

	Questions	School Response
1	<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>• All students coming into school are baseline tested.</li> <li>• The progress of all students is monitored regularly by SEN Department/class/subject teachers and the senior leadership team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</li> <li>• If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher/form tutor to discuss their concerns or alternatively they can speak to our Special Educational Needs Coordinator (SENCo).</li> <li>• The SEN Policy is available on the school website.</li> </ul>
2	<p><b>How will school support my child?</b></p>	<ul style="list-style-type: none"> <li>• When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be informed.</li> <li>• The individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</li> <li>• Our school provision map shows the range of interventions available in our school and will be used when we identify students who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support students to make increased progress.</li> <li>• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the expected impact.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENCo on the progress of students with SEND.</li> </ul>
3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• All teachers are provided with detailed information on the needs of individual students. This includes learning profiles of students with Statements of SEN and EHCPs.</li> <li>• All staff receive training about SEN at least once a year. This includes an explanation of Wave 1 (Quality First Teaching), Wave 2 (Catch-up or Booster interventions) and Wave 3 (targeted SEN interventions).</li> <li>• Specific training is also provided (formally and informally) throughout the year by other professionals, for example the ASD Outreach teacher will provide training for supporting students on the autistic spectrum.</li> <li>• There is an expectation that all staff will differentiate their approaches, teaching methods and materials to meet the needs of pupils with a range of needs. Access to strategies and suggestions for differentiation can be accessed via hyperlinks on the online SEN Register.</li> <li>• Staff are required to highlight differentiation in their planning. This is monitored by the SLT as part of the regular cycle of monitoring and evaluation.</li> </ul>

		<ul style="list-style-type: none"> <li>• The assessment policy highlights how progress is measured for all students.</li> <li>• Staff have a clear referral route to the learning support department for students who are not making the expected progress with Wave 1 &amp; 2 interventions alone.</li> <li>• Careful consideration is given to making the learning environment accessible to all learners. This includes attention paid to acoustics and providing visual signage around the school.</li> </ul>
4	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• All information relating to SEN, including the Inclusion Policy and contact details for the SENCo are published on the school website.</li> <li>• Parents of students receiving additional support at Wave 2 are immediately informed. Parents of students receiving additional support at Wave 3 are immediately informed and information is given about the nature and level of the support that is being put in place and how/when this will be reviewed.</li> <li>• Parents are then invited in to discuss the progress with provisions/interventions and learning targets.</li> <li>• Parents are automatically invited to all Statement and EHCP reviews.</li> <li>• Written reports to parents give information about progress (3 times a year).</li> <li>• The school employs a Home School Link Worker (HSLW).</li> <li>• Parents are provided with specific information, courses etc. relevant to their situation.</li> <li>• All parents are canvassed on how they would prefer to be contacted, for example, text, e-mail, letter, 'phone call.</li> </ul>
5	<p><b>What support will there be for my child's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• The ethos of the school is that the whole student is important, not just their academic success, but their emotional and physical well-being as well. Every student has a tutor who they see daily and a Head of Achievement who has an overview of their progress and can put in place support for students who have difficulties. We focus on our students' physical, emotional and mental health through assemblies, PSHE sessions and the Healthy Schools' Initiative.</li> <li>• Students are arranged in forms and are supported with their social and emotional development by the form tutor and Head of Achievement who have pastoral responsibility for their tutor group and year group respectively.</li> <li>• Our school code is based on respect – respect for ourselves, for others, for the environment and for learning. Students are rewarded by verbal praise and through the issuing of commendations, certificates and specific prizes. Students whose behaviour falls short of our expectations have a consequence from a verbal reprimand, to a detention and, where necessary, to a possible internal or external exclusion.</li> <li>• Every student has a PSHE lesson each week taught by a designated team of teachers.</li> <li>• All teaching staff are informed of the medical needs of all students.</li> <li>• Two office staff are trained First Aiders. Office staff will administer prescribed medication and health care plans need to be completed for all students requiring medication. The school is developing a medical needs policy in collaboration with the school Nurse.</li> <li>• The attendance of all students is carefully monitored and the school works closely with the Educational Welfare Officer (EWO).</li> <li>• The student voice is important and is heard via the School Council.</li> <li>• The school has a member of staff with responsibility for supporting Young Carers and vulnerable</li> </ul>

		<p>students.</p> <ul style="list-style-type: none"> <li>Students can be referred to a Relateen Counsellor who works at the school (referral made via Head of Achievement and/or SENCo with parental permission).</li> </ul>
6 & 7	<p><b>What specialist services and expertise are available at or accessed by the school?</b></p> <p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>All teaching and support staff have annual training in supporting students with a range of SEN as well as regular SEND updates.</li> <li>The school employs a SENCo who has Postgraduate Certificate in Dyslexia and two SEN teachers whose specialisms are literacy and numeracy. as well as a team of support staff including a Behaviour Support Manager, a HSLW and someone with responsibility for Young Carers.</li> <li>The school works closely with the following agencies: Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Language and Learning Support Services (LLSS), ASD Outreach Teacher and a Relateen Counsellor and referral to these agencies is via the SENCo, in consultation with the parents and appropriate staff members.</li> <li>The SENCo holds regular planning meetings with Gina Denner (EP).</li> <li>The Behaviour Support Manager liaises with A2E and LA Advisor in supporting students with emotional and behavioural difficulties who may require a PSP and/or alternative provision.</li> <li>Where students have complex needs the school will hold multi agency meetings and invite the relevant agencies, parents and staff to formulate a plan to support the student. These plans are reviewed on a regular basis.</li> </ul>
8	<b>How will my child be included in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>In accordance with school's Inclusion Policy, no student will be excluded on the basis of their needs. If necessary a risk assessment will be carried out to support the student during activities outside the classroom, including school trips, and the appropriate support provided to enable the activity to be completed.</li> </ul>
9	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>There is wheelchair access to the ground floor.</li> <li>There are two disabled toilets.</li> <li>All appropriate rooms are carpeted to improve haptic facilities (for hearing impaired students).</li> <li>Acoustic ceilings have been installed in some classrooms and we have a Soundfield system in the main hall.</li> </ul>
10	<b>How will the school prepare and support my child to join school, transfer to a new school or college or the next stage of education and life?</b>	<ul style="list-style-type: none"> <li>Liaising with Primary School SENCo's for Year 6 intake, including visits and our 2 day induction.</li> <li>Connexions invited to Annual Reviews for students in Year 9 with a Statement and a transition plan agreed.</li> <li>Careers teacher liaises with Learning Support Department to ensure effective transition for all students with SEND.</li> </ul>
11	<b>How are the school's / resources allocated and matched to children's special educational needs?</b>	<ul style="list-style-type: none"> <li>SEN funding is used to provide specialist SEN teachers who take responsibility for each of the following areas:- <ol style="list-style-type: none"> <li>Cognition and Learning</li> <li>Speech and Language</li> <li>Sensory and Physical</li> </ol> </li> <li>LSAs are employed to provide in-class and small group intervention for students who have a standardised score below 85. A Behaviour Support Manager is employed to work with students who are identified as having Social, Emotional and/or Mental Health problems and a Home School Link</li> </ul>

		Worker is employed to work with students who struggle to engage with school.
12	<b>How is the decision made about what type and how much support my child will receive?</b>	<ul style="list-style-type: none"> <li>• An assessment is made about a student's type of need and appropriate support is put in place. For example; cognition and learning difficulties are supported through differentiated work and specific literacy interventions.</li> <li>• Outreach support is accessed for students with specific learning needs and students with social, emotional and/or mental health problems - behaviour targets are set and monitored by the Behaviour Support Manager.</li> </ul>
13	<b>How are parents involved in the school? How can I be involved?</b>	<ul style="list-style-type: none"> <li>• At Glebelands we believe in working in partnership with parents so that their child makes the best possible progress they can while they are with us. The Home-School Agreement underpins this relationship and can be found on the school website (parents/policies/home-school agreement).</li> <li>• Details of the Parents' Forum is on the website. The aims of the Forum are to represent the views of as many parents as possible; to support the school to improve learning outcomes and well-being for all students; to act as a sounding board for future developments and to receive feedback from the school. Parents are encouraged to attend and contribute items for the agenda.</li> <li>• In addition to this parents are invited to attend Progress Day and Parents' Evenings.</li> <li>• All parents are canvassed about their preferred method of communication with the school i.e. text, e-mail, 'phone, letter.</li> <li>• The school has a regular newsletter called Glebelands News which is published once a term.</li> <li>• The school has seven Parent Governors on the Governing Body.</li> </ul>
14	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• Karen Keane (SENCo) or Mrs Hearn (Senior Teacher) via school office (01483 542400) email <a href="mailto:info@glebelands.surrey.sch.uk">info@glebelands.surrey.sch.uk</a></li> </ul>