



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

SEN/D FAQs

A child has a learning difficulty or SEN if he or she has a significantly greater difficulty in learning than the majority of others of the same age.' (SEN Code of Practice 2015)

1. How do we know if your child needs extra help?

Children may be identified as having SEN/D through a variety of ways including:

- Concerns raised by parent
- Observations and concerns raised by teacher
- Talking to pre-school settings / previous school
- Child is not making progress, with extra support in place.
- Through termly Pupil Progress Meetings held between the teachers, SENCo, Deputy Head teacher and Head teacher
- Liaison with external agencies e.g. speech and language therapist, educational psychologist
- Health diagnosis through paediatrician

2. What should I do if I think my child has Special Educational Needs?



Talk to your child's class teacher. Together we can share information and begin a process of appropriate support.

3. How will my child be supported?

- The first step is high quality teaching where teachers vary the learning strategies and activities to suit the needs all learners.
- If we feel further support is necessary, we will begin an intervention either in or out of the class with a teacher or teaching assistant. This could be as part of a small group or a 1:1 session. You will be informed when your child is to be involved in an intervention.

4. How will I know how my child is progressing?

Communication is vital. At school, the management team, SENCo and teachers monitor the progress the children are making and either adapt the intervention, begin a new target or, if appropriate, finish the intervention. At all stages, you will be kept informed. At any point, you can make an appointment to see the class teacher.



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5. Who is responsible for supporting your child's learning?

Class teacher SENCo Teaching Assistants Parents/ carers Your child!

This is a partnership between home, school and the child. The class teacher talks with the child and with you to help us fully understand their needs. The class teacher plans lessons and makes sure that the tasks set for every child meet their needs. The SENCo will discuss and monitor progress with the class teacher. We find the best progress is made when both the child and parent take part in the learning.

6. How can I support at home?

- When support has been planned, the class teacher will share the actions being taken. Support at home with specific tasks would greatly benefit your child.
- Hear your child read regularly, talk about the books and read to your child.
- Practise basic number skills – number bonds / times tables / counting. There are many Apps available. Do speak to your child's class teacher for recommendations.
- Help your child to learn their spelling words as well as understand the meaning of the words.
- Encourage your child to have a good night's sleep and to arrive at school on time.

7. When are other professionals involved?

If quality teaching as well as delivered interventions are not improving the progress of your child, discussions with you as the parent / carer and the SENCo /class teacher will move towards making a referral. Our recommended Educational Psychologist is **Sarah Gothard** - sarah.gothard@inpsych.biz

8. How can I access further information and support?

- Supportive Parents – www.supportiveparents.org.uk
- IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk
- Gloucestershire Council's Local Offer can be found at:
<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>
- Safeguarding in Gloucestershire: <https://www.gscb.org.uk/>

At Hopelands, we strive to provide the best possible learning environment for your child. Please communicate with us, and we will with you, so that your child feels confident and excited about coming to school and is ready to learn.