



Bathampton Primary School

Together on a learning adventure

Head Teacher: Paul Falkus B.A. (Hons)

Key Stage One SENCo: Heidi Wood

Key Stage Two SENCo: Rachel Corcoran

Bathampton Primary School's SEND Information Report



October 2017

Bathampton Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged, to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We hope all children feel valued whatever their background, abilities or interests.

At Bathampton Primary School, we are committed to the academic and personal development of all pupils regardless of ability. We recognise that all of our pupils have diverse and individual needs and we take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Bathampton Primary School adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that students with SEND achieve their full potential.

We believe in: positive intervention, removing barriers to learning, raising expectations and accelerating levels of achievement. We work in partnership with other agencies to ensure that all of our SEND pupils have a positive educational experience.

'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

What kinds of Special Educational Needs and Disabilities provision does Bathampton Primary School provide for?

Bathampton Primary School is committed to providing a full curriculum to as wide a range of pupils as possible. Pupils with needs ranging across the four areas outlined in the 2015 Code of Practice are fully integrated and supported.

The four areas of SEND have been identified by the 2015 Code as:

- Communication and Interaction including pupils who have an autistic spectrum condition
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs
- Cognition and Learning

We are able to support pupils with a range of needs including children with medical needs.

How does Bathampton Primary School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age related expectations
- there is a change in the child's behaviour
- 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 short-term help if there is a change in circumstances e.g. a bereavement or family breakdown.

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

Talk to your child's class teacher in the first instance. You can also raise any concerns with the Special Educational Needs Leaders (SENCo) or the Head teacher, Mr Falkus. At Bathampton Primary School the Key Stage One SENCo is Mrs Wood and the Key Stage Two SENCo is Miss Corcoran. Your concerns will always be taken seriously – your views on your child's development and progress are always very valuable.

The class teacher is responsible for:

- 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 (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCo as necessary.
- Writing Support Plans – sharing and reviewing these with parents at least three times a year 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.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. TAs support classes and run interventions during the school day. As a school, we welcome dialogue between parents and TAs as they play a valuable role in your child's education. However, we would prefer that questions regarding your child's learning and progress are directed to the class teacher.

The Head teacher and SENCo is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND. He will give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs and disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- He must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response appropriate to the needs of individuals.
- 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 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, physical and sensory 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 SEND) to achieve their potential.
- Supporting your child's class teacher to write Support Plans 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.

The SEND Governor 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
- 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.

All of the above people can be contacted by telephoning or emailing the school office to arrange a meeting or for a phone conversation.

How will Bathampton Primary School support my child?

All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. Quality first teaching happens every day and the hope is that this will allow children to learn and progress. It is however, sometimes not always the case, and so we have a staged approach that reflects a continuum of need and provision.

Step One: Initially, where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through in class intervention. This could include providing special equipment/resources to support your child's learning and development. Pupils may also receive other appropriate **focused interventions**. This will have been instigated by the Class teacher, having analysed a pupil's achievements and seeing that the gap between attainment and progress needs to be narrowed. Most interventions are carried out by Teaching Assistants.

If it is felt that the gap has sufficiently narrowed the intervention will cease. In other instances, the child may be moved onto the next step, following discussion with the SENCO and parents. It may be at this time that a **Learning Support Plan** is set up. This will have measurable targets, and will be tracked and reviewed by the SENCO and class teacher, along with the parents and pupil.

Step Two: The next step of our support plan is characterised by a referral to an **outside agency**.

- The class teacher typically consults with the SENCO about what they feel is the specific need
- Parents are contacted and invited in to discuss their views
- A referral is made to the relevant agency for example, speech and language, education psychology, occupational therapy, Brighter Futures etc.
- Following an assessment or consultation with an outside professional, recommendations may be made, which could include:
 - making changes to the way your child is supported in class
 - an appropriate intervention run by school staff
 - specific actions for school staff to implement
 - a group or individual working with an outside professional

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.

Step Three: When a pupil with SEND has significant need that requires even greater support the SENCO along with the parents decide to apply for an **Education and Health Care Plan** (EHCP) needs assessment. If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

How accessible is the school environment?

We will always do our best to meet individual needs and we are always happy to discuss individual access requirements. Our site is wheelchair friendly and we have a lift enabling children to reach our Year 3 and 4 classrooms, which are located upstairs. Our Year 5 and 6 classrooms are accessible via a ramp. We have toilet facilities adapted for disabled users and wide doors in most of the school.

How will the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily. In some cases, a specialist teacher may be employed to teach particular children

Regular review meetings (three times a year) also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

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 Support Plan review meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

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 annual school report from the class teacher for your child.

What support will there be for my child's wellbeing?

Our school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENCO, regular 'monitoring' meetings with parents/carers, use of 'worry eaters' and peer support groups. Where appropriate, homework tasks may be adapted to suit the needs of individual children.

We value staff CPD and use meetings and training days to further develop staff. In the past year, we have received in-house training on Attachment Awareness, Autism Spectrum Conditions, Growth Mindset (including wellbeing and resilience) and Emotion Coaching.

Emotional Coaching comprises of two key elements – empathy and guidance. This approach is embedded within our behaviour management to promote self-awareness of emotions and problem-solving skills.

Kerry Kelley, one of our Higher-Level TAs, is now a Licensed Thrive Practitioner who looks at the development of pupils and identifies where they may have emotional, social or behaviour difficulties. Once identified, we can then put appropriate actions and strategies in place to support the child.

This can include:

- strategies for the class teacher and TAs to implement
- strategies for parents to try at home
- small group and 1:1 Thrive support from Kerry Kelley.

Sometimes the school will get support from elsewhere e.g. the School Nurse, Bath Behaviour and Attendance Panel or Brighter Futures. Where necessary, 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.

What specialist services can the school access?

We have access to a very wide range of specialist services as follows:

Autism Outreach Service

Bath Behaviour and Attendance Panel

Brighter Futures Service providing Play therapy, Art therapy and Thrive assessment, Forest School, counselling

CAMHS (Child and Adolescent Health Service)

Counselling Services

Educational Psychologists

Dyslexia Teacher

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

What training opportunities are there for staff supporting children with SEND?

The Head teacher's job is to support class teachers in planning for children with SEND and provide in-house training where possible. 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 to support 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.

Rachel Corcoran, our Year 4 teacher, has undertaken the National Qualification for SENCOs at Bath Spa University.

How will my child be included in activities outside then classroom 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.

Wherever possible reasonable adjustments can be made to enable the inclusion of all pupils

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

Induction for all Early Years children takes place in Term 6, and usually 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, there may be transition funding available to support your child to settle into school.

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 children transferring at the end of Year 6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENCOs are arranged 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.

How will Bathampton Primary School allocate resources to support my child's need?

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Head teacher and Senior Management Team, in conjunction with the School Finance Officer, 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 SEND in the school and decide what resources/training and support is needed. SEND 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 that it cannot meet, or no longer meet, the school applies for an Educational Health and Care Plan (EHCP) for the child, which may lead to further support being provided by the LA. Parents can also request that the LA carry out an EHCP of your child's needs.

How is the decision made about what type and how much support my child will receive?

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. 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 a child joins from another school, information provided by the feeder school, along with our own assessments, will allocate resources/support for the child.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher – either formally at Support Plan meetings and parent/teacher consultations, or informally at the end of the day. 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 learning in school and your child's progress.
- Discussions with other professionals e.g. the SENCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both).

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) meetings.

Who can I contact for further information?

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

- Your child's class teacher
- The SENCo
- The Head Teacher
- The SEND governor
- The Local Authority

<http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educationalneedsdisabilities-0-25>

SEND Partnership are also a valuable service providing parents with impartial advice about the legal side to SEND in schools.

Please contact the school if you have any further questions.

