July 2020

Bathford Church School

Special Educational Needs and Disabilities Information Report

Special Educational Needs co-ordinator: Joanne Thornton

Head Teacher: Becky Hayter

This information report will be reviewed by Joanne Thornton SENCO every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.





**Our SEND information report aims to:**

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

**Legislation and guidance**

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

•Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities

•The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

**Definitions**

At Bathford Primary School we are committed to the successful inclusion of pupils with special educational needs and disabilities.

 ‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age, or
* has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools’

SEND Code of Practice 2015

Our school currently provides additional and/or different provision for a range of needs, including:

•Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties

•Cognition and learning, for example, dyslexia, dyspraxia,

•Social, emotional and mental health difficulties,

•Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy

**Who are the best people to talk to at Bathford Primary School about my child’s educational difficulties and/or Special Educational Needs?**

Talk to your child’s class teacher, the Special Educational Needs Leader (SENCO), or the Head teacher. At Bathford Primary School the SENCO is Mrs Thornton. Your concerns will always be taken seriously- your views on your child’s development and progress are always invaluable.

Joanne.thornton@bathford.bwmat.org

**Roles and responsibilities**

**The Head teacher is responsible for:**

* Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
* Has overall responsibility for the provision and progress of learners with SEN and/or a disability

**The SEN Governor (Alison Rideal, a retired Educational Psychologist) is responsible for:**

* 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.
* Help to raise awareness of SEN issues at governing board meetings
* Monitor the quality and effectiveness of SEN and disability provision within the school, being part of the process to ensure your child achieves his/her potential in school. Update the governing board.
* Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**The SENCO is responsible for:**

* Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
* Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
* Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
* Advise staff on the graduated approach to providing SEN support
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Be the point of contact for external agencies, especially the local authority and its support services
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
* Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
* Ensure the school keeps the records of all pupils with SEN up to date
* Ensuring that parents are:
	+ 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.
	+ Liaising with all the other services who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychologist etc.
* To provide specialist support and advice 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.
* Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

**The class teacher is responsible for:**

* Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child’s individual needs. Have a clear understanding of the needs of all children and young people, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary.
* Writing Pupils Target Plans (PTPs), and sharing and reviewing these with parents at least once each term and planning for future provision.
* Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. 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.
* Working with the SENCO to review each pupil’s progress and development and decide on any changes to provision

**Teaching Assistant**

A Teaching Assistant (TA) may support a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education, we would prefer that questions regarding your child’s learning and progress are directed to the class teacher.

Of course, as a school we welcome daily dialogue between parents and TAs on how a child’s day has been and we do actively encourage this continued feedback.

**Identifying pupils with SEN and assessing their needs**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap
* This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 support if there is a change in circumstances e.g. a bereavement or family breakdown.

When a child or young person is identified as having a special educational need, the support they receive becomes more targeted. SEN support is used to describe the additional and different support that is available to children and young people. SEN support could include additional materials and equipment, focussed support from the class teacher or support staff, advice and support from the SENCO, advice and support from external professionals such as specialist teachers, small group intervention work, helping a child to join in class activities or to interact with other children.

If a child joins from another school, information provided by the feeder school and meetings with parents following the graduated response will take place.

We will arrange a meeting with parents as soon as the class teacher and SENCO has identified your child as having a special educational need. In this meeting we will discuss, the pupil’s areas of strengths and difficulty, the parents concern, the support that we will put in place to remove barriers to learning and set a termly review date of this support. Sometimes we will with your consent gain advice from specialist professionals. The support will follow an Assess, Plan, Do, Review cycle to inform changes to a child’s SEN.

**What is the Assess, Plan, Do, Review cycle?**

This is a graduated approach based on a four-step cycle:

Assess - analyse the child’s special educational need

Plan - identify the additional and different support needed

Do - put the support in place

Review - regularly check how well it is working so that we can change the amount or kind of support needed.

Some children will make progress and no longer need SEN support. Others with more complex, long -term needs will need more assess, plan, do, review cycles to make good progress.

