

## SPECIAL EDUCATIONAL NEEDS | FREQUENTLY ASKED QUESTIONS

### **1. Who are the best people to talk to about my child's difficulties with learning, special educational needs or disability?**

- In the first instance, talk to your child's tutor or subject teachers about your concerns.
- Following this, it is likely that the tutor will have discussed your concerns with Mr Joe Holloway, the school's SENDCo. You may wish to arrange a meeting with him to discuss your concerns further.
- If you continue to have concerns, communicate these in writing to Mr David Chappell, Associate Head. He will decide who is best placed to assist you.

### **2. How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- Your child's tutor or subject teacher will talk to you about any issues or concerns.
- The school's SENDCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies that the school might be considering.

### **3. How will the school consider my views and those of my child with regard to her/his difficulties with learning, special educational needs or disabilities?**

- You will be able to share your views and discuss your child's progress at calendared meetings with your child's teachers.
- If your child has an identified special educational need you will be invited to a termly meeting with your child's teachers and a member of the SEND team to discuss his/her progress, support strategies, and expected outcomes.
- If your child has an Education, Health and Care (EHC) plan, you and your child will be able to share your views in detail at the Annual Review.

### **4. How does the school ensure that teaching staff are appropriately trained to support my child's special educational needs and/or disability?**

- At Holland Park School, we believe that your child's learning needs will first be met through the high quality teaching delivered by her/his class teachers.
- We regularly review the school training schedule and professional development programme for all teaching and support staff, to ensure that there is appropriate expertise to support children with special educational needs.
- The school is able to access training programmes from different organisations including the Tri-borough Training Team and the Outreach Team based at QE2 School.
- Individual training can also be arranged as and when necessary.

## 5. How will the curriculum and the school environment be matched to my child's needs?

- We plan our curriculum carefully to match the age, ability and needs of all children.
- Subject teachers will adapt lesson plans and teaching to match your child's special educational needs and/or disability.
- It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs.
- Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.
- The school regularly reviews its Accessibility Plan to ensure that all children have the fullest possible access to the curriculum and the school site.

## 6. What types of support may be suitable and available for my child?

- This depends upon the nature of your child's needs and his/her difficulties with learning. Our education provision will match the needs of the four broad areas of need as defined in the SEN Code of Practice 2014;
- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- sensory and/or physical needs.
- At Holland Park School we have a 3 tiered approach to supporting a child's learning.

**6.1 Universal** – this is the quality first teaching your child will receive from her/his subject teachers and may include some very minor adaptations to match learning needs.

**6.2 Targeted** – it may be appropriate to consider making additional short term special educational provision, to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of: a) **assessing** your child's need; b) **planning** the most effective and appropriate intervention; c) **providing** this intervention; d) **reviewing** the impact on your child's progress towards his/her individual learning outcomes.

Specific targeted one to one or small group interventions will be run after school to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

**6.3 Specialist** – it may be necessary to seek specialist advice and regular long term support from a specialist professional outside the school, in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, sensory advisory teachers and/or the child development service. The school may need to prioritise referrals to these services. For a small number of students, access to these specialists may be through an EHC Plan.

## **7. How will the school support my child to reach his/her learning outcomes?**

- Class teachers and other staff working with your child will ensure that your child receives appropriate teaching and support in order to reach these targets. The learning plan, implemented strategies and progress will be reviewed termly.
- External agencies and specialists may also review your child's progress and adapt their own planning accordingly.

## **8. What is an EHC Plan and who can request one for my child?**

- The purpose of an EHC Plan is to make special education provision match the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/she gets older, prepare for adulthood. An EHC Plan will contain;
  - i. the views and aspirations of you and your child;
  - ii. a full description of his/her special educational needs and any health and social care needs;
  - iii. the agreed outcomes for your child's progress;
  - iv. the specific provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.
- You, your child (aged 16 and over) and/or the school, usually through the SENDCo, can request that the local authority conduct an assessment of your child's needs.

## **9. How will the school help me to support my child's learning?**

- There may be suggested strategies or activities for you to do at home to support your child's learning.
- We run Parent/Teacher workshops in school to help you understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.
- The SENDCo may also support you with strategies, resources and ideas for supporting your child's learning at home.
- In some circumstances an opportunity may be provided to meet with other professionals involved in supporting your child.

## **10. How is support allocated to children and how do they move between the different levels of support in school?**

- The school receives funding from the Education Funding Agency and/or the local authority. These funds include money to support the learning of children with SEN and/or disabilities.

- The Academy Head, in consultation with the Governing Body, decides the budget for SEN provision on the basis of the needs of the children in the school.
- The Academy Head and the SENDCo discuss the effectiveness of the school's current interventions and provisions and plan to adapt these accordingly, which may include additional or alternative interventions, staff training and equipment needs.
- This approach is reviewed regularly to ensure that the best possible intervention is provided to those children who require additional support to learn.

**11. How will the school know that the support has made a difference to my child's learning and how are my child and I included in this review process?**

- Your child's progress will be assessed both in terms of his/her regular learning within the class, through specific intervention programmes and end of term tests/examinations.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and, if not, what further adaptations might be necessary. It may be decided that a further period of support would be beneficial for your child.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this support.

**12. What support will there be for my child's personal wellbeing at Holland Park School?**

- At Holland Park School we believe that the personal wellbeing of all our students is paramount. All members of staff take this aspect of school life very seriously. Being part of a 'House', led by a tutor, is the first step to such success.
- You can be confident that in particular your child's tutor, the Learning Support Assistants, and the SENDCo, are available to provide support to match your child's needs.
- You should always feel free to contact your child's tutor if you have any concerns.

**13. How is my child included in all the same activities as his/her peers at school?**

- Holland Park is an inclusive school and committed to providing equal opportunities for all children.
- After school clubs, educational visits and residential trips are available to all students throughout the year. These are normally published in the Student and Parent Planner.
- When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

**14. How will the school support my child in transition stages?**

- We liaise closely with the primary school your child is transferring from. We seek to discuss with the relevant teachers any individual needs and how best to support your child when they join our school.
- We take care to ensure that during transition points (between classes each year and at the end of Key Stages) all staff are aware of individual students' needs, progress and additional support strategies.

- If your child has an EHC Plan, we will participate in and/or facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.
- From Year 9 all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living and participation in society.

**15. Who can I contact if I have a complaint about the SEN provision made for my child?**

- In the first instance you must speak with the SENDCo. He will seek to address your concerns both as the key point of contact regarding SEND provision and as a member of the school's leadership team.
- If concerns persist, you may contact the Academy Head, who may direct you to the school's Complaints Policy and procedure.

**16. If I have any other questions about my child at Holland Park School, who can I ask?**

- At Holland Park School we are always happy to discuss with you any aspects of your child's education. It is best to speak to one of the following in this order:
- your child's tutor;
- your child's subject teachers;
- the SENDCo;
- the appropriate Leader of Subject.

**17. The Tri-Borough local offer ⇒**

<http://www.rbkc.gov.uk/childrenandeducation/schools/support/specialeducationneedssen.aspx>