

What type of support is available for my child?

- Learning Coach 1:1 support
- Quality 1:1 teaching
- Appropriate and accessible curriculum
- Bespoke timetables designed with learners
- 1:1 catch up sessions
- Team attendance to: Annual reviews, CiC reviews, PEP meetings
- Holistic planning involving all those important to your child
- Access to the Psychology & Therapy Service
- "Thrive" programme

How does the team support my child with transition?

On entry - Home visits, carer meetings, social care meetings, pupil voice questionnaires, school visits, induction process, student profile

On exit - Transition plans, support in school, post-16 transition support, college visits

How does the team communicate with me?

- Regular phone calls
- Home visits
- Carer meetings
- Person centred reviews
- Meetings with outside agencies
- Written reports
- Emails and texts
- Letters and postcards

Who do I talk to about my child's needs or if I have any concerns?

CiC Lead Teacher:

Alice Crozier-Green

CiC Teachers and Learning Coaches

- Carers also need to talk to the designated social worker
- On-roll school DT/form tutor/head of year



SEN Information Report Summary

Child In Care (CiC) Team 2018

What support will there be for my child's well-being?

- Mentoring/Learning Coaches
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Anti-bullying
- Risk assessments
- 1:1 time with key staff
- Progress rewards
- Activities - music/art clubs
- Referrals/assess to Psychology & Therapy Service
- Pupil voice questionnaires
- Thrive programme

How does the team identify and assess students with needs?

- Information from carers
- Information from teachers (review meetings)
- Information from students (questionnaires, regular discussions with staff)
- Information from outside agencies
- Information from assessments and previous settings
- Close liaison with the child's school SENDCo

How does the team meet my child's needs?

- Access to school data/assessments
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, referral to P&T team, Thrive
- Cognition and learning needs - Dyslexic friendly approach, catch up literacy
- Sensory &/or physical - disabled toilet, Irlen friendly lighting, coloured paper/overlays, stress toys, gym sessions, occupational health input, visual timetables, access to music and sport activities
- Communication and interaction - Supervision during social times, social skills games, 1:1 time, access to music, farm, sport provision
- Referral to specialist agencies as appropriate- in collaboration with the designated social worker and on-roll school
- Staff receive regular training to update their knowledge regarding SEN
- Every child's needs are considered on an individual basis