

Questions parents should consider when thinking about an education setting for their child with SEND

1	How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?
2	How will early year's setting/school/college staff support my child/young person?
3	How will I know how my child/young person is doing?
4	How will the curriculum be matched to my child's/young person's needs?
5	What support will there be for my child's/young person's overall well-being?
6	What specialist services and expertise are available at or accessed by the setting/school/college?
7	What training have the staff supporting children and young people with SEND had or are having?
8	How will you help me to support my child's/young person's learning?
9	How will I be involved in discussions about my child and planning for my child's/young person's education?
10	How will my child/young person be included in activities outside the classroom including school trips?
11	How accessible is the setting/school/college environment?
12	Who can I contact for further information?
13	How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?
14	How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?
15	How is the decision made about how much support my child/young person will receive?
Once the school has been identified:	
1	What are the daily arrangements (timetable)?
2	How is the child or young person supported/prepared for each transition throughout the day?
3	What are the behaviour management arrangements (Inc. sanctions and approaches)?
4	How does the child or young person access help? e.g. are there quiet spaces to withdraw to?
5	Does each class have a box of sensory support resources?
6	What social skills are offered?
7	What is the uniform policy?
8	Points of contact for parents (Inc. who to phone and how other communications are made (contact book, letters home, emails)
9	Is there an active PTA, do other parents meet at school for coffee/info events?
10	Domestic arrangements such as school lunches, toilets and other highly sensory spaces
11	What arrangements are there for unstructured times such as breaks and lunch?