

The British School of

Working together for our children's future



The British School SEND Local Offer

SEND documents for Parents and Carers

- [SEN flow chart for parents 1.pdf](#)
- [SEN flow chart for parents 2.pdf](#)
- [SEN flow chart for parents 3.pdf](#)

SENCo (Special Educational Needs Co-ordinator)

Role of Mrs Katharine Price

Mrs Price works two days per week (Tuesday morning and Wednesday) and during this time deals solely with SEND issues; these includes observations of both students and staff (teaching and support), meeting with parents, multiagency meetings, EHCP reviews, My Plan and My Plan Plus meetings (in conjunction with the class teacher), liaison with any Pre School groups (as a result of a parental request) prior to their children starting at The British School and with local secondary schools to ensure a successful transition from KS2-3. She also meets with Local Authority advisors and professionals and carries out home visits where appropriate.

In addition to the above duties Mrs Price also attends relevant training courses and SENCo Locality Cluster meetings on a regular basis.

Mrs Price works closely with all class teachers, Data Manager and Senior Leadership Team to ensure that all pupil progress is monitored termly and the results are used to inform future quality first teaching and interventions where necessary.

Mrs Price is also involved with the delivery of all staff training; this reflects a whole school approach to SEND and ensures that all adults who have contact with the children have an understanding of their additional needs and the impact this may have on their daily life.

Mrs Price also initiates group and 1:1 work with students on an academic and pastoral basis; this can include such topics as bereavement, social issues and making and keeping friends.

Mrs Price also has oversight of all classroom support staff training and performance management.

The British School abide by the SENCO role as laid out in the SEND code of Practice;

6.87 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

6.88 The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

6.89 The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

6.90 The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

(SEN Code of Practice 2015)

SEN web links

[Useful SEND Guidance on Gloucestershire's Graduated Pathway](#)

- [My Child has Additional Needs - Gloucestershire Guidance.pdf](#)
- [Gloucestershire SEND Local Offer](#)

Definition of SEND from the Code of Practice – January 2015 xi. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xii. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Disabled children and young people xviii. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

1 **How does our school know/identify that children have special educational needs (SEND)?**

- We receive information from and liaise with pupils' previous schools and Early Years settings.
- The progress of all pupils is monitored regularly by class teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.

2 **What are the first steps our school will take if special educational needs are identified?**

- Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.
- When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers and pupil will be informed of the planned support and may be invited to a meeting at the school to discuss this further. Once a child has been identified with additional needs then he/she will have a **My Plan** written to help meet additional needs detailing the exact support the pupil will receive at Wave 1, Wave 2 and Wave 3;

Waves of Intervention Model



- These needs may include learning, health, wellbeing, communication, social inclusion or care. This will be reviewed on a regular basis. If the review of a My Plan shows that the child is not achieving outcomes then further involvement of other agencies may be required with a possible move to a My Plan +.

- A My Assessment is a form which enables multi agencies to support the child and can be used to information gather, at a Team around the Child meeting. This is where wider needs would be addressed. This could be medical or social needs relating to home and family which may impact on learning needs and /or wellbeing. The My Plan + will log the needs and outcomes for the child. This will be reviewed every three months, or sooner if required.
 - The child will receive some support or interventions appropriate to meeting needs. This will be for a period of time that will allow suitable time for progress to be made.
 - Parent(s)/Carer(s) will be involved in the multi- agent meetings to help identify support needs required.

- The Multi – agency group may feel that the school is not able to meet the needs of the child with complex and high level additional needs within their existing resources. If this is the case, an evidence based request may be made to the Local Authority to conduct a more detailed assessment possibly leading to an Education Health and Care Plan. (EHCP)

- An Education Health and Care Plan is a statutory plan to meet significant educational needs. A child may need this plan if significant educational needs require a higher level of support than offered through the My Plan +.

- SEN Personal budget is funding available to achieve educational outcomes in an Educational Health and Care Plan that cannot be met within existing resources. SEN Personal Budget Funding can be used for any provision on the agreed plan to support educational progress.

- Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENCO on the progress of pupils with SEND.

