

Frequently asked questions

How will School know if children need extra help?

Concerns can range from learning difficulties, language and communication difficulties, sensory impairment, medical problems to emotional, social and mental health issues.

Some children may be working below age expected levels in Literacy and Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability. Information passed from a child's previous school may indicate that a child has a difficulty and support will need to be continued.

Reports received from e.g. doctors, educational psychologists, special needs teaching service, speech and language therapists may recommend specific support.

We always take into account information given by parents

We listen to concerns expressed by the child.

Teachers will fill in an Initial Concerns Form for any child they are worried about which will be discussed with parents and the Special Educational Needs Co-ordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process.

What should I do if I think my child may have special educational needs?

Talk to your child's class teacher about any concerns you may have. The class teacher will discuss these with the SEN Co-ordinator. Alternatively, you can arrange to meet with the SEN Co-ordinator directly.

What will happen if my child is identified as having special educational needs?

Once it has been agreed that a child has additional needs, you will be informed and they will be placed on the Special Educational Needs Register under the category of SEN Support. They may receive extra support or intervention if this is felt appropriate. Your child will receive 3 reviews each year whilst they are on the SEN register. If they continue to make slow progress or have ongoing problems then the school may ask for advice from outside agencies (see question 9). A small number of children may go on to have an Education, Health and Care Plan (EHC) - these are for the most complex children that have significant and ongoing needs. If a child has an EHC plan then they will also have an additional annual review and the plan can stay with them up to the age of 25 if it is deemed necessary. These children will also receive a review in the October of Year 6 to discuss transition to an appropriate secondary school.

How is the decision made about what type and how much support my child will receive?

Different interventions and approaches are used to address specific areas and we look carefully at your child's individual needs when deciding how best to support your child and which interventions to use.

How will the curriculum be matched to my child's needs?

Teachers are responsible and accountable for the progress and development of all pupils in their class. Lessons are differentiated to match each child's needs. Teachers will make reasonable adjustments to the curriculum to meet individual need. At CTK we have a well-designed curriculum with strong teaching and learning.

How will both you and I know how my child is doing?

Teachers make on-going assessments for all children lesson by lesson and over a series of lessons. This information informs planning. Children receiving interventions will have their progress tracked throughout the time they are receiving the support. For children on the SEN register, there will be three reviews over the year. They will be held each term during Parents Evening where you will be offered a longer appointment. This will give you a chance to meet with the class teacher and the SEN Co-ordinator. Your child's progress will be discussed (including any interventions they have received). However, at any point during your child's time at CTK, please feel free to ask your child's class teacher how your child is doing. All children will receive an end of year report that will inform you of your child's progress throughout the year.

How will CTK help me to support my child's learning?

Children on the SEN register will be given outcome targets and at each review advice will be given on how you can help your child achieve these. At any point during your child's time at Parks, you can talk to your child's class teacher about what support you can give.

What specialist services and expertise are available at or accessed by CTK?

There are a variety of services and expertise that we can access:

- Educational Psychologist
- Learning ,Communication and Interaction Support Service (also Early Years Special Needs Teaching Service)
- Learning and Autism Support Team
- Social, Emotional and Mental Health Support Team
- Education Welfare Officer
- Visual / Hearing Support
- Speech and Language Therapy
- Medical – referrals to paediatricians
- School Nurse
- Social Care and Safeguarding
- Early help
- Sure Start
- ADHD Solutions
- Memphis
- Parent Partnership
- The Laura Centre

How accessible is the school environment?

The school is on two sites on Glenfield Road. The junior site is on two levels. All stairs are highlighted. The infant site is on one level. Each site has a medical room which includes a shower and changing facilities. There are disabled toilets and ramps on both sites.

How will CTK prepare and support my child when they are new to the school?

All new children and families will be offered a tour of the school and opportunity to meet their class teacher and a member of the Senior Leadership Team.

How will CTK prepare and support my child to transfer to the next stage of education?

As the school is split over two sites we ensure that the infant children have the opportunities to spend time on the junior site. In year 2 transition days are planned to help the children to settle in to the new site.

All secondary schools have transition days where your child be offered the opportunity to spend time at their new school. CTK liaise closely with the new school setting to ensure they are aware of any individual's needs and all records are passed on to the new school. If a child transfers to a new school mid-year, all records are passed on.

What support will there be for my child's overall wellbeing?

The school's ethos/vision for its learners and community is exemplified in the school vision statement:

Believe and Achieve at Christ the King

Christ the king aims to develop its policy and practice to:

- Set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- Develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world.
- Ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,
 - Develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
 - Encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- Inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences,
- Create a sense of belonging to a "family" community,
- Nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,

- Offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- Facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- Developing an intelligence of their physical, social and emotional well being,
- Fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- Promoting attitudes where individuality, difference and diversity are valued and understood,
- Involving children, parents, carers, staff, governors and the wider school community as partners in learning.

The Class Teacher has overall responsibility for the well-being and pastoral support of every child in their class. If you have any worries, in the first instance please speak to the Class Teacher. We recognise that self-esteem is key to a child's emotional well-being and academic progress. We support children's emotional, social and mental health needs through our PSHE (personal, social, health, education) and RE curriculum. We have a clear behaviour system throughout the school promoting high standards of behaviour and conduct. We are an anti-bullying school and have recently received the Community Anti Bullying Award.

Prescribed medicine can be administered in school with signed parental permission with the agreement of the school. There are nominated first aiders in school and many members of staff have first aid qualifications. If your child has significant medical needs please speak to the SENCo to discuss how we can best support you and your child. Support might include seeking advice or training from medical specialists.

Useful website links

- [The 'Family Information Directory'](#) is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support.
- [Local Offer Website](#)
<https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-sen/>
- [SENDIASS – Special Educational Needs and Disabilities Information and Advice Support Service \(Leicester\)](#) SENDIASS Leicester is an independent service that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with SEND as well as young people themselves.
- [Council for Disabled Children \(CDC\)](#) Fact sheets, films and posters designed to help parents, carers, children and young people understand some of the key themes of the new SEND reforms including EHC Plans, Post-16 support, the Local Offer and making decisions.