

Batheaston Church School – Information Report

People who support children with Special Educational Needs and/or disabilities in this school:

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and discussing amendments with support staff or the SENCo as necessary. • Writing Individual Education Plans (IEPs) involving One Page Profiles and Target Overviews, and sharing and reviewing these with parents at least once each term and planning for the next term. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported effectively to deliver the planned work/programme for your child. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Ensuring that parents are: <ul style="list-style-type: none"> ○ involved in supporting your child's learning ○ kept informed about the support your child is getting ○ involved in reviewing how they are doing ○ part of planning ahead for them. <p>Contacted by: Telephoning or visiting school to arrange an appointment.</p>

	The Head teacher	is responsible for: <ul style="list-style-type: none">• The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCo, class teachers and LSAs, but is still responsible for ensuring that your child's needs are met.• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
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SENCO
(Special Needs Co-ordinator)

is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Supporting the class teacher in ensuring that parents are involved in the reviewing of your child's progress and the forward planning for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Individual Education Plans (IEPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: Telephoning or visiting the school to arrange an appointment.

	<p>Learning Support Assistant (LSA) - may be allocated to some pupils with SEN and or disabilities</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Supporting children within the classroom, as directed by the class teacher • Supporting children within a withdrawal 1:1 or small group situation, as directed by the class teacher <p>Where an LSA is allocated to a pupil with exceptional special educational needs and/or disabilities, they will assume additional responsibilities such as:</p> <ul style="list-style-type: none"> • Maintaining appropriate paperwork, as directed by the class teacher/ SENCo • Supporting your child to reach their targets, as outlined within their EHC Plan or IEP, as directed by the class teacher <p>Whilst these members of staff take a very valuable role in your child's education, we would prefer that any specific questions regarding your child's learning and progress are directed to their class teacher, the SENCo or the Head teacher.</p> <p>As a school, however, we actively encourage conversations between parents and LSAs on how a child's day has been, as this ongoing feedback is an important part of ensuring your child's needs are met.</p>
	<p>SEND Governor</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>Contacted by: Telephoning or visiting school to arrange an appointment.</p>

1) How does Batheaston Primary School know if children need extra help?

- We know when children need help if:
 - the child's progress is very slow over time
 - there is a change in the child's behaviour over time
 - concerns are raised by parents/carers or the child's previous school or pre-school setting
 - a child asks for help.

- If your child is not making expected progress - or if there is another indicator of concern - the school will discuss with you:
 - any concerns you may have
 - any further interventions or referrals to outside professionals to support your child's learning
 - how we can work together, to support your child at home and at school.

- Sometimes a child may need some additional help/nurture if there is a change in circumstances (e.g a bereavement or family breakdown) and we will always discuss this support with you.

What should I do if I think my child may have Special Educational Needs?

- Talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENCo), or the Head teacher.
- Your concerns about your child's progress will always be taken seriously - we value your views on your child's development and progress, which will help us to better support them.

- You may also want to get some advice from the Parent Partnership Service.

- Further information can be found from the school's policies for SEN & Behaviour (all available on the school's website).

2) How will Batheaston Primary School staff support my child?

- At Batheaston, we recognise that all children have individual needs.
- Children with SEN and/or disabilities will get additional support that is specific to their individual needs.
- This support may be provided entirely by the class teacher or it may include support from:
 - Other staff within the school
 - Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
 - Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service or Learning Support Service
 - An Educational Psychologist or other specialists e.g. Dyslexia consultant, who provide assessments.
- This support may involve:
 - Working 1:1 or in small groups on a specific programme of support
 - Providing special equipment/resources as required to support your child's learning and development.
- The class teacher (sometimes with the SENCO) will always talk to you about the school's concerns and what the support plans for your child include. If outside agencies are used, we always ask for your permission before making a referral.
- Regular reviews of your child's progress are discussed at Individual Education Plan (IEP) meetings, which happen three times a year.
- If a specialist professional works with your child, they may make specific recommendations for their support. These will be discussed with you, before implementation.

<p>3) How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> ○ Our fully differentiated curriculum is designed to match your child's individual needs by offering personalised learning support according to their ability and style of learning. ○ Where a child has been identified with SEN, their work will often be specifically differentiated by the class teacher to enable them to access the curriculum more easily. ○ The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. ○ Regular review meetings also provide opportunities for parents/carers to discuss the curriculum with the classteacher.
<p>4) How will I know how well my child is doing?</p>	<ul style="list-style-type: none"> ○ Classteachers are always happy to discuss how well your child is doing on an informal basis. More formal meetings are available after school, on request, usually via a booked appointment. ○ Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. ○ If your child has an IEP, specific meetings will be held three times a year. ○ All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. ○ You will also receive an update within parent meetings (twice a year), via spring update slips and an annual report from the classteacher for your child.
<p>5) What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> ○ The school offers a range of social and emotional support for children who are encountering emotional wellbeing difficulties. All such support will be discussed openly with parents. ○ The school also accesses support from the School Nurse, where appropriate, as well as making referrals to other support agencies such as Brighter Futures (behaviour support; therapy services) or bapp (Bath Area Play Project). ○ For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.

