



Audley Primary School

Whyteleafe Road Caterham Surrey CR3 5ED
Tel: 01883 342330 email: info@audley.surrey.sch.uk
Headteacher: Mrs M Rebello B.Ed. Hons



Draft Response to 14 Questions

	Question	Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	We track the progress of all our learners and as professionals we regularly discuss any concerns we have, as well as celebrating achievement. We have systems in place for analysing pupil progress data to support our tracking of individual progress. Parents are invited to attend termly meetings with teachers, when progress is shared. Parents are encouraged to speak to the Class teacher and SENCo about any concerns they have.
2	How will school staff support my child?	We are an inclusive school that complies with the requirements in the Special Educational Needs Code of Practice (2014). Prior to entry, we liaise with pre-schools, previous schools and parents/carers. We share information and identify needs. We seek to match provision to individual need. Our SENCo leads on this aspect. Governors and the Leadership Team closely monitor the impact of specific interventions on pupil progress. Progress and measuring the impact of interventions are regularly shared with the learner and their families.
3	How will the curriculum be matched to my child's needs?	Differentiation is embedded in our curriculum and practice. We make reasonable adjustments to include and support all learners. All staff tailor the curriculum to meet specific needs, as appropriate. Our monitoring and tracking informs our next steps planning. We have high expectations of quality/excellent classroom teaching and this is monitored regularly by the Leadership Team.
4	How will I know how my child is doing and how will you help me to support my child's learning?	We regularly share progress feedback with all our learners and their families e.g. Parent Consultation Evenings, SEND meetings. We clearly share what can be done by families at home to support learning at school. This is also reinforced by updates on the curriculum which we share through our newsletter and website. We hold a number of curriculum /learning events to help families understand what learning is





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		<p>expected and how they can best support their child's needs. Our school staff are always happy to meet with parents to discuss individual learners progress and to advise on how best home and school can work in partnership. Should additional discussions be required/requested, our staff will make suitable arrangements to ensure this can take place.</p>
5	<p>What support will there be for my child's overall well-being</p>	<p>Our staff provide a high standard of pastoral support. Relevant staff are trained to support pupils with individual medical and emotional needs. There is whole staff awareness of individuals. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff. Staff all use the traffic light behaviour system to provide pupils with clear feedback on their behaviour in school.</p> <p>We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</p>
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>All of our staff receives regular training. All teachers have qualified teaching status (QTS). We encourage staff to continually update their skills and knowledge. We have a number of established relationships with professionals in education and learning, health and social care.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>Our SENCo is an experienced qualified teacher. We regularly invest in training our teaching and support staff. The SENCo ensures staff are updated on all matters pertaining to special educational needs and disability.</p> <p>Where appropriate we seek the support of external professionals. Parents are consulted before any referral is made and their full consent is gained before proceeding. Parents/carers are included in meetings with visiting professionals. This academic year the school has worked with the Educational Psychology Service, Surrey Specialist Teachers for Language and Learning and Behaviour, The Sensory Support Team, The Autism Outreach Team, Speech and Language Therapists, Paediatricians, Occupational Therapist and CAMHS.</p>
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>As an inclusive school, we make reasonable adjustments to involve all our children in all aspects of the curriculum, including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and parents/carers are consulted and involved in planning.</p>





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		Financial difficulties are not a barrier to accessing these activities.
9	How accessible is the school environment?	We are mindful of the 2010 Disability Act. We value and respect diversity in our setting and do our very best to meet the needs of all of our learners and their families.
10	How will the school prepare and support my child to join the school or transfer to a school?	We have established induction and transition programmes in place for welcoming new learners to our school and for those moving on to secondary school. Individual programmes are developed for our vulnerable children and those with special needs. We have close relationships with our feeder and receiving schools; there are transition meetings and relevant documentation is passed on.
11	How are the school's resources allocated and matched to children's special educational needs?	Our School Business Manager monitors the budget and in consultation with the Leadership Team and SENCo, funding is allocated according to need. We seek to ensure value for money, so all interventions are regularly evaluated.
12	How is the decision made about what type and how much support my child will receive?	In response to data tracking, multi professional team advice and working with the learner, their families and other staff: the Leadership Team and SENCO consider a variety of options for suitable provision before deciding on a course of action. All interventions are monitored for impact and outcomes are defined at the start of any intervention.
13	How are parents involved in the school? How can I be involved?	We regularly involve parents/carers in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. We hold Parent Forums, opportunities to learn with your child and have an active PTA. We encourage our parents/carers to play an active part in school life. Our Governing Body includes Parent Governors/representatives.
14	Who can I contact for further information?	In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENCo. Parents may also wish to speak to the Headteacher.





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