



Question	Response
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 pride ourselves on being an inclusive school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum. Our SENDCo, Lucy Blackford, and all teaching staff are skilled in identifying any concerns regarding a child's educational or social and emotional needs. Regular observations and learning walks are carried out by Senior Leaders including the SENDCo to inform decisions. We ask that parents inform the school if they feel their child has additional needs and they should arrange to meet with the class teacher and then the SENDCo to discuss next steps. If parents have any concerns about their child's progress, then they should, in the first instance, make an appointment to see the class teacher.
How will staff support my child?	When a child has been identified as having a special educational need we develop a more personalised programme to support the child's learning. Where possible this will be taught in class but at times the child may work out of class in a quiet area of the school with a member of staff. Our intervention programmes are delivered by trained teaching assistants to small group or 1:1. We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our termly process of pupil progress review analysis prompts the class teacher to request interventions. Specific targets are set for each intervention. Every class has at least one teaching assistant (TA) in addition to a qualified teacher. This means that if a child needs additional help in the classroom to access the curriculum we are able to allocate staff accordingly. Where we feel progress is not as rapid as we would expect, we are quick to respond to find alternative support.
How will the curriculum be matched to my child's needs?	We want our curriculum to excite and motivate all children. We have high expectations of all our children and teachers are skilled at differentiating to meet the needs of the individual child. Our whole class learning and teaching ensures the effective inclusion of all pupils in high-quality, everyday learning. This means that tasks are matched to

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	each child's ability so that they can make rapid progress against their targets. All targets set will be within reach for the child and be shared amongst relevant staff.
How will both you and I know how my child is doing and how will you help me to support my child's learning?	We have an open-door policy and would encourage you to contact a member of staff via the school office. Your child's class teacher is the person in school who knows them best and is the best person to contact in the first instance. Progress on each child is shared regularly at Parents' Evenings. At these meetings we talk about what can be done by families at home to support a child's learning at school. In the Summer term written reports are sent home detailing your child's progress over the year. Each year groups' topic themes (curriculum web map) can be found on our website for you to refer to and have record of learning intentions. We host a number of learning events to help families understand what and how we teach their children and how they can best support their child's needs. We are fortunate to have a very good Designated Safeguarding Lead Andrea Flack, and we can draw on her skills to help you. We believe in supporting the development of parenting skills and as such deliver workshops on site and work in collaboration with other agencies. We would encourage you to be open and share any concerns with us however minor.
How is the decision made about what type and how much support my child will receive?	Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family often in consultation with outside agencies such as an Educational Psychologist. Our decisions taken are in line with the SEND Code of Practice. Decisions are made on an individual basis according to the needs of the child. If your child has an EHCP, we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents. The additional support required will also influence what, if any High Needs Funding is needed. Funding is reflective of what additional support is needed.