

Questions you might like to ask a prospective setting.

Environment

- How many people are in the classroom.
- Examples of adjustments that the setting already make for students who find it hard to move between classes due to crowds/noise.
- Examples of adjustments that the setting already make for students who need a quiet or private environment for break/lunchtime/toilets.

Suitable peer group

- Number of each gender in the class.
- Will they be in a class with other people with similar academic abilities/needs/interventions?
- Will they be in a class with other people with similar social abilities/needs/interventions?
- Will they be in a class with other people with similar communication abilities/needs/interventions?
- Will they be in a class with other people with similar physical abilities/needs/interventions?
- How well do people with SEND progress in your setting? (results)

Positive starts

- How is transition/induction planned for people with SEND starting at the setting?
- Can my child have a copy of their timetable over the summer holiday to help prepare?
- Can my child have photos of the teacher/classroom/playground/toilets etc before starting at the setting?
- Can my child have a buddy or mentor?
- Who/where should my child go if they need help?

Expertise/training

- Have the staff been trained in supporting and teaching a child with my child's needs?
- Do setting already have links with nursing/continence/specialist teacher advisory services?
- Do setting have an agreement with the educational psychology service for EP assessments and training? (this is optional and settings can choose whether to fund it)
- What support do you get from outside agencies? This could be the NHS such as occupational therapists, speech and language therapists or physiotherapists.
- How are teaching assistants allocated?
- Is there a full complement of teaching staff or are there any teacher out on maternity leave, long term sick on job roles unfilled?

Positive relationships with parents and parental support

- How are parents' evenings conducted for people with SEN?
- How are parents involved in planning and reviewing SEN support?
- Are there any setting-led SEN sessions for parents?
- How can I get involved in the setting PTA/events
- What should I do if I have a concern and what response can I expect?
- How does the setting communicate with their families; do they have communication books or email? How regularly do they have meetings? These might be parents evening, reviews or progress meetings for example.
- Is there a parent WhatsApp or Facebook?

Interventions

- How is progress measured and how frequently?
- What experience and training do staff already have in delivering: SaLT, OT, sensory regulation, CBT, dyslexia support (or whatever specific interventions your child needs).
- How are interventions planned (within the classroom, in a separate room, who with, how is the teacher/assistant overseen or supervised).

- How do we plan for change e.g. what will happen if the teacher/assistant is off ill, if the bus doesn't come, if my child forgets their resources.
- How is access and support in the learning hub arranged?
- What visual or multi-sensory strategies do you use in setting?

Regulation resources

- Access for students to activities during break/lunchtime (play space, equipment, are sports fields open etc)
- Look around – can you see regulation tools being widely used e.g. tangle toys, wobble cushions, ear defenders?
- How does setting ensure access to regulation tools? In secondary, how do they ensure they're available in all lessons and all teachers are aware of the pupil's requirement for them?
- Examples of strategies or tools that can be used to teach people regulation skills and to identify triggers for dysregulation.

Reasonable adjustments

- What examples are there of the uniform policy being adapted for students with SEND?
- What examples are there of the behaviour policy being adapted for students with SEND?
- How are setting trips planned to ensure students with SEND have the same opportunities as their peers?
- How are reward systems managed to ensure that successes of students with SEND are recognised and celebrated?
- What arrangements are already in place to ensure that learning is not disrupted for students with medical conditions?
- Ask about access to toilets during lunch/breaks and also during class time.
- How do setting ensure that breakfast/after-setting wraparound care is accessible to students with SEND?

- How do setting ensure that extra-curricular clubs are accessible to students with SEND?
- How do we plan for prediction disruption e.g. if your child will need help during Xmas term: nativity plays, Christmas trees appearing, Santa visiting etc.

**For further advice and guidance contact us here at
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Contact form: [Contact Us - Richmond & Kingston SENDIASS](#)