If the child continues to make less progress than expected despite receiving additional support matched to their need, then other professionals may be asked for their help and advice. Other professionals could include for example, a specialist teacher, an educational psychologist or a speech and language therapist.

Many children respond well to support and make good progress. As a result, their support may change as children become more independent. Following a review, the child’s needs may be met by the universal support available for all. If progress continues, the child may not require additional targeted support any longer. This will be monitored by the teacher.

A very small number of children and young people may not make progress despite interventions put into place at SEN support. In this case an Education Health and Care (EHC) Needs assessment may be needed. An (EHC) Needs assessment finds out about a child’s special education needs and the support they need in order to learn, progress and achieve. An EHC needs assessment will find out if and Education, Health and Care Plan is needed.

At every stage, the views and wishes of the child or young person and their parent and carer will be listened to. The Children and Families Act 2014 state that local authorities are responsible for carrying out and Education, Health and Care (EHC) Needs Assessment. A request for an EHC needs assessment can be made by the school or the parent(s) or carer(s) by writing to the local authority. The address is Bath and North East Somerset Council Statutory Special Educational needs service, Peoples and communities Lewis House, Manvers st, Bath BA1 1JQ email: special\_educationalneeds@bathnes.gov.uk



**How will Bathford Primary School staff support my child?**

All children have individual needs. Children in school with SEN will get support that is specific to their individual needs. This may include:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* 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)
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
* Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)
* An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant
* Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills, literacy skills, social communication program etc.
* Providing special equipment/resources as required to support your child’s learning and development

The class teacher (sometimes with the SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.

Regular reviews of a child’s progress are discussed at Pupil Target Plan (PTP) meetings. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

* Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
* Support to set targets which will include their specific professional expertise
* Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
* A group or individual work with outside professional

**How do we consult and involve pupils and parents**?

All parents are encouraged to contribute to their child’s education. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that you are doing similar things to support them at home, and we can share what is working well at home and in school.

Notes of these early discussions will be added to the pupil’s record and given to their parents.

**How will I know how well my child is doing?**

Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to the regular PTPs review meetings.

All reports from outside agencies are passed to parents with ideas for support or resources that may be used at home. You will also receive an annual report from the class teacher for your child and there are parents evening sessions to attend throughout the year.

We will also follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

The teacher’s assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers’ assessments, where relevant

The individual’s development in comparison to their peers and national data

The views and experience of parents

The pupil’s own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**How do we evaluate the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their PTP’s
* Reviewing the impact of interventions after 12 weeks
* Using pupil interviews
* Monitoring by the SENCO
* Using provision maps and tracking to measure progress
* Holding annual reviews for pupils with EHC plans
* Termly assessment of all interventions to ensure progress.
* Ongoing observation and discussion of pupil’s progress by class teacher, teaching assistant and SENCO.

**What support will there be for my child’s emotional and social development?**

Bathford Primary School uses a systematic approach to the early identification of social and emotional development in children using the Thrive approach. The Thrive approach enhances emotional literacy and contributes to the development of learning power. The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through ‘Circle Time’, 1:1 discussion with the class teacher or the SENCO, regular ‘monitoring’ meetings with parents/carers, small group support (e.g. a friendship group) or may include a specific resource to support the child. Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary and with parental permission referrals may also be made to CAMHS (Child and Adolescent Mental Health Services).

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.

For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example. a disability nurse or an occupational therapist.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

We have a zero tolerance approach to bullying.

**What additional support for learning and specialist services can the school access?**

We have 5 teaching assistants who are trained to deliver interventions such as Sound Discovery, Nessy, Phonological Awareness Training (PAT), Social communication program, Thrive creative arts, Speech and Language support, a Dyslexia program and math’s support.

Teaching assistants will support pupils on a 1:1 basis for the dyslexia program and some Math’s interventions.

Teaching assistants will support pupils in small groups for Sound Discovery, Phonological Awareness Training (PAT), Social communication programs, Thrive creative arts, speech and language support, Nessy.