<p>6) What specialist services are available at or accessed by our school?</p>	<ul style="list-style-type: none"> ○ We have access to a wide range of specialist services as follows: <ul style="list-style-type: none"> • School Nurse • SLIP (Speech & Language Inclusion Project) Team • EP (Education Psychology) Service • SASS (Specialist Autisms Support Service) • Hearing Impairment Teachers: via Sensory Support Service • Visual Impairment Teachers: via Sensory Support Service • Behaviour Support Service: via Brighter Futures • Art/Music/Play Therapists: via Brighter Futures • CAMHS (Child & Adolescent Mental Health Service) • Learning Support Teachers: via Bath Education Specialist Team • Paediatrician Service • OT (Occupational Therapy) Service • Physiotherapy Service • Ups and Downs Schools Advisory Service • bapp (Bath Area Play Project).
<p>7) What training have the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> ○ The Head teacher and SENCo will provide in-house training to support class teachers in their planning for children with SEND where possible and when needed. The school's SDP (School Development Plan) will include identified training needs for all staff to improve the teaching and learning of children, including those with SEND. ○ Training may include whole school training on SEND issues or specific training for staff supporting individual children. ○ Whole staff training, involving all members of the school team, is intended to disseminate knowledge, strategies and experience in relation to a specific need - and to ensure consistency of the school's approach for children with an SEND. ○ Training takes place on a regular basis. If you would like to hear about the staff training which is currently taking place or has taken place recently, please speak to the Head teacher.

<p>8) How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none">○ All activities within school are available to all children, regardless of any SEND issues, including school trips and off-site visits. Support is given to all children who need it, in order to ensure their access to all activities alongside their peers.○ Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all children to all activities where payment is needed.○ Where professionals make a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.
<p>9) How accessible is the school environment?</p>	<ul style="list-style-type: none">○ Every effort is made to meet individual needs in relation to access requirements and we are always happy to discuss individual access needs with you.○ The school site is wheelchair-friendly with a range of alternative routes (where there are steps) into all parts of the school building.○ We have toilet, changing and showering facilities adapted for disabled users.○ As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

10) How will the school prepare and support my child to join the school or transfer to the next school

- The school has a wide range of transition procedures at all points of the school (i.e. on entry; between classes and on transition to secondary school).
- Induction for all Early Years children takes place within Terms 5 and 6, and includes staff visits and liaison with pre-school settings, school visits for the children, as well as an induction meeting for parents.
- For children with SEND, there will be an extended transition programme, involving additional liaison with pre-school staff and additional visits, tailored to the individual needs of the child involved. If your child with SEND joins the school in Reception, there may be transition funding available to support them to settle into school. This funding is accessed by the pre-school setting.
- For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website.
- For all children transferring to secondary schools there are transitional arrangements with their secondary settings, including visits to the school and liaison with secondary school staff.
- For children with SEND there will be an extended transition programme involving additional transition visits, as well as liaison and meetings between the SENCOs of both schools, involving parents as necessary. We will also make sure that all records about your child are passed on as soon as possible.
- If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

<p>11) How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> ○ The overall school budget that is received from the Local Authority, includes money for supporting children with SEN (known as 'Notional SEN' funding). ○ The Head teacher and Senior Management Team (including the SENCo), in conjunction with the School Business Manager, decide on the allocation of the total budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. ○ The Head Teacher and the Senior Management Team discuss all the information they have about SEN in the school and decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists (e.g. speech & language therapist) and to buy resources and equipment. ○ Where a child has significant needs that the school feels it cannot meet without additional support, the school can apply for a Statutory Assessment of the child, which may lead to further support being provided by the LA via an EHC Plan. If your child is given an EHC (Education, Health and Care) Plan, then they will be entitled to some individual funding from the LA (known as 'Top Up' funding), in addition to the funding provided from within school. ○ Parents can also request that the LA carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the Parent Partnership Office. ○ All SEND resources/training and support are reviewed regularly and changes made as needed within the resources that the school has.
<p>12) How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> ○ Each SEND child within the school is assessed individually and support is offered on the basis of these assessments. If a personalized package of support is required, this will be put into place dependent on the individual need of the child. ○ Additional assessments from outside agencies will sometimes necessitate an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support. ○ If your child has an EHC Plan, then the support allocated to them will be dependent on what is written within their plan. This is a legal document and the school have to provide the support contained within it. ○ If a child joins from another school, information provided by the feeder school, along with our own assessments, will allocate resources/support for the child.

<p>13) How are parents involved in discussions about and planning for my child?</p>	<ul style="list-style-type: none"> ○ All parents within school are actively encouraged to be part of their child's education. ○ Parents will regularly be invited to discuss their child's progress with the class teacher - either formally at parent/teacher meetings or informally at the end of the day, for example. These discussions are really important and help to make sure that we can share what is working well at home and in school. ○ If your child has an IEP (including those with an EHC Plan), then there will be a further level of review meetings with their class teacher, in order to discuss the details contained within the plan. These will happen on a minimum of three times a year and may involve the SENCo, where this is deemed necessary. ○ Discussions with other professionals (i.e. Speech & Language Therapist, Educational Psychologist, Learning Support Teacher) may well be suggested and the school will liaise with such professionals in order to facilitate such meetings. All information provided by such outside professionals is shared with you (verbally and/or within written reports). ○ Parents may also be involved in discussions about their child through other means, such as a home/school communication book or within TAC (Team Around the Child) meetings, if these are felt necessary. ○ If you are uncertain about the planning and provision for your child, you can make an appointment with the Head teacher or SENCo to discuss your concerns.
<p>14) Who can I contact for further information?</p>	<ul style="list-style-type: none"> ○ If you wish to discuss any aspect of your child's education, please contact: a) Your child's class teacher b) The SENCo or Head teacher c) The SEN governor. ○ See also Section 6 for a comprehensive list of other support services that may be able to offer you guidance and support. ○ Please contact the school if you have any further questions.

GLOSSARY OF TERMS

IEP	Individual Education Plan
SEN	Special Educational Needs

SEND	Special Educational Needs and or disabilities
EHC plan	Education, Health, Care Plan
SENCo	Special Needs Co-ordinator
LSA	Learning Support Assistant
SALT/S<	Speech and Language Therapist
ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
CAF	Common Assessment Framework