

Access to Learning and the Curriculum

- *Are there any special features or strategies to help children learn?*
- *How do I know my child's particular needs will be met?*

- ✓ Some classes/children may be allocated support staff and have access to guided group work.
- ✓ A personalised curriculum may be followed if this is deemed in the child's best interests.
- ✓ Tasks are modelled, teaching points are addressed and learning is checked through the use of mini plenaries.
- ✓ All teachers are equipped through staff training with a basic understanding of SEN strategies, which allows them to identify and deal with needs in a productive manner when they first occur.
- ✓ Developing independence is encouraged through scaffolding tasks.
- ✓ Specialist staff are employed for some curriculum areas.
- ✓ External agencies are utilised when necessary.
- ✓ Diagnostic testing and assessment may be used to identify barriers to learning.
- ✓ Learning walls in classroom support children's learning.
- ✓ Reasonable adjustments are made to help children learn.
- ✓ Trained Emotional Literacy Support Assistants (ELSA's) may support individuals to develop their self-esteem or resilience, so that they are in a position to focus on learning when in class.
- ✓ Some children may participate in Social Skills or Nurture groups.
- ✓ Some children may have an individual visual timetable which details planned activities.
- ✓ Impact of provision is monitored regularly.

See school Complaints Policy for any complaints

Visit [Sutton Information, Advice and Support Service](#) for parental support



Social and Emotional Support

- *How does the school help my child to feel comfortable and safe and manage social situations?*
 - *How does the school help develop my child's social and emotional skills?*
 - *What is the school's policy on bullying?*
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- ✓ We have a strong ethos of pastoral care.
 - ✓ Trained Emotional Literacy Support Assistants (ELSAs) may work with individuals so they are in a position to focus on learning when in class.
 - ✓ Social stories are used to explicitly teach some children about social situations.
 - ✓ Groups are run to develop social skills and enhance self-esteem.
 - ✓ Access to specialist support is available on a referral basis.
 - ✓ Children have access to after school clubs.
 - ✓ Home/School liaison is ensured through the use of the Google Classroom email.
 - ✓ Visual timetables/cues are used to facilitate understanding.
 - ✓ Anti-bullying policies and procedures are in place, with a focus on vulnerable groups.
 - ✓ Children are well prepared for transition to new classes or to Secondary School.



Tests and Assessments: Access Arrangement

- *What arrangements are available for children to access tests and assessments?*
 - *How will I know if my child qualifies for additional support or time to access tests?*
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- ✓ Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
 - ✓ There are a range of access arrangements.
 - ✓ Parents/carers will be informed of access arrangements.
 - ✓ Access arrangements entitlement will form a part of normal classroom practice.
 - ✓ Advice regarding access arrangements may be sought from an Educational Psychologist.
 - ✓ Medical needs/anxiety is catered for on an individual basis as required.
 - ✓ Home school liaison is a strength.



Access to Premises and Facilities

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*
 - *How do I know my child will be able to access all lessons?*
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- ✓ We have a strong ethos of including children with SEND.
 - ✓ Sensory support is available.
 - ✓ The use of an accessible toilet is available.
 - ✓ School can refer to specialist services.
 - ✓ We make use of reasonable adjustments.
 - ✓ [Link to Accessibility Plan.](#)