

Questions	School Response
<p><b>1</b> How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none"> <li>• All students attending Limpsfield Grange School have a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). This Statement or EHCP outlines each student's objectives, which are reviewed at the Annual Review.</li> <li>• We have rigorous monitoring in place to track the progress our learners make in all areas of the curriculum. We use data and other forms of assessment to identify additional needs and celebrate achievement. As parents and carers you are encouraged to speak to the relevant member of teaching staff about any concerns you may have.</li> <li>• The School has an SEN policy which can be found on our website (<a href="http://www.limpsfieldgrange.surrey.sch.uk">www.limpsfieldgrange.surrey.sch.uk</a>).</li> <li>• The SENCo is Emma Phillips <a href="mailto:deputy@limpsfield-grange.surrey.sch.uk">deputy@limpsfield-grange.surrey.sch.uk</a> 01883 713928 x107.</li> <li>• The School website has a list of other key members of staff and also some helpful external support websites and groups to contact.</li> </ul>

2	<p><b>How will school staff support my child/young person?</b></p>	<ul style="list-style-type: none"> <li>• We are an inclusive school that complies with the requirements in the Special Educational Needs Code of Practice (2014).</li> <li>• Prior to entry, an admissions meeting is held with each parent/carer. The student attends for two induction days in July and there is a meeting for parents with the Headteacher on this day also.</li> <li>• Upon entry, the standard Limpsfield Grange provision identifies what every student is entitled to through their time with us. If there is any additional support/provision required, this will be identified and recorded in students individual provision map. The Governing Body and the Leadership Team monitor the impact of specific interventions on student progress.</li> <li>• Once a student has started at Limpsfield Grange, the form tutor is the first point of contact and this can be done by email or by phone.</li> <li>• Our curriculum is reviewed every year to ensure that we continue to meet the needs of the students.</li> <li>• Student progress is regularly shared with the young person and their family.</li> <li>• All of our staff are fully trained at meeting the range of Special Educational and Additional Needs. Other professionals also support us, such as the Educational Psychologist and Speech and Language Therapist.</li> </ul>
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3	<p><b>How will the curriculum be matched to my child's/young person's needs?</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum is carefully and thoughtfully planned to ensure we meet the needs of the students.</li> <li>• Our students do not access a Modern Foreign Language curriculum.</li> <li>• Differentiation is embedded in our curriculum and practice. All staff tailor the curriculum to meet specific needs, as appropriate. Our monitoring and tracking informs us in planning the next steps for the student. We have high expectations of quality first teaching and this is monitored regularly by the Headteacher and Deputy Headteacher.</li> <li>• At the beginning of the academic year, a Parent Information Evening is held for the parents of students in Years 7, 10 and 11. Our curriculum plans for the year are shared with parents.</li> <li>• At the beginning of each term, parents receive a Curriculum Overview document detailing the curriculum content in each subject for the coming term.</li> </ul>
4	<p><b>How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?</b></p>	<ul style="list-style-type: none"> <li>• Parents of students in Years 7-10 receive one detailed report and two report cards each academic year. Parents of students in Year 11 receive two report cards.</li> <li>• Parents are invited to attend an Annual Review meeting for their daughter.</li> <li>• Parent consultation evenings are held annually.</li> <li>• Our staff are always happy to meet with parents to discuss individual student progress and to advise on how best home and school can work in partnership. Should additional discussions be required/requested, our staff will make suitable arrangements to ensure this can take place.</li> </ul>

		<ul style="list-style-type: none"> <li>• Our homework policy is available on our website.</li> </ul>
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<ul style="list-style-type: none"> <li>• Our staff provide a high standard of pastoral support.</li> <li>• Our Behaviour Policy; which includes guidance on expectations, rewards and consequences is fully understood by all staff.</li> <li>• We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.</li> <li>• Student Voice is central to our ethos and this encourages our students to become independent and confident learners. We have an active Student Council.</li> <li>• Our Live Life Well programme supports students in the four areas of Achievement, Independence, Well Being and Communication.</li> <li>• We are always concerned with the overall development of the learner, which may necessitate at times, working with agencies outside of the School setting.</li> </ul>

