

Frequently Asked Questions – Kesgrave High School 2014-2015

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 celebrate achievement. We have rigorous systems in place to use data to support tracking. Parents/carers are welcome to speak to subject and/or pastoral staff or the Learning Support staff about any concerns they have. We have in-house specialist expertise in a number of areas of special educational needs and we use a range of standardised assessments to support teachers' professional judgements.
2.	How will the school staff support my child?	Having identified needs, we match provision to need. This could be through additional adult support in class or specific interventions. We monitor the impact of interventions through communication with teaching staff and contact with parents.
3.	How will the curriculum be matched to my child's needs?	We expect all our teachers to differentiate to meet the needs of all learners. Teachers are fully aware of national expectations and how each child is progressing in their class. From Christmas in Year 7, where it is deemed appropriate, pupils are placed in ability sets in Maths but mixed ability classes are used throughout other curriculum areas.
4.	How will I know how my child is doing and how will you help me to support my child's learning?	Parents receive termly data and annual reports from all staff. Each year group has one parents' evening where parents can discuss the progress of their child with teaching staff and members of staff from learning support. Teachers can share a range of ideas and strategies for how parents can support their child's learning at home. If a child is on the SEN register they will receive a regularly updated Pupil Passport.
5.	What support will there be for my child's overall well-being?	Our Behaviour Framework, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by staff. Pupils have the opportunity to spend break time and lunchtime within the Learning Support Department when necessary. Relevant staff are trained to support medical needs and in some cases such as allergies, all staff receive training. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. Life skills and self-esteem programmes are provided for small groups as and when appropriate. Student Support Officers offer a wide range of preventative work with students.
6.	What specialist services and expertise are available at or accessed by the school?	Our staff receive regular training and all our teachers hold qualified teacher status. The SENCo and subject leaders attend regular network meetings with colleagues from other schools. When necessary we seek advice from Speech and Language Therapists, Occupational Therapists, Education Psychologists, Behaviour Support Service, Integrated Access and Delivery Teams, County Inclusive Resource. We also provide a counselling service and a wellbeing clinic. All external partners we work with are vetted in terms of safeguarding.
7.	What training have the staff supporting children and young people with SEN had?	All staff are offered regular training opportunities through our expansive CPD sessions. In the past year all staff received training in behaviour management and all staff will have completed Level 2 Safeguarding Training. Staff working directly with pupils with SEN are trained to deliver interventions specific to need such as Catch-Up Literacy and Catch-Up Numeracy.

8.	How will my child be included in activities outside the classroom including school trips?	We offer a range of lunchtime and after school clubs to all children. When necessary we consult parents when planning any activities outside the classroom.
9.	How accessible is the school environment?	The school site is accessible to all students and every effort is given to making reasonable adjustments where necessary. Lift access is available and disabled toilets are in place throughout the school along with wide corridors for wheelchair access.
10.	How will the school prepare and support my child for transition through different phases?	<p>Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting. We welcome visitors to view our school on Open Evenings. All students are given the opportunity for a half-day and a whole day within the school environment prior to transfer. A nurture group is in place for the last half term of the academic year to support particularly vulnerable students transferring from Year 6. The Head of Year, Student Support Officer and Assistant Heads of Learning Support visit the pyramid primaries prior to the induction days.</p> <p>Option processes take place during Year 8 and Year 9 and appropriate guidance and support is given to both students and parents.</p> <p>In Year 11 significant work is carried out in guiding all learners to make appropriate and informed decisions about the next phase of their education. We have links with local further education providers to ensure students are provided with the appropriate support as they move on.</p>
11.	How is the decision made about what type and how much support my child will receive?	Decisions are made on the basis of need, whether in terms of pastoral or academic support. If children are not making progress in line with national expectations, teachers together with learning support will discuss this, and a course of action is planned.
12.	How are parents involved in the school?	We regularly involve parents and families in discussions about their child's learning. Parents can access our website for information. Our Governing Body includes Parent Governors. Parents receive regular information sheets regarding whole school activities. Parents are welcome to see their children perform in productions.