3	<p>What should parents/carers do if they think their child has SEND? How can they raise concerns?</p> <ul style="list-style-type: none"> • 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 to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENCO) as appropriate. • The Class Teacher and SENCO will investigate further if required. These investigations may highlight an additional need. Support can range from adjustments in the teaching and learning in the classroom, to involving outside agencies. • Following investigations, a meeting will be set up to meet with the parents/guardians with the class teacher and the SENCO to discuss the way forward in improving the teaching and learning for your child. • Further reviews will be undertaken to check the progress of your child during that academic year. These can be in the form of parent's evenings, structured conversations or agreed meeting times
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3 a	<p>by all concerned.</p> <p>What should parents/carers do if their child has Special Educational Needs and/or Disabilities and is joining the school?</p> <ul style="list-style-type: none"> • When you visit the school, speak to the Headteacher or member of the senior leadership team about the needs of your child. The new Class Teacher and SENCO will be made aware of any needs your child has and will prepare accordingly. • At the time of transition information will be passed from your child's previous school to the Head and SENCO about your child's needs. • After initially settling into school, baseline assessments will be conducted in the first few weeks of entry into the school. • Parents/carers are always welcome to talk to the school about any concerns they have. We can arrange informal meetings to make sure that the transition runs smoothly and successfully.
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4	<p>How will our school include parents and students in planning support?</p> <ul style="list-style-type: none"> ▪ Pupil voice is very important at The British School and it is vital the pupil, school and parents/carers work together to ensure the best outcome for the pupil. ▪ We work in partnership with parents to support each child/young person’s well-being, learning needs, progress and aspirations. ▪ We operate an open-door policy to allow parents to contact their child’s class teacher with ease. ▪ Parents are invited to become involved in school-life through a number of means e.g. parent questionnaires, hearing children read and ongoing invitations to school events and trips throughout the year. ▪ We host regular parent workshops to model our approaches to learning in various subjects, giving parents the confidence to support their child’s learning at home. ▪ Our Governing Body includes Parent Governors/representatives.
5	<p>How will our school teach and support children with SEND?</p> <ul style="list-style-type: none"> ▪ All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. ▪ Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified
	<p>language and/or pictures to support them to understand new vocabulary.</p>
a	<p>For children without an Education, Health and Social Care plan (EHC)</p> <ul style="list-style-type: none"> □ If your child is not eligible to receive an Education, Health and Care (EHC) Plan this does not mean that your child doesn’t have special educational needs (SEN), rather that their needs are not deemed severe or complex enough to meet Gloucestershire’s eligibility criteria. It also doesn’t mean that there isn’t any support available for your child. As a maintained Primary School we have an amount of money, called a ‘notional SEN budget’, which we must use to enable us to identify, assess and provide support for children that have SEN or disabilities. This money should be sufficient to meet the educational needs of children and young people without an EHC Plan (i.e. those with less severe/complex needs).
b	<p>For children with an EHC plan</p> <ul style="list-style-type: none"> ▪ The support a child receives in addition to that already provided by us is based on their individually assessed needs as described in their EHC plan.

c	<p>How does our school plan the support? How are our resources allocated and matched to needs?</p> <ul style="list-style-type: none"> ▪ Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. ▪ We seek to ensure a ‘value for money’ service, therefore we aim to cost and evaluate all interventions.
d	<p>How is the decision made about the support your child will receive?</p> <ul style="list-style-type: none"> ▪ Quality First Teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. ▪ Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the SEN Governor.
e	<p>link to information about what Gloucestershire schools are expected to provide from their budget</p> <ul style="list-style-type: none"> • https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/advice.page?id=mqLtOPAZe5s <p>Further information our Gloucestershire’s Local Offer can be found here;</p> <ul style="list-style-type: none"> • https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1 •
f	<p>How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p> <ul style="list-style-type: none"> ▪ Annual reports and once termly Parents’ Evenings give all parents and carers regular feedback on their child’s up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. ▪ When appropriate, parents/carers may be contacted at any time to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils’ views will be obtained and when appropriate, they may attend all or part of any meeting.

