



# Frequently asked Questions



## How does your school know if my child needs extra help?

- If your child is transferring to SVC and already has special educational need, your primary school will inform the Special Educational Needs Co-ordinator at SVC. These children form the majority of students with SEND at the school.
- There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school, often through the Yr 6 annual review.
- On entry to the school, all students are screened on Literacy skills within the key areas of Reading, Spelling and Comprehension. This helps us identify where to target early morning Literacy interventions. We also identify students who need support with numeracy and run early morning sessions with our maths Teaching Assistants.
- Some children do well at primary school but find the transition to secondary education more difficult. The teachers and support staff are highly alert so that areas of need are spotted early and referred to The Hub so that support can be coordinated promptly.
- The school listens to parents. Sometimes, the first signs of difficulty are picked up through conversation at home so parents are always welcome to contact the school to talk about concerns.

## What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?

- If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.
- You can contact the school by phone, letter, e-mail or fax (please see contact details on the home page of the school website).
- It will be OK to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English.
- If your child is still at primary school, talk to your child's teacher there who can help you look at any issues and make links with SVC to help prepare for the next year.

## What is an Education Health Care Plan (EHCP)?

An EHCP is a legal document that identifies a child's SEN needs and focusses on the support required to meet agreed outcomes. The key difference between a statement of SEN and EHCPs is that, as well as the educational elements covered in statements, EHCPs also outline the child's health and social care needs, outcomes and support.

## **How will I know if your school is supporting my child? How will I know how my child is doing? How is student progress monitored?**

All students :

- The school will send you a letter to let you know if we are proposing to offer your child support that is additional to or different from what is already in place for all mainstream students.
- Target setting through the Form Tutor and parent consultation evenings are both opportunities to discuss your child's progress and needs and to find out about support options.
- Parents are always welcome to contact their child's Form Tutor at any time to discuss particular concerns as they arise.
- The Hub is the home of the Additional Needs team and Key Stage Managers are based here who can answer queries and discuss additional provision with parents and carers.

Students with EHCPs:

- Your child will have identified needs and an education plan in place from the time they start at SVC. Their support in mainstream lessons will be timetabled and parents can discuss this at any time by contacting The Hub
- Students will have an Annual Review of their progress and needs. This comes in the form of a full written school report as part of a specially arranged face to face meeting between parents and SENCo. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

## **How will the curriculum be matched to my child's needs? How are the school's resources allocated to these needs?**

- All staff are expected to adapt their lessons to increase the use of elements known to support students who need extra help. For some students with lighter needs, this is all that is required to help them make progress.
- Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students.
- Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support
- You will have opportunities to discuss exam choices in Year 9 with the aim of selecting subjects based on your child's strengths and interests.
- If your child is specifically funded through their statement or EHCP, review meetings with the SENCo will include discussion and agreement about how that funding is used and monitored.

### **Will my child be able to access the school environment?**

The school environment is adapted to enable access for all students, wheelchair access is good across the site. For students with specific physical needs further adaptations and support are provided to allow access to both the school environment and curriculum.

### **How is progress monitored by the school?**

- Progress is monitored by individual teachers, Heads of Faculty, Year and Key Stage.
- Student progress data in all subjects is available for students, parents and staff through Go4Schools.
- Early morning interventions supporting reading, spelling and numeracy are monitored against a baseline using recognised standardised tests completed on a 4 month cycle.
- Professionals from outside of school e.g. Educational Psychologists may be involved in setting targets and monitoring specific areas of student progress.

### **What specialist services and expertise are available at the school?**

- Within The Hub team there are staff who have received additional formal training in their areas of specialism such as learning/literacy, speech/language/social communication needs (SLCN), mentoring for social/emotional/mental health and supporting students with diverse physical needs.
- All Teaching Assistants receive regular Continuing Professional Development training and coaching for specific issues / students, from relevant specialists.
- The school brings in additional expertise (assessment, staff training and intervention) from outside agencies, including:

Educational psychology

Occupational therapy

Visual Impairment Service

Audiology Service

### **How will you help me in supporting my child's learning at home?**

- The school provides parents with advice on how to support your child's homework. Parents are always welcome to contact their child's Form Tutor or Subject Teachers for more specific advice at any time.
- Parents will be invited to attend other specific events during the year e.g. Options Evening which give further support to parents and students.

- Your child's recent reports will include a targeted advice, many of which apply to home as well as school life. If you are not sure how you can apply them, contact the author of the report for further information.
- Annual reports written at SVC often contain advice that will be discussed and developed with you at the face-to-face parent information evenings or through the Annual Review cycle.
- Parents are always welcome to contact The Hub for ongoing advice.

### **What support will there be for my child's well-being?**

- It is vital that all students at SVC feel valued, cared for, confident and supported.
- Staff providing additional support to students with special educational needs automatically include:
  - Ensuring that the student knows who they can talk to if they have any worries
  - Access to lessons focused on making and keeping friends, having successful conversations, becoming increasingly independent within school.
  - Students who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope.

### **How will the school help prepare my child for transfer to post-16 education or to another school?**

- All students will have access to the schools Advice and Guidance Councillor.
- Students with a greater need have at least one meeting with a member of staff from the Guidance Officer from the Locality Team. During this meeting students will have the chance to talk about different Post 16 options.
- Students in the Foundation Learning Tier will complete a 2 week work experience at the beginning of year 11. This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16.
- Students take part in programmes of work within tutor groups which help prepare them for life post-16 e.g. Life Skills
- Students will receive support with completing college applications.
- School staff will liaise with work experience placements to ensure that their staff are aware of student needs.