

7. How are the teachers in school helped to work with children with SEND, and what training do teachers have?

It is the role of the Inclusion Leader, Mrs Stanton to support the class teacher in creatively planning for children with SEND and providing personalised targeted resources to support children where the need has been clearly identified.

The school provides regular training and support to enable all staff to improve the teaching and learning of children and to extend their repertoire of skills by offering good practice and new resource approaches, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), speech and language and hearing impairment difficulties or Early 1-2-3 Magic behaviour management.

Other training opportunities that arise are offered to key staff according to their skill set and the children that they support.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Autism Advisory Team (AAT) or Autism Bedford.

The Inclusion Leader, Mrs Stanton provides regular staff training on SEND changes and improvements during staff meetings and regular TA meetings and training sessions are scheduled to discuss SEND matters and make all staff feel valued.

Training opportunities that are specifically for individual children such as "Learning Language through Play" Speech and Language workshops are attended by staff that work closely with the identified child and their parents where possible. This good practice is then then fed back to and shared with other key staff members in school.