6	<p>Who will be working with your child?</p> <p>Class Teacher and SENCo with the pupil and parents/carers will discuss appropriate interventions and set targets (this could also be in conjunction with outside agencies where necessary) Class Teaching Assistant will be aware of the pupils needs and employ the appropriate strategies to support their development. If an intervention outside the classroom is required (wave 2 or 3) a Teaching assistant or Teacher specific to that intervention will also work with your child. The SENCo has oversight of all interventions and will ensure they are monitored, reviewed and assessed regularly.</p>
7	<p>How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <ul style="list-style-type: none"> • Team around the child (TAC) meetings are held where appropriate, inviting all interested parties. • When necessary the SENCo uses staff meetings to share new and relevant information regarding pupil's support needs. • Should the pupil at any time transfer to a new educational setting all information would be shared (after seeking parental permission) and a transition programme initiated to assist this process, where necessary.
8	<p>What role will the child's teacher play?</p> <ul style="list-style-type: none"> • The pupil's Class Teacher should always be the first port of call for reporting any concerns. • The Class Teacher will develop a good relationship with the pupil, parents/ carers through regular contact, either by phone or one to one conversations. • The Class Teacher will deliver quality first teaching.
	<p><input type="checkbox"/> They will ensure that any support planned and strategies recommended are implemented.</p>
9	<p>What expertise does our school and our staff have in relation to SEND? <i>(three levels: awareness, enhanced, specialist)</i></p>

a	<p>Training of staff</p> <ul style="list-style-type: none"> ▪ We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 and Wave 3. ▪ Mrs Price is the designated Lead Professional for any individual or family plan; this will include My Plan, My Plan Plus. ▪ All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training to best support our pupils with SEND, for example in Dyslexia, Autism and speech and language needs. ▪ Mr Roche is our designated child protection officer.
b	<p>List areas of expertise</p> <ul style="list-style-type: none"> • Mrs King is our Reception Class Teacher she is been well placed to attend Early Intervention programmes such as The Early Bird Plus programme which is designed to support parents/ carers and educational settings who have children with a diagnosis of Autistic Spectrum Disorder (ASD). • Mrs Amigoni qualified as a Maths Specialist Teacher. • Mrs Newns our Reception Teaching Assistant has received training to deliver speech and language programmes and the Fizzy Programme. This is designed to support and develop children's fine and gross motor skills.
c	<p>What intervention programmes does our school run for children with SEND and how are they delivered?</p> <p>We offer a range of interventions including;</p> <ul style="list-style-type: none"> ▪ Wave 2/3 Speech and Language ▪ Wave 2 Fizzy (Occupational Therapy)

	<ul style="list-style-type: none"> ▪ Wave 2 Essential Letters and Sounds (Phonics/ early literacy) ▪ Wave 2/3 maths with TA (KS1) ▪ Wave 3 Target reading groups ▪ Wave 2 Talk Boost. ▪ Wave 1 Forest Schools ▪ Wave 2 Pastoral/ Social skills intervention <p>Please refer to question 2 for a definition of the waves of intervention.</p> <p>We have also run social skills groups. We endeavour to meet the needs of every child in our care and will implement new interventions where necessary having sought advice from external professional agencies.</p>
d	<p>What teaching strategies does our school use for children with learning difficulties including:</p> <ul style="list-style-type: none"> • Autistic spectrum disorder • Hearing impairment • Visual impairment • Speech and language difficulties • Dyslexia • Strategies are employed that are specific to each individual child and have been advised by professionals within the Local Authority or other external agencies. • These strategies are shared with all teaching and support staff.
e	<p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?</p> <ul style="list-style-type: none"> • We are a mainstream primary school, however adaptations are made to our policies and procedures to accommodate pupils who for whatever reason have social and emotional difficulties. • An Individual Behaviour Plan/ My Plan will be produced after discussion with the pupil and parents/ carers. • Specific support strategies will be shared with all teaching and support staff. <p style="text-align: center;">Refer behaviour policy</p>

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Which other services do we use to provide for and support our pupils/students?

