

## Questions and answers for parents and carers

[My child has a special educational need that was diagnosed at their primary school. How would you help them transition to The Tiffin Girls' School \(TTGS\)?](#)

At TTGS, we aim to work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This might also involve a visit to the primary school to gain a better understanding of the child's special educational need. Additionally, the SENCO meets with new SEN students and their parents prior to starting at TTGS to discuss their specific needs and support their transition in the best possible way.

[What type of support is available at The Tiffin Girls' School for students with SEND?](#)

At TTGS, we can make provision for many frequently occurring special educational need without an Education, Health and Care Plan (EHCP); for instance, dyslexia, dyspraxia, speech and language needs, autistic spectrum condition, visual and auditory impairments, processing difficulties, behaviour difficulties and health conditions that require learning support. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, and in such cases would access training and advice to enable the school to support the learning needs of the student.

[How does the school support my child if they are not making progress in-line with their peers and might have a special educational need?](#)

In the first instance, all students in a class are supported with the learning outcomes for the lesson through 'quality first teaching'. This means that all classroom teachers employ high quality teaching and learning strategies that encompass differentiation based on known information to ensure that students achieve their potential.

The below table highlights interventions that might be put in place before a student is identified as needing further support:

<b>Subject Teacher Interventions</b>	<b>HOD Interventions</b>	<b>HOY Pastoral Interventions</b>
Differentiated Activities	Subject associate mentoring	Organisation sessions/support
Focused Google Classroom Homework Tasks	HOD catch-up/support session	Learning to learn
Small group support sessions	Revision Session	Pastoral academic mentoring
Pre-reading activities	Focused skill support session	Homework support/intervention group
Extended reading activities	Targeted Google Classroom activities	Personal Intervention programme (PIP)
Retesting of unit work	1:1 Tutorial	Study skills session
1:1 class teacher support	HAPS (High attaining Pupils) – enrichment activities	Careers 1:1 support
HAPS – stretch and challenge activities	Supported learning contract	Pastoral support – external services

### How does the school identify if my child might have a special educational need?

Despite high quality targeted teaching, some students may continue to make insufficient progress. In a situation where students present with additional learning needs, the following process is undertaken in order to accurately identify how best they can be supported: -

- Concerns are communicated to the HOY who liaises with the SENCO.
- Initial SEND concerns data is collated from teachers
- A meeting takes place with the student/parents/carers and the SENCO to determine the nature of specific learning needs.
- SEND Education Specialist services are engaged to formally identify the nature of a special educational need if required.
- An IEP is put in place to address areas of need and provide support

### How will the school contact me if they have any concerns about my child's learning, progress or SEND?

- Your child's form tutor/ HOY may call or email you to share and discuss any concerns
- There may be minor concerns raised at the parent/teacher meeting
- The SENCo may email you to arrange a meeting to discuss any concerns and potential ways to support your child so they can achieve their full potential.

### Who can I contact if I have concerns about my child's learning, progress or SEND?

- Your first point of contact should be your child's form tutor
- The form tutor will discuss your concerns with the HOY/ SENCo
- You could also directly get in touch with the SENCo (Mrs A Yadav) by emailing her at [a.yadav@tiffingirls.org](mailto:a.yadav@tiffingirls.org)
- If you still have concerns, you could arrange to discuss these with the Headteacher

### How will the school involve me and my child when planning any support provision?

When a student has been identified as having special educational needs the student will be consulted and involved in the arrangements made for them as part of person-centred planning.

Parents/carers will be invited to all planning and reviews of this provision for students in Years 7-11 and encouraged to contribute to assessment, planning and review.

### How does the school support my child if they need access arrangements for exams?

Parents and carers are requested to contact the SENCo if their child has additional needs. The SENCo will gather evidence from a range of sources to support such provision so that this decision is in line with Joint Council for Qualifications (JCQ) guidelines. Guidance on the process can be found on the [website](#).

### I would like to request an EHCP for my child, where can I find more information about this?

Please refer to the link below to find out more information about an EHCP

[https://www.afcinfo.org.uk/local\\_offer](https://www.afcinfo.org.uk/local_offer)

**Please refer to the [SEND policy](#) for further information**