6	<p><b>What specialist services and expertise are available at or accessed by the setting / school / college?</b></p>	<ul style="list-style-type: none"> <li>• All of our staff receive regular training. We encourage staff to continually update their skills and knowledge.</li> <li>• In school your daughter will have dedicated time from these services, if it is identified in their Statement or EHCP. Annual Review meetings give the opportunity to identify whether provision is sufficient and appropriate: <ul style="list-style-type: none"> <li>○ Speech and Language Therapy – 1 day Speech and Language Therapist (SaLT) and 1 day Speech and Language Therapy Assistant (SaLTA).</li> <li>○ Occupational Therapy and Physiotherapy through referral to that service via the SENCo.</li> <li>○ Physical and Sensory Support Services (PSSS) for students who are hearing impaired (HI) or visually impaired (VI).</li> </ul> </li> <li>• We have a particular duty in ensuring that Looked After Children are given appropriate support and care to help support their progress and engagement within their learning environment. Our designated senior leader with responsibility for Looked After Children is the Deputy Headteacher, Emma Phillips. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.</li> </ul>
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7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<ul style="list-style-type: none"> <li>• Our Special Needs Coordinator (SENCo) is a qualified teacher and a member of the Senior Leadership Team.</li> <li>• Where appropriate we seek the support of external professionals.</li> <li>• Staff are highly skilled at meeting the whole range of additional needs. As well as their professional qualifications many also have additional, higher qualifications.</li> <li>• We have a comprehensive training programme, including weekly meetings, briefings and INSET days which are customised to reflect and respond to the needs of our students.</li> </ul>
8	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<ul style="list-style-type: none"> <li>• We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed, with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs.</li> <li>• Educational visits are planned with all our students in mind. All visits are risk assessed to make sure they are appropriate for our students.</li> </ul>
9	<p><b>How accessible is the setting / school / college environment?</b></p>	<ul style="list-style-type: none"> <li>• We are mindful of the 2010 Disability Act. We value and respect diversity in our setting and do our very best to meet the needs of all of our learners and their families.</li> </ul>

<b>10</b>	<b>How will the setting</b>	<ul style="list-style-type: none"><li>• Induction is important to us and we invest time in welcoming all of our students in a way to ensure a smooth transition that makes them feel a part of our school. The School strongly believes the impact of the induction process significantly affects the success of the individual student.</li><li>• We have established induction and transition programmes in place for welcoming new students to our school.</li></ul>
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	<p><b>/school / college prepare and support my child/young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?</b></p>	
<p><b>11</b></p>	<p><b>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• Limsfield Grange is designed, structured and funded to meet the range of needs outline in the Surrey County Council Admissions policy for COIN schools.</li> </ul>



<b>12</b>	<b>How is the decision made about what type and how much support my child/young person will receive?</b>	<ul style="list-style-type: none"><li>• The Statement or EHCP identifies your daughter's needs and the corresponding arrangements. The Annual Review process is a formal mechanism by which staff, students and parents discuss progress and ensure that each student's needs are being met. At this point a decision is taken whether additional or different arrangements are necessary.</li></ul>
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13	<b>How are parents involved in the setting/school/college? How can I be involved?</b>	<ul style="list-style-type: none"><li>• We ask all parents to attend our Parent Information Evenings, Parent Consultation Evenings and Annual Review Meetings to ensure that they are fully involved and keeping abreast of their daughter's progress.</li><li>• We have a very active PTA (FOGS).</li><li>• Our Governing Body includes Parent Governors</li></ul>
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14	<b>Who can I contact for further information?</b>	<p><b>Prospective students:</b> Contact your daughter's Case Officer for further guidance. Look at the School Website (<a href="http://www.limpsfieldgrange.surrey.sch.uk">www.limpsfieldgrange.surrey.sch.uk</a>) for information about our open days.</p> <p><b>Current students:</b> Your daughter's tutor is your first point of contact. The school website lists teachers' email addresses. For any other queries or concerns please contact the school office.</p>
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