

Frequently asked questions

Who do I contact when I have concerns about my child?

The best thing to do is to make an appointment to have a chat with your child's class teacher. They will listen to your concerns and talk about what your child is like at school. Together you will decide what needs to happen next. This might simply be a case of monitoring the situation, or together you might decide to put some extra support in place. Sometimes it might be appropriate for you to have a chat with the SENDCo (special educational needs and disabilities co-ordinator); the class teacher will discuss this with you.

How will the school make me aware that my child may need extra help?

If your child's class teacher has any concerns about progress they will arrange to meet with you to talk about what those concerns are. They will be interested in hearing your views too, and might ask you questions about what your child is like at home, what their strengths are as well as their weaknesses. They might also ask you questions about their earlier development. Together you will decide what needs to happen next. This might be a case of monitoring the situation, or together you might decide to put some extra support in place. Sometimes it might be appropriate for you to have a chat with the SENDCo (special educational needs and disabilities co-ordinator); the class teacher will discuss this with you.

How will the school decide if my child needs SEN support?

To decide whether or not a pupil has special educational needs we look at the legal definition of SEN in the SEND Code of Practice 2014. This says that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they:

•Have a significantly greater difficulty in learning than the majority of others of the same age; or

•Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

Our decision is based on lots of things. Your views are very important, as are the views of your child and the class teacher. We look at progress and the work in books. We observe pupils both inside and outside the classroom. We sometimes carry out a range of tests so that we have a better understanding of your child's strengths and weaknesses. This helps us to target support more effectively.

How can the school help my child learn?

The type of support your child receives will depend upon their individual needs and is tailored to help them to achieve positive outcomes. The type of support currently offered in school includes:

- Differentiation and scaffolding - this is when the class teacher modifies work to enable pupils to do similar work to the other children in the class
- Small group work - either in or out of the classroom with adult support
- One to one support
- Specialised programmes for pupils with particular learning difficulties such as reading, spelling or mathematical difficulties
- Life skills groups
- Social skills programmes
- Communication programmes for pupil with interaction difficulties
- Language enrichment groups for pupils who need to develop their vocabulary
- Speech and language therapy programmes
- Fine and gross motor skills programmes
- Behaviour programmes

Many pupils with SEN have an individual support plan which provides details about the extra support they are receiving in school, and helps parents to support their child at home. The class teacher and SENDCo will also be happy to help you with ideas for home.

Who might work with my child?

Most of the time your child will work with their class teacher. Whoever else works with your child, the class teacher retains responsibility for their education. Other adults who might work with your child could include:

- A Teaching Assistant
- Another teacher from the same year group
- The SENDCo (special educational needs and disabilities coordinator)
- We are also involved with a number of specialists from outside the school. These include the Education Psychology Service (EP), teachers of children with physical and sensory difficulties (IPaSS), speech and language therapists (SALT), the school nurse, teachers of children with learning difficulties and Northcott outreach service. These specialists offer guidance for the school in order to best support children's needs.

We will always let you know before someone from outside the school works with your child.

How will I know how well my child is doing?

You will be invited to attend regular progress meetings with your child's class teacher. At the meeting you will have the chance to discuss the progress that has been made and together you can plan what the next steps are. If your child is getting support from an outside agency they may review your child's progress by asking you to come and meet with them, chat on the phone or send you a report.

Can my child access all clubs and activities at school?

All children are actively encouraged to take part in clubs. The member of staff responsible for the activity or trip will be aware of the needs of all the children and where needed, additional support will be given.

How will the school ensure that my child is able to cope with moving classes or to the next stage of their education?

Some pupils can find it difficult when they make the move from one class to another at the start of a new school year. This can be a very worrying time for parents too, especially when pupils move from one key stage to the next or from primary to secondary school. For pupils who would benefit from additional support we make special transition arrangements. These can include:

- Preparation of a transition book which includes photographs of key people and places in the new classroom or setting, as well as other useful information
- Short visits to the new classroom or setting
- Introducing new staff to pupils in familiar surroundings
- "All about me" communication passports, containing important information about the child to share with new staff

Who do I speak to if I am worried about the support my child is getting?

Your child's class teacher should always be your first point of contact and most concerns are easily addressed this way. If you would prefer to, you can talk to the SENDCo. We encourage all parents to share their concerns quickly. If you need more support in meetings at school, you can contact the Parent Partnership KIDS, who are happy to help. <http://www.kids.org.uk/Event/hull-parent-partnership-service>

Here are some tips for helping your child with phonics, reading, spelling, organisation, memory and maths.

Top Tips for Phonics

Counting beats in words

Knowing how to divide beats (syllables) in a word helps speed up the blending to read. It can also help with spelling longer words. Start with clapping challenges. Whose name in the family has the most beats? Ask your child to clap with you as you say words like, 'wonderful' or 'communication'. Next step is to ask your child to clap the beats in words by themselves. Start with two or three beat words and build up e.g air plane, ta ble, por cu pine, tel e vi sion.

Counting sounds in words

This is a listening and speaking skill so your child doesn't need to be reading a word just listening to you say a word. You need to have the skill to hear the sounds in words to blend to read and to spell unless you are using your memory. How many sounds are there in 'shop'? Shop has 3 sounds even though it has 4 letters. Collect pictures from

magazines or catalogues and make collections. What is the longest word your child can sound count?

