



# **Special Educational Needs & Disability Information Report for Parents/ Carers 2022-2023**

**Special Educational Needs Co-ordinator( SENCo): Jayne Rochford-Smith**

**EYFS & KS1 Lead Teacher of SEND : Maf Jarvis**

**KS2 Lead Teacher of SEND : Jack Griggs**

At St. Andrew's Church School, we strive to support all our children and enable them to reach their full potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

A child has a learning special educational need if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the L.A. Special Educational Provision can be defined as a provision which is additional. We cater for the four stated areas of need according to the Code of Practice, providing support from the SEND team within the school and specialist outside agencies. (listed later in this document)

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

#### **Children and Families Act 2014**

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEND.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education and Health Care (EHC) Plan—the Local Authority has responsibility for transitioning existing statements to EHC plans by 2018 and with immediate effect for new applications.
- Improving cooperation between all the services that support children and their families

- **Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?**

- Your child's class teacher in the first instance
- EYFS & KS1 Lead Teacher of SEND : Maf Jarvis
- KS2 Lead Teacher of SEND : Jack Griggs
- Headteacher/ Named SENCo, Jayne Rochford-Smith
- SEND Governor, Louise Leach

#### **Teachers**

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCo as necessary.
- Contribute to and support the development of Support Plans, also known as Learning Plans. These will be shared and reviewed with parents at least 3 times a year and include planning for future provision.
- Ensure 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 reasonable adjustments need to be made to enable them to be included and make progress. All children on the SEND register will have a one page profile to identify their needs and to share their views about school and the support they need.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme, 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.
- Ensure that the school's SEND Policy is followed in their classroom.

#### **Teaching Assistants**

Teaching Assistants (TA) who may be allocated to a specific pupil who has an Education and Health Care Plan (EHCP).

#### **SEND Governor**

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.

### **The Headteacher is responsible for:**

- The day to day management of all aspects of the school. This includes the support for children with SEND and/or disabilities. They give responsibility to class teachers and teaching assistants but are still responsible for ensuring that your child's needs are met.

### **The SENCo is responsible for:**

- The SENCo works in collaboration with the Lead Teachers of SEND through a team approach , coordinating support for children with special educational needs and or 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.
- Ensuring 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 the individual child



- Ensuring that parents/carers 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 Therapy, Educational Psychology etc...
- Updating the school's overall SEND Register 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 and/or disabilities in the school) to achieve their potential.
- Supporting your class teacher to implement the 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.

### **How can I talk to them about my child if I need to?**

You can contact the Headteacher/SENCo and/or Lead Teacher of SEND by telephoning or visiting the school to arrange an appointment. (Tel 01225 310135). We also have a dedicated email address : [Inclusion@standrewsbath.bwmat.org](mailto:Inclusion@standrewsbath.bwmat.org)

### **How does St. Andrew's Church 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 significant or prolonged 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 which may be considered appropriate within the school
- the need for referral to an outside agency as appropriate. In some cases this may involve short term support. For example, bereavement or family breakdown.

You may also want to get some advice from the Bath and North East Somerset Parent Partnership Service. Email: [send\\_partnershipservice@bathnes.gov.uk](mailto:send_partnershipservice@bathnes.gov.uk)

For more information about local information for families, please visit :

[Rainbow Resource Scheme | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](#)

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

Reasonable adjustments may be made to ensure maximum inclusion within the curriculum for all children. Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to individual ability and style of learning. For example, the class teacher will adapt lessons planning and teaching to match your child's special educational needs or disability. We believe that this will develop his or her skills as a learner, enabling independence, progress and ultimately, success.

The classroom environment may also be adapted to suit individual need: This may include personal workstations, visual timetables and the use of laptops, In addition, home learning tasks can be adapted according to your child's needs.

### **How will my child be included in activities outside the classroom including school trips?**

The school will make every effort to ensure that all children are able to participate in school activities. This will involve risk assessments. Individual children's needs will be considered on a trip by trip basis. Every effort will be made to ensure safety. If your child's behaviour compromises that of him/herself or others, the final decision will take this into account.

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.

### **How will St. Andrew's Church School staff support my child?**

All teachers are responsible and accountable for the progress and development of the children in their class, even where pupils access support from Teaching Assistants or other specialist staff within the school. Interventions will be determined by close monitoring by the class teacher, liaison with the SENCo and regular progress meetings. Parents will be involved at all stages.

The class teacher (sometimes with the SENCo and or Lead Teacher of SEND) will explain to you what the concerns are and also explain to you what the plans for your child include. We will consult with you about any outside agency involvement .

Your child's progress will be discussed at review meetings. The first part of this meeting is to look at the provision for the child and make decisions about the progress that your 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
- 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
- group or individual work with an outside professional

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

Your child's progress will be assessed both in terms of his/her regular learning within the class and with regard to specific intervention programmes. You will be kept well informed and asked to attend review meetings. The impact of any support or intervention will be carefully measured to ensure that the learning outcomes have been achieved and if not adaptations will be made. It may be decided that a further period of support is required.

All reports from outside agencies are passed to you with their recommendations for support or resources that may be used at home.

### **What specialist services can the school access?**

There is access to a wide range of specialist services which may be used where appropriate:

Early Years Area SENCO and Support Teachers  
Specialist Autism Support Service (SASS)  
Child and Adolescent Mental Health Service (CAMHS)  
Counselling Services  
Educational Psychology  
Occupational Therapy  
School Nursing Team, Health Visitors, Paediatricians and GPs, Physiotherapy, Audiology  
Social Care teams  
Disability Team  
Speech and Language Therapy Services  
Attendance & Welfare Support Officer- Education Inclusion Service  
Sensory Support Services  
Parent Partnership Service  
Southside  
Thrive  
Bath Behaviour and Attendance Panel—Brighter Futures, Mentoring Plus,  
Student and Families Service (SAFS)  
Bristol translation service

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

The school offers a range of pastoral support for children who are encountering emotional difficulties. Personal, Health and Social Education (PSHE) programme is followed throughout the school. We also use the Thrive Approach throughout the school to support children's social and emotional development. The School's Headteacher and a Teaching Assistant are trained Thrive practitioners. The Thrive approach is embedded throughout our school Behaviour for Learning Policy.

Further information about Thrive is set out on the school website.

[Thrive — St Andrew's Church School St Andrew's Church School \(standrewsprimarybath.com\)](http://standrewsprimarybath.com)

Sometimes a child may need short term help if there is a change in circumstances such as bereavement or family breakdown. Please talk to us. We take these matters very seriously and your views and / or concerns are extremely important to us. On occasion, the school may use the support of other services such as the School Nurse. In some circumstances, referrals may also be made, with your agreement, to The Child and Adolescent Mental Health Service.

We also offer a range of interventions to support in school including mentoring and counselling. For some children, it may be appropriate to complete an EHA (Early Help Assessment) which supports the wellbeing of a child and their family. An EHA essentially creates a plan of support for the child and family and is written by a 'Lead Professional' in consultation with the family