- All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
- Educational outside agencies include:

- Educational Psychology (EPS)
- Behaviour Support (BS)
- Advisory Teaching Service (ATS)
- Hearing Impairment Team
- Specialist health services such as Speech and Language Therapy
- Children and Adolescent Mental Health Services; a service that assess and treats young people with emotional, behavioural or mental health difficulties.
- We have also worked with Social Services, Family Support and The Community Police.
- Our SENCo will help to seek advice and support from any necessary outside agencies

a	<p>How do we meet the needs of SEND pupils/students</p> <ul style="list-style-type: none"> • Each pupil's education programme will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. • If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. • The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to inform future planning. • These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo. • Pupil Progress Meetings are held regularly. This is a meeting where the class teacher meets with the Head Teacher and SENCo to discuss the progress of the pupils in their class. • This shared discussion may highlight any potential problems in order for further support to be
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	<p>planned.</p> <ul style="list-style-type: none"> □ In the event of a pupil needing more expert support from an outside agency such as Speech and Language, Paediatrician etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
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b How do we support families of these pupils/students?

In addition to her SENCo duties Mrs Price is instrumental in setting up various forms of support;

- Meetings with pupils
- Meetings with parents
- Meetings with members of staff
- Meetings with outside agencies
- Home visits
- Offering advice and support for emotional, social and medical issues.
- Sign posting parents to appropriate outside agencies.
- Attending team around the child meetings
- Hands out food vouchers
- Being a friendly ear with a cup of tea!- We are currently encouraging

11 How does our school provide support to improve the emotional and social developments of our SEND pupils/students?

- The well-being of all of our pupils is our primary concern at The British School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis through the SCARF curriculum.
- Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.
- Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully

	<p>understood and in place by all staff.</p> <ul style="list-style-type: none"> ▪ We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. ▪ Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place. ▪ Pupils' views are sought through school council and pupil conferencing. ▪ We are also developing this academic year a sensory room. <p style="text-align: center;">Refer to Behaviour policy</p>
a	<p>How does our school manage the administration of medications</p> <ul style="list-style-type: none"> • If a pupil has a medical need then a detailed Care Plan is compiled with support From the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. • Staff receive Epi-pen training delivered by the school nurse. • Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. • All staff have basic first aid training. • A number of staff also hold the extended paediatric first aid training certificate. <p style="text-align: center;">Refer to intimate and personal care and clinical tasks policy</p>
b	<p>How does our school help with personal care where this is needed</p> <ul style="list-style-type: none"> • When pupils on our role have personal and intimate care needs, training will be sought from appropriate professionals, whilst working closely with parents/ carers. • An intimate care plan may be written and signed by staff members and parents/ guardians • Any form of intimate care provided will be recorded on CPOMS. <p style="text-align: center;">Refer to intimate and personal care and clinical tasks policy</p>
c	<p>What is our policy on day trips, school outings, health and safety arrangements</p> <ul style="list-style-type: none"> ▪ Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. ▪ Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning. ▪ All risk assessments are held on Ego- Gloucestershire; a secure network that enables us to

	<p>produce and send detailed risk assessments to the Head Teacher or higher risk activities, the Local Authority.</p>
	<p>d What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEND?</p> <p>What measures are in place in our school to prevent bullying?</p> <ul style="list-style-type: none"> • In our small school community all staff assume a pastoral role and promote a caring respectful ethos. • We have zero tolerance attitude towards bullying. • We ensure all children understand the difference between unkind behaviour and bullying. • We hold an Anti-bullying week annually. Where all forms of bullying are discussed and explored. <p style="text-align: center;">Refer to anti bullying policy</p>
12	<p>What access do our SEND pupils/students have to facilities and extra-curricular activities available to all children?</p> <ul style="list-style-type: none"> ▪ Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. ▪ Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning. <p style="text-align: center;">Refer to inclusion policy</p>

13	<p>Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children)</p>
	<ul style="list-style-type: none"> • Parents may have the opportunity to speak informally with the Class Teacher on a daily basis. • After consultation with all adults concerned the SENCo will inform parents/carers of their child's progress, successes and concerns in formal review meetings. However, arrangements can be made to meet with the SENCo at other times.
a	<p>Who will explain and discuss this with parents/carers?</p> <ul style="list-style-type: none"> □ At the initial Team around the child meeting as well as planning support the SENCo will explain how the process will work.
b	<p>How will parents/carers know how well their child is doing?</p> <ul style="list-style-type: none"> ▪ Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social difficulties. ▪ When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.
c	<p>How does our school measure outcomes and impact of the support provided to the pupil/student?</p> <ul style="list-style-type: none"> ▪ Where any child has encountered difficulty acquiring or consolidating a skill learnt, that day they will receive immediate support in the form of additional 1-1 or small group with a TA that afternoon. The class teacher will record this as a cause for concern along with TA notes to ensure that a record is kept of the frequency of support they require. This may then lead to an intervention programme. ▪ Before all interventions a dialogue between the Class Teacher and the member of staff carrying out the intervention is recorded along with a target or targets and their base line level on our monitoring and evaluation form. ▪ Each member of staff keeps their own records of interventions sessions and progress made. ▪ At the end of each intervention programme, the opinions of; the adult carrying out the intervention, Class Teacher, pupil and parents/carers are gathered and it will be decided whether the child is; emerging, expected or exceeding their target.

