

More Information for Parents/Carers

SEN Policy

How do we secure additional services and expertise to work with us?

Once we have monitored progress and discussed strategies to support your child, we can contact the relevant expertise services (with the family's permission) at the termly Springboard meetings that the SENCo attends or through a individual professionals discussion. This may result in a referral to a specialist service. The school has access to a wide field of additional services to support your child e.g behaviour, early years, visual and hearing support.

How will we ensure that your child has a successful transition from one Key Stage/Phase to another?

Successful transition is ensured through transition days and phasing into a full-time timetable if necessary. Further experiences and familiarity with the teacher and classroom could be arranged if needed. Individual transition programs including photobooks may also be beneficial. Transition will be discussed with the child and family at the Summer Term IEP meeting. Additional professionals from healthcare may also be invited e.g. specialist teachers; school nurse or speech and language therapist.

How do we know if your child is making progress towards their targets?

Progression of learning is continually monitored termly. Targets are reviewed together with the child and family to ensure support is provided in the areas of need. The family and child centred approach to provision allows the school to work in partnership with the family to set realistic targets including social engagement; support with speech; confidence in class etc.

How do we ensure that you and your child are involved in this?

The family centred approach to support and provision means that you and your child will be invited to formal or informal meetings to review and discuss progression and target setting.

Our SENCo is
Mrs Rachael Ward

How

Bishop Alexander LEAD Academy

supports the progress of pupils with additional needs

How will we know if your child has an additional need?

If a child has a Special Educational Need or Disability (SEND), we will identify him/her either through a clinical diagnosis that might be on-going or through our own observations and tracking of your child's progress.

How will we contact you about this?

You will be contacted either by your child's class teacher, a telephone call from the SENCO or by a written request to invite you to attend a meeting to discuss your child's additional needs and how the school can support him/her.

What support do we give pupils in their classroom?

Every teacher makes reasonable adaptations with the quality first teaching and learning they provide including planning, resources and modelling.

Pupils can also be taught through an individualised learning/educational plan (IEP) to meet their specific learning requirements and to ensure that progress is made and that small realistic targets are achieved.

Pupils may also have scaffolded resources or be specifically targeted by the teacher with in the lessons.

If required, additional support can be provided through intervention groups or targeted work with a smaller group of children working with a teaching assistant delivering a targeted programme of learning.