Dear Parent/Guardian

In addition to the TPS guide to Transition, we are pleased to share our SEND Frequently Asked Questions to support the information about our Special Educational Needs and Disability provision at TPS. We hope you find this useful in answering any queries you might have.

I have also included a message from the Learning Support team of Teaching Assistants. The team looks forward to welcoming your children to TPS as much as I do.

Yours sincerely

Debs Joyce
Director of Learning Support/ SENDCo



SEND Frequently Asked Questions

What information about my child's special educational needs and/or disability will be passed on to TPS?

Each junior school SENDCo has provided key information regarding children on their SEN register and other children who may have received additional learning support during junior school. Information shared will relate to what additional support your child may need, what strategies and interventions have been delivered and recommendations for further interventional support.

All paper records are passed on from junior schools during the first weeks of the new school year, in line with GPDR. Any urgent and confidential medical information is passed on to key staff members such as our school nurse. For any child with an Education, Health and Care Plan (EHCP), a secure electronic copy of the EHCP is forwarded on from Hampshire County Council, or whichever county your child lives in.

How will all teachers know about my child's specific learning needs?

All relevant information from junior schools is stored electronically within the school internal information storing platforms and means teachers can see key information at any time. Most students on the SEN register benefit from a one-page passport. These assist staff in finding the key information on your child's needs and some key strategies to support.

These are written with the child's input within the first half term of Year 7 and parents may request a copy of this electronic copy to check and add their own comments by emailing the SENDCo and requesting a copy within the first half term of school. The one-page passport is accessible to teaching staff via electronic seating plans. Students with an EHCP have a bespoke EHCP plan written and shared with their teachers, outlining their needs and strategies to support them best. EHCP plans and SEN passports are reviewed throughout the five years of being at TPS.

How is additional support delivered in lessons?

We follow the most comprehensive research and academic advice on best support for children with SEND. High quality teaching that is adapted and adjusted to children's needs to access the curriculum is our first wave of classroom support. Adaptations may include adapted font sizes or text layout; longer time to read text; adapted tasks; changes to seating plans for best access to support resources; chunked instruction; visual prompts, and scaffolded task structures to name a few of many support structures.

We encourage colour overlays or coloured rulers to assist children with visual eye stress. Although we are unable to provide these for every child ourselves, we offer support and advice to parents on where to source overlays cost-effectively. iPads have many accessibility functions and apps to support a range of needs, and we encourage iPad use as much as paper and pen. Laptop use in lessons can also be discussed for children who have accessibility and mobility needs.

Will my child be able to receive Teaching Assistant support?
Teaching Assistants provide a wealth of additional support through lessons support; intervention support; one to one support, and homework support. The use of high-quality teaching means most children with additional needs can use their main classroom teacher for the support and guidance needed. Students of the highest needs will have access to a Teaching Assistant for lessons of highest needs in relation to their specific circumstances. Teaching Assistants work alongside teachers to allow all students to make good progress whilst assisting them to be independent learners.

Teaching Assistants also provide out of lesson support for reading, handwriting, spelling, social communication needs, speech and language needs, literacy needs; exam preparation; mentoring and much more.

What support is given in Year 7 to boost literacy and numeracy?

As part of our high expectations for literacy, all children are read to by their tutor once a week to support children reading more. Children have access to our school library system. We also utilise a 'pink sheet' system in all our curriculum areas where topic key vocabulary is pre-loaded at the start of each topic. This helps widen all students' literacy skills and supports memory recall too.

Our designated Literacy Lab is used throughout the week to offer small group literacy interventions to students in Years 7 and 8. Students who have been identified as needing this intervention will receive two hours of additional literacy support in these sessions on top of their timetabled literacy and English lessons.

All students are asked to do one hour of literacy support work at home, too. Small group numeracy and maths booster sessions are also provided to students with numeracy needs throughout Years 7 and 8.

Baseline assessments for Maths allow students to be streamed into classes that support all learners achieve. Our Maths specialist tutors will work with children of highest need. This will be arranged and discussed between the Learning Support department and Maths department. Our Sparx homework for Maths will also adapt the homework questions according to ability after the first few sessions completed.

What support is offered in Year 7 for social, emotional and mental wellbeing needs?

The school has designated Emotional Literacy Support staff (ELSAs). We also run small group social communication intervention groups to support students with a wide range of concerns from peer relationships through to emotional resilience. These sessions are run in small group settings over a six-week period by our Teaching Assistants with support and resources provided by qualified Educational Psychologists.

Students are identified as needing this support through conversations with junior school SENCos, class teacher, parents or from the children themselves. Parents are always informed, and consent is requested from parents before these sessions begin.