Say the sounds correctly

Remember not to add an 'er' to sounds e.g mer-a-ter = mat

When you read ask your child to find letters they know

Buy magnetic letters for your child to make words and ask your child what they are doing in phonics at school or ask their teacher.

Websites - Lots of phonic games to play

- www.phonicsplay.co.uk
- www.woodlands-junior.kent.sch.uk
- www.letters-and-sounds.com

Top Tips for Reading

Lower Anxiety

Keep reading sessions short and sweet and focus on **sharing** a book with your child rather than hearing them read. Breathe deeply, smile and find some funny books that you can both laugh at.

Make time to share books

Try to set aside time each day - 10 minutes or so - to read together using books your child has chosen from the library or school. A good way to check the level of a book is the 'Five Finger Test'. Open a page and ask your child to put one finger up for every word they don't know. If all five fingers have been used up, the chances are the book is too difficult.

Reading books over and over again

If your child wants to, it's ok to let them read favourite books over and over again. This really helps them become fluent readers. Let them read what grabs their interest - comics, magazines, information books or text on internet sites.

Give your child time when they are stuck

Don't jump in too quickly, just wait to see if they can work it out by themselves. If they can't you can either just tell them the word to keep the flow of reading or use simple prompts like to sound out the letters

Use technology

Your child can listen to talking books on MP3 players or tablets anywhere like in the car or simple chill out time. Playing fun phonics games using apps on your phone or tablet. Help you read text messages. They can use the internet too, to go o websites for fun reading activities. <http://www.youngcalibre.org.uk/>

Top Tips for Spelling

Break the word into sounds

th-a-n-k d-i-a-r-y

Look for words within words

There's a 'hen' in 'when'.

You hear with your ear.

The word separate has 'a rat' in it

There are keys in donkeys

Make up a silly sentence using the letters in a word (mnemonic)

big elephants can always understand small elephants - spells 'because'

rhythm helps your two hips move - spells 'rhythm'

necessary has one collar and 2 sleeves

Say the word as it is written

Wednesday = Wed - nes - day

Knight = K - night

Gnome = G - nome

Correct gently

A child can usually spell 80% of a word correctly. Use small ticks to show which letters are correct and talk about the part of the word which your child needs to remember.

Websites

- <http://www.theschoolrun.com/teachers-tricks-make-spelling-easy>
- <http://teachmama.com/fun-ways-to-learn-spelling-words/>

Top Tips for Organisation

By the door

Before going to bed pack your bag and leave it by the front door. Also, the next day's clothes should be laid out with shoe, socks and accessories. This will cut down on morning confusion.

Give short directions

If your child finds it hard to remember a number of things to do. Try to use as few words as possible e.g 'Get your jumper.'

Show the child how to tidy up

You may need to show your child what you mean by tidying up

Make a timetable

Use different colours for different activities so it's easier to see what needs to be achieved and enough time is left for each activity.

Create time

Start getting ready 5 mins earlier. It does make a big difference if you stick to it. Confusion is heightened when rushing to get out of the house.

Top Tips for Memory

Teach your child to create a picture of what they have just read or heard

If you've just told them to set the table for 5 people, ask them to come up with a picture in their head of what the table should look like. Then ask them to draw that picture. As they get better at creating pictures (visualising) they can start to describe the picture to you instead of drawing it.

Help your child connect feelings to what they are trying to remember

If your child is learning about the pyramids in ancient Egypt were built, ask them to think about what it felt like to have to climb to the top of one of them pulling a heavy stone in the hot sun.

Play cards

Simple card games like Crazy Eights, Uno, Go Fish and War improve working memory in two ways. Your child has to keep the rules of the game in mind, but also has to remember what cards they have and which ones other people have played.

Have your child teach you

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning how to dribble a football ask them to teach it to you after their coach has explained it to them.

Make up category games

When words and ideas are put into categories, they're easier to remember. Playing games in which you name as many animals as you can think of can eventually lead to playing games with more complicated concepts e.g you may ask you as they can child to name as many clue words for addition (such as 'all together', 'in all', 'total' and 'plus').

Top Tips for Maths

Keep it simple

Practise what they are already learning at school. Help them with the homework the teacher sends home. If they get stuck, ask them to explain what they have done far and then look at the next step.

Keep it fun

Playing games is a great way to practice math's facts. You could roll a dice and add the 2 numbers together or turn over 2 playing cards and multiply the numbers. There are also lots of games and computer games available online.

Keep it real

Practise maths for real purposes such as going shopping, sorting out laundry, measuring for cooking etc. Children are more motivated to learn when there is a real purpose for their learning. Link to

Be positive

Praise your child for their effort. "Well done, you are working really hard" helps children learn that their abilities can always grow as long as they work hard.

Websites

- <https://www.oxfordowl.co.uk/for-home/maths-owl/maths>

- <https://global.oup.com/education/content/primary/series/numicon/numicon-at-home/?region=uk>
- <http://www.ronitbird.com/wp-content/uploads/2013/09/toptentips.pdf>
- <http://www.pcadvisor.co.uk/feature/software/best-maths-apps-for-children-3380559/>