schools prior to children joining or leaving. Mrs Widnall will also liaise with SENDCOs from other schools and pass on relevant information.  Individual transition programmes are designed for pupils with additional needs as they are required. These are overseen by the Inclusion Manager and by Key Stage Leaders.  In school and between schools we will share social stories. And arrange extra transition sessions with new class teacher.  Pupil passports are also created and follow the children throughout school. These are regularly updated.  For some pupils we have meet the teacher sessions and use transition booklets |
| 1. How are the school’s resources/funding allocated and matched to children’s needs? | The school is funded on a national formula. Blocks of £6,000 are allocated depending on the number of children who meet the criteria.  The school can apply for a ‘top-up’ based on a strict criterion if it is felt that a child’s needs are above that which can be met through the £6,000 block funding,  The school uses the additional funding to meet the specific needs of an individual. |
| 1. How are parents involved in the school and how can I be involved? | The school has an ‘open door’ policy and we welcome parental involvement.  Our Governing Body have parent governors who act as a link between the school and all parents.  Parents are informed regularly about teaching and learning and other events through regular newsletters, target setting meetings and parent’s evenings.  We often hold information sessions to show parents how we teach specific things such as phonics. We also have a range of family learning courses taking place in school.  Parents are also invited to join a wide range of events such as assemblies, events such as ‘Fab Fry-Day’, Coffee Mornings, sponsored events etc.’ These are often run by members of our inclusion team. Parents are also invited to concerts and performances.  We also use an SMS text messaging service (T2P) to contact our parents and share information about events in school. |
| Who can I contact for further information?   1. I am considering applying for a place? 2. I wish to discuss something about my child? 3. I want other information about other support services? 4. I want information about the local authority’s local offer? | Who would be the first point of contact if:   1. Contact the school reception (0113 2930226) and arrange an appointment to meet with the SENDCo or a member of the inclusion team. 2. We provide a tiered system of support. Please contact the school office to make an appointment with:    1. Your child’s class teacher    2. A member of the Inclusion Team    3. The Deputy Headteacher of Head Teacher 3. Please contact the school office and ask to speak with a member of the Inclusion Team or see our website which provides external links to other agencies. In the school entrance hall, there is access to a range of leaflets. 4. Please see our website and the link below or contact a member of the Inclusion Team. |