d	When and at what interval will this happen? <ul style="list-style-type: none"> ▪ Intervention programmes usually run over 6 to 8 weeks. ▪ Where Team around the child meetings are necessary they are usually held on a termly basis.
e	Who will explain and discuss this with young people (<i>where applicable</i>)

	The pupil's Class Teacher and adult carrying out the intervention will explain the intervention programme with them.
14	How will our school involve young people with SEND in their education? Pupils are involved in all aspects of their individual support; <ul style="list-style-type: none"> • They are consulted as to how best they feel school can support them • How they feel they are progressing • We agree their targets with them • How effective they feel their intervention has been
15	What accredited and non-accredited courses do we offer for young people with SEND? N/A
16	How do we assess and evaluate the provision we have arranged for your child? <ul style="list-style-type: none"> ▪ The SENCo meets regularly with the TA's and Teachers that carry out the interventions to discuss progress and concerns. ▪ Intervention programmes are tracked and monitored closely by Class Teachers and the SENCo. ▪ The SENCo and senior leadership team will analyse data collected to assess their effectiveness.
17	How do we prepare our school to welcome and support SEND pupils/students and how do we arrange and support a transfer to another school/educational establishment? We ensure that liaison with either the previous or future settings involve the transfer of essential information, visits may be arranged and induction programmes may be developed.
a	How do we prepare our pupils/ students for adult life? <ul style="list-style-type: none"> • Cooking • Road safety • Cycling proficiency • Young enterprise projects • Promotion of reasonability and independence • Development of social skills

b	<p>What special arrangements are made for exams?</p> <p>Exams concessions have to be applied for and evidence provided by the school to ensure the pupil meets the criteria for concession such as;</p> <ul style="list-style-type: none"> • Extra time • Medical breaks • Readers • Use of a lap top • Scribes
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c	<p>What resources and equipment do we provide for children with SEND</p> <ul style="list-style-type: none"> • Human resources • Time • Lap tops • Appropriate writing equipment • Pictures cue cards • Visual timetable • Exam concessions • Quite spaces • Coloured overlays for dyslexic pupils • Adapted scissors to help with fine motor skills • Recording equipment • Disabled toilet • Ear defenders or noise cancelling headphones
d	<p>What arrangements are in place with other schools/educational providers when our SEND pupils/students transfer?</p> <ul style="list-style-type: none"> ▪ We have very good relationships with our feeder settings and the settings that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. ▪ Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and as part of an enhanced transition programme for identified pupils.
e	<p>How accessible is our school to pupils/students with SEND?</p> <ul style="list-style-type: none"> ▪ We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

18	<p>Where can you find our SEND policy?</p> <p>Our SEND policy can be found on our website, but if you would prefer a hard copy please ask in the office.</p>
19	<p>What role do the governors have? What does our SEND governor do?</p> <p>The SEND Govenors meet with The SENCo and Head Teacher termly to discuss progress and provision. At the end of the year they produce, in collaboration with the SENCo, a report reviewing the past academic year. Outling staffing, provision and successes and areas for development.</p>
20	<p>What can you do if you are not happy?</p> <p>Refer to Complaints policy/ procedure</p>
21	<p>How can parents/carers arrange a visit to our school? What is involved?</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you are a new parent/ carer wanting to visit The British School please contact the school office on; 01453 843371. <input type="checkbox"/> If you are an existing parent/carers arrangements can be made with your child's Class Teacher in the first instance or the SENCo.
2 2	<p>Who can you contact for more information?</p> <ul style="list-style-type: none"> ▪ In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo.
2 3	<p>When was the above information updated?</p> <p>October 2023</p>