We have a qualified Thrive practitioner and Theraplay practitioner who works with pupils individually.

We have a qualified dyslexia teacher who monitors specialist literacy interventions.

We work with the following agencies to provide support for pupils with SEN:

Autism Outreach Service

Behaviour Support Service

Brighter Futures Service providing Play therapy, Art therapy etc.

CAMHS

Counselling Services

Educational Psychologists

Occupational Therapists

School Nursing team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Therapists

Children Missing Education Officers

Sensory Support Services

Physiotherapy

Parent Partnership

Southside Family Support Services

Mentoring Plus

Off the Record

**What expertise do our staff have and what training opportunities are there for staff supporting children with SEND?**

Our SENCO has 7 years’ experience in this role and has 27 years teaching experience. She is a qualified specialist literacy and dyslexia teacher, Thrive practitioner and Theraplay practitioner. We have teaching assistants trained to support children with speech and language, Sound Discovery and Thrive creative arts.

In the last academic year, staff have been trained in Thrive Creative Arts, Mental health and wellbeing, Speech and language, Autistic Spectrum Condition, Down’s syndrome,

The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or support for identified groups of learners in school, such as ASD, dyslexia etc.

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 ASD Outreach service and speech and language Elkan training.

**How will my child be included in activities including school trips?**

Activities and school trips are available to all children. Financial assistance via the school’s Pupil Premium allocation or other sources is available to ensure access for all, to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**Arrangements for the admission of disabled pupils**

A place will be provided for any child who has an EHCP (formerly a Statement of Special Educational Needs) agreed at the time of application, which names Bathford Church School as the education provider. This place will be made available within the Published Admission Number (PAN) before the consideration of any other applications, or above the PAN if places have already been offered at that time.

**Changing school – The ‘In-Year’ application process**

If a child is the subject of an EHCP (formerly a Statement of Special Educational Needs) which names a particular school, his/her parent should consult the local authority that issued the EHCP, before applying for the child to change school. This Local Authority must be involved in the process of agreeing any change of school.

**The facilities we provide to help disabled pupils access our school**

We will always do our best to meet an individual’s need, and we are always happy to discuss specific access requirements. We have a responsibility under the ‘Reasonable Adjustments’ guidance to address this. The school is accessible for wheelchair users. We have a bathroom and changing facility adapted for disabled users. As part of the annual review of school premises carried out by the Bath and Wells Multi Academy trust and regular checks by the Governing Body, accessibility issues are always considered in light of any individual needs.

**How will Bathford Primary School support my child joining the school to transferring to the next school?**

Induction for all Early Years children takes place in Terms 5 and 6, and this includes visits to school and an induction meeting for parents. Reception teachers also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, they may be eligible for transition funding which is available to support your child to settle into school.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOS are arranged as necessary. We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

**How will Bathford Primary School allocate resources to support my child’s need?**

The school budget, received from the Bath and Wells Multi Academy Trust, includes money for supporting children with SEN. Those children with an Educational Health and Care plan also receive money from the local authority.

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 support, educational psychologists) and to buy resources and equipment.

All resources/training and support are reviewed regularly and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels it cannot meet, or can no longer meet, the school applies for an Educational Health and Care (EHC) plan for the child, which may lead to further support being provided by the Local Authority (LA). Parents can also request that the LA carry out an EHC needs assessment.

**Who should I contact regarding my child’s education?**

If you wish to discuss any aspect of your child’s education, please contact:

* Your child’s class teacher
* The SENCO- joanne.thornton@bathford.bwmat.org
* The Head teacher-becky.hayter@bathford.bwmat.org
* The SEN governor -office@bathford.bwmat.org

.

SEND Partnership is also a valuable service providing parents with impartial advice about the legalities of SEND within schools.

http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarerseducational/SEND-Partnership-Service2

**Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

Please contact the school if you have any further questions.

Tel no 01225 858776

**The local authority Local Offer is published here:**

[**www.rainbowresource.org.uk**](http://www.rainbowresource.org.uk)

**This SEND Information report links to our SEND policy.**