What support is offered in Year 7 for Autism Spectrum Condition (ASC) or Attention Deficient Hyperactivity Disorder (ADHD)?

Many young people arrive at our school with a diagnosis, or awaiting a diagnosis, for ASC or ADHD. Depending on how these neurological conditions impact on your child's daily school life, we may ask staff to make a range of reasonable adaptions to help your child to feel safe and confident in their routines. We offer additional visits before the summer holidays; careful consideration of seating; homework support; organisational support; and social communication support as each child becomes familiar with the routines.

Many children with ASC or ADHD will be offered some interventional support through our Social Communication sessions. These sessions are offered as a small group support for anxiety, emotional regulation, friendship building to name but a few areas across six weekly sessions. We also offer this support intervention tool for children with identified anxiety needs or students who need longer time to adjust to the change that comes with moving schools.

I have a private Educational Psychologist or Dyslexia report for my child. Who should I give this to?

If you have any private reports related to your child from the last three years, please do email a copy to DJoyce@Petersfieldschool.com. Junior schools will also forward any reports you have submitted to your child's previous school. We, like most schools, must be clear that private report findings and recommendations are read with care and may be taken into account when advising staff on offering support, but cannot be used as the sole basis for diagnoses or recommendations.

We are also unable to use them to verify medical diagnoses without additional information provided by your GP or CAHMS. However, we will always work with families to ensure all children have their needs met; therefore, additional records, assessments and class-based evidence are used to provide guidance to teachers. The school works closely with Hampshire and Isle of Wight Educational Psychology (HIEP) to provide specialist assessments and services of support.

I'm concerned my child may have dyslexic tendencies. Who should I ask about testing and support?

We can run screenings for dyslexia tendencies. Our screening programme has British Dyslexia Association Assured status. The screening takes an hour and is delivered on a one-to-one basis with a member of staff. Please be aware that our waiting list is often longer earlier in the school year. If you have any questions or queries about dyslexic tendencies, please email your child's tutor in the first instance who will forward your query to the Learning Support department.

My child may have been offered extra time in the SATs exams. Will they receive extra time in their Year 7 assessments or exams?

Extra time is an access arrangement offered for Public Examinations. We routinely test children who may require access arrangements from the end of Year 9 onwards to assist students in their GCSE subjects in the lead up to Public Examinations in Year 11.

However, we are aware that some students have needs or disabilities that means they may require additional access arrangements before this time. This might include students who need a computer reader, scribe or laptop. Throughout Year 7 and Year 8 we will communicate with parents when timed assessments may occur, and on those occasions, you may wish to discuss access arrangements. Please do email your child's tutor or DJoyce@Petersfieldschool.com when that time comes.

My child struggles with reading in lessons. What support might they receive?

As part of our high expectations for literacy for all children, we promote adults regularly modelling reading aloud within lessons and in tutor time. Hearing adults model the reading allows children to feel more confident within their own reading. All students will complete annual reading tests. These tests help us understand who may need additional reading or literacy support, and additional interventions will be arranged if necessary.

Your child may feel unconfident or slower when reading text in lessons. These tests also allow your child's teachers to see their reading ability on their electronic seating plans, which allows them to support the reading in class accordingly. We offer advice and guidance on reading software available via Google Chrome and Microsoft. These reading software packages are free and easily accessible from home as well as on school computers. We provide information guides for parents at the start of the year during the first parents evening for Year 7.

Can my child get extra support with their homework in Year 7?

Homework can seem quite daunting to new Year 7s with SEND. We have a homework club for children with SEND or who have been identified as needing additional support for numeracy and literacy needs. Our homework club runs on Mondays, Tuesdays, Wednesdays and Thursdays in the Literacy Lab from 3.30-4.25pm. Students who are eligible to attend can choose which day(s) they prefer to come and visit.

It is relaxed, informal and children who do struggle with working independently without adult support find it very useful. The club always has a minimum of three Teaching Assistants to support students during each session.

If I am concerned about any of my child's learning needs, who should I contact?

We understand that there may be times that you are unsure who is the best point of contact for questions related to your child. We do suggest that initially all queries or concerns about your child are best discussed with the tutor. The tutor is the person who will get to know your child best and will be their spokesperson for them in all matters. For general SEND queries you may wish to contact Learning Support at

JKing@Petersfieldschool.com who can forward your query to the right person. As the school SENDCo, you may wish to discuss an urgent SEND matter with me - DJoyce@Petersfieldschool.com.

Yours sincerely

Debs Joyce
SENDCo/Director of Learning Support