

**Q: I am concerned about my child's progress in school. What should I do?**

*If you have concerns about your child's progress you should speak to your child's teacher initially. If you are not happy that your concerns are being addressed and your child is still not making progress you should speak to the SENCo, Mrs Belinda Pettitt. She can be contacted on 01480 375063 or by e-mail: [office@brampton.cambs.sch.uk](mailto:office@brampton.cambs.sch.uk) .*

**Q: What happens if the school has any concerns about my child's learning or behaviour?**

*If your child is not making expected progress or has a behavioural difficulty, we will contact you to listen to any concerns you too may have, and to inform you of the support we can offer your child in school. This may include placing the child on the special needs register **and** drawing up an individual 'Assess Plan Do Review' (APDR) document.*

*We will discuss with you if we feel that it may be helpful to make a referral to an outside professional, such as the paediatrician or a speech and language therapist.*

**Q: My child is struggling at school. What extra support will you be able to give him?**

*Class Teachers plan lessons according to the specific needs of all groups of children in their class and planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.*

*Different ways of teaching may be put in place so that your child is fully involved in learning and changes may be made to the way your child is supported in class to help your child to learn. This may involve things like:*

- *Using more practical equipment or special resources such as a writing slope or a special cushion to sit on.*
- *Using specific strategies (which may be suggested by the SENCo or outside professionals).*
- *Your child may be invited to join a small intervention group and given specific targets to help him or her address gaps in skills or knowledge to help him make the appropriate progress.*

**Q: My child has a special educational need or a disability. What support can the school give me as a parent or carer?**

*For children with special educational needs or disabilities, as with all children, the school operates an open house policy. Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well so that similar strategies can be used at school and home.*

*Parents are kept informed at all stages of their child's special needs progress. Your permission is always sought before entering a child on the special needs register or referring a child to an outside agency. Your support is vital to us when completing the required forms such as the Early Help Assessment (EHA) and other assessment and referral forms.*

*Every term the class teacher will meet with you to discuss your child's progress and the 'APDR' document along with the outcome of any additional support they have been receiving. We value your views and comments and, whenever possible, we take them into account when planning for future support and outcomes.*

*The SENCo, Belinda Pettitt, is also available to meet with you to discuss your child's progress and any concerns or worries you may have. She can be contacted on 01480 375063 or by e-mail: [office@brampton.cambs.sch.uk](mailto:office@brampton.cambs.sch.uk) .*

*If your child has an EHC Plan, you will be invited to attend a review meeting each year and to provide your views. If any outside agencies are involved they will also be invited and you will receive a full copy of the annual review report.*

**Q: My child has special educational needs or a disability. Who else supports my child in school?**

*School has access to various professionals from outside school. These include Speech and Language Therapists, Specialist Support Teachers, Occupational Therapists, Physiotherapists, the school doctor and an educational psychologist.*

*As a school, we are keen to promote the development of close partnerships between parents, the school and these outside agencies. We will discuss with you if we feel that it may be helpful to make a referral to an outside professional. Your support is vital to us when completing the required forms such as the Early Help Assessment (EHA) and other assessment and referral forms. Any reports received will, of course, be shared with you.*

**Q: My child is on the special needs register and has an 'APDR'. What happens if they make good progress and 'catches up' to where they should be?**

For some children on the SEN register, the support provided will enable them to make progress so that additional provision will no longer be required. In these cases, this will be discussed with the parents and relevant staff and the child will be removed from the SEN register and the APDR will no longer be provided. The progress of these children will continue to be monitored through the systems already stated. If the progress of a child causes concern in the future, parents will be consulted and the child will be reinstated on the SEN register and an updated APDR set up.

**Q: My child has special educational needs. How will the school support them when they move to another class?**

*When your child moves class at the end of the academic year, the present class teacher will meet with the receiving class teacher during the summer term to discuss the specific needs of all the children in the class. APDR, reports and any other relevant information will be shared with the new class teacher.*

*If your child is moving to another school, we will make sure that all records about them are passed on as soon as possible.*

*When your child transfers to secondary school, meetings will be held between the SENCos of both schools, between the secondary school SENCo and the Year 6 teachers, and also between the Year 7 Coordinator and the Year 6 teachers to discuss the needs of the children. The SENCo at Brampton Village Primary School will also send all relevant information to the receiving school.*

*Special transition groups will be held in the summer term before leaving to support the children and allay any concerns or worries they may have. They will be given the opportunity to visit their new school on several occasions before the end of the summer term.*

*If a child has an EHC Plan, the SENCo from the secondary school will also be invited to attend the Annual Review in Years 5 and 6 or when they leave this school.*

**Q: How are the teachers and teaching assistants in school helped to work with children with special educational needs or a disability and what training do they have?**

*The SENCo supports the teacher in planning for children who have special educational needs or a disability and is available to offer advice and support on specialist equipment and strategies.*

*The school has a training plan for all staff to improve the teaching and learning of all children including those with special educational needs and disability. Individual teachers and support staff also attend training courses, which may be run by outside agencies, which are relevant to the needs of specific children in their class.*

**Q: My child has autism. Will the school know how to manage him? Who will plan for his needs?**

*The staff who work with your child will be supported, eg through training, so that they understand the needs of a child with autism and the difficulties they may face at school. Teachers and teaching assistants also have the support of the SENCo to help plan for your child's needs, ensure that any specialist equipment is provided and that effective strategies are used in school. We will also talk to you to share information about what is working well so that similar strategies can be used at school and at home. If we feel we need more advice from a specialist ~~support~~ teacher, you will obviously be consulted and any reports received will be shared with you.*

**Q: My child is receiving extra help with her writing from a teaching assistant working within a small group. How will I know if it is making a difference?**

*The children in these groups work towards achievable targets set by the class teacher and their progress is carefully monitored. Your child's progress will be shared with you at the next parent/teacher consultation. If you are worried or have any concerns before then, please don't hesitate to speak to your child's class teacher before then.*

**Q: Where can I find a copy of the school's Special Educational Needs Policy?**

*The school's Special Needs Policy can be found on the school's website. A paper copy can also be obtained from the school office.*

**Q: My child has special educational needs or a disability. How can I find out what is available to me in my local area?**

*You can find out about all the services, opportunities and access for children with special educational needs and disabilities in this area by visiting: [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND).*