

This document sets out The Magna Carta School's provision for students with SEND and answers the 14 key questions identified by the Department for Education: it should be read in conjunction with The SEND Policy and Provision Summary, The Equality Policy and Accessibility Plan, The Behaviour and Attendance Policy

	Question	School Response
1	How does TMCS know if students need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> <li>• We receive information from students' previous schools and carry out baseline testing and other assessments, including Lucid testing when students join the school.</li> <li>• The progress of all students is monitored regularly by class/subject teachers and the senior leadership team, so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</li> <li>• If parents/carers have concerns about the progress or attainment of their child they should in the first instance speak to their child's form tutor or class teacher or House Pastoral Lead, who will then liaise with the Learning Support Team as appropriate.</li> </ul>
2	How will TMCS staff support my child?	<ul style="list-style-type: none"> <li>• Our Provision Summary shows the range of interventions available which may be used when we identify a need for additional support.</li> <li>• When the school identifies the need for additional intervention, to enable a student to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.</li> <li>• We monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having a positive impact. When necessary we seek advice and intervention from outside agencies.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they receive an annual report from the SENCO on the progress of students with SEND.</li> </ul>

	<b>Questions</b>	<b>School Response</b>
<b>3</b>	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> <li>• All teachers are provided with information on the needs of individual students so that they can plan effective teaching and learning, to ensure that all students are able to make progress.</li> <li>• Differentiation is made for groups and individuals according to need: for example, teachers will modify worksheets and language to support a student with speech and language needs.</li> <li>• As students move up the school they are able to make guided choices regarding their subjects so that the curriculum they follow allows them to achieve their potential and prepare for their future path into education or employment with accredited training.</li> </ul>
<b>4</b>	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>• Reports and Parents' Evenings provide regular feedback on children's progress and effort.</li> <li>• Parents/carers can monitor their child's attendance, behaviour and homework via our SIMS parent Gateway.</li> <li>• When appropriate, parents/carers are contacted to discuss the support that the school is providing and how they can help their child at home: this may be in writing, by phone or a meeting. Students are expected to take increasing responsibility for their learning as they move up through the school.</li> </ul>
<b>5</b>	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> <li>• All students are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities.</li> <li>• Our Behaviour, which includes guidance on expectations, rewards and sanctions, sets out how we ensure the well-being of our students.</li> <li>• Our Equality and Inclusion Policy describes additional and different provision for specific groups.</li> <li>• We have a strong pastoral team and trained staff are available to help individual students with specific issues, including anti-bullying interventions and medical needs.</li> <li>• We work with outside agencies (See response to Question 6).</li> <li>• Information about individual student's disabilities or medical needs is available to all members of staff through SIMS, our data system.</li> <li>• We closely monitor attendance, support students returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Students' views are central to our ethos and are sought by teachers and tutors, through School Council and other forums.</li> <li>• All staff members employed by the school are 'vetted' to ensure their suitability to work with children and receive training regarding safeguarding and child protection.</li> </ul>

	<b>Questions</b>	<b>School Response</b>
6	What specialist services and expertise are available at or accessed by TMCS?	<ul style="list-style-type: none"> <li>• Educational outside agencies who work with and in the school include: Educational Psychology (EPS); Behaviour Support (BS); Learning and Language Support (LLS); Physical and Sensory Support Service (PSSS), including Hearing and Visually Impaired (HI and VI); Outreach Services eg ASD and MLD specialists; Access to Education; Surrey Young Carers Raising Ethnic Minority Achievement (REMA), including Traveller Service.</li> <li>• We work with Surrey Short Stay Schools and other schools in the local area to support students' behaviour and social development</li> <li>• We liaise with health services including: Speech and Language Therapy (SaLT); Occupational Therapy (OT); Physio-therapy (PT); Behaviour Clinic; Child and Adolescent Mental Health (CAMHS); specialist health professionals regarding specific conditions/ individual's needs.</li> <li>• We work with community services including: Social Services; Community Police; Careers/Education advice agencies; Youth Support Service; Family Support Service.</li> <li>• When buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</li> </ul>
7	What training have the staff supporting students with SEND had?	<ul style="list-style-type: none"> <li>• All our teachers hold qualified teacher status.</li> <li>• All staff members, including TAs and HLTAs, receive regular training to best support our students with SEND to improve provision for all students and to develop enhanced skills and knowledge to deliver more focused and individualised support</li> <li>• The SENCo is a qualified teacher who has also achieved the National and PGCE SENCo Qualification.</li> <li>• All our teaching assistants are trained to support students in the classroom and some have more specialised training in teaching literacy, supporting behaviour, EAL or specific disabilities.</li> </ul>
	<b>Questions</b>	<b>School Response</b>
8	How will my child be included in activities outside the classroom	<ul style="list-style-type: none"> <li>• Our Equality and SEND Policies promote the engagement of all our students in all aspects of the curriculum, including activities outside the classroom.</li> </ul>

	including school trips?	<ul style="list-style-type: none"> <li>Where there are concerns of safety and access, risk assessments are carried out and reasonable adjustments are made whenever possible to ensure that all students can participate: where applicable parents/carers are consulted and involved in planning.</li> </ul>
9	How accessible is TMCS environment?	<ul style="list-style-type: none"> <li>Our Equality Policy describes how our environment has been adapted to improve accessibility and the Accessibility Plan sets out our future developments in this aspect. Our policy and practice adheres to The Equality Act 2010.</li> <li>We monitor the languages spoken by families in our settings and make use of translation sites or endeavour to arrange for a translator to attend meetings when necessary.</li> </ul>
10	How does TMCS support my child to make the transition into TMCS and then onto their next setting when they leave	<ul style="list-style-type: none"> <li>We have an Induction programme in place for welcoming all new learners to TMCS, led by our Transition lead</li> <li>We provide additional transition support for vulnerable students in Year 6, coordinated by the Learning Support Team.</li> <li>We have strong relationships with local primary schools, schools with sixth forms and colleges and we share information with these settings to support students' transitions.</li> <li>We provide advice and guidance for all students preparing to move on to their next phase in education, or employment with training. For some students additional provision may include supporting visits to local colleges and sixth forms.</li> </ul>
11	How are TMCS's resources allocated and matched to students' special educational needs?	<ul style="list-style-type: none"> <li>Our finances are monitored and audited regularly to ensure that our financial resources are used effectively.</li> <li>We allocate resources to support the strategic aims of our setting as well as the needs of individual students.</li> <li>SEN resources are used to provide a range of interventions for different types and levels of need, as described in our SEND Policy and Provision Map Summary</li> <li>We seek to ensure a 'value for money' service, so all interventions are costed and their impact is evaluated.</li> </ul>
	<b>Questions</b>	<b>School Response</b>
12	How is the decision made	<ul style="list-style-type: none"> <li>'Quality First' inclusive practice is delivered by all staff to enable students to achieve and progress.</li> </ul>

	about what type and how much support my child/young person will receive?	<ul style="list-style-type: none"> <li>• If additional support is required, this is undertaken after consultation with the relevant staff, the learner and their families as necessary.</li> <li>• All interventions are monitored for impact and outcomes are defined at the start of any intervention.</li> <li>• The SENCo oversees all additional support and reports directly to the SEN Governor.</li> </ul>
<b>13</b>	How are parents involved in TMCS? How can I be involved?	<ul style="list-style-type: none"> <li>• We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations.</li> <li>• We operate an open-door policy to allow parents to contact staff in writing or by phone, with a meeting if necessary: in most cases parents should contact their child's tutor in the first instance.</li> <li>• Parents can monitor homework set on TEAMS</li> <li>• There are various events including Parents' evenings, Options Evening and Careers Fairs when parents can meet with teachers about their child or gain insight into our provision for students</li> <li>• We run parent focus groups in order to listen to any parental concerns.</li> <li>• Our Governing Body includes Parent Governors/representatives.</li> </ul>
<b>14</b>	Who can I contact for further information	<ul style="list-style-type: none"> <li>• In the first instance, parents/carers are encouraged to talk to their child's tutor or Pastoral Lead.</li> <li>• For students with SEND, further information and support can be obtained from the SENCo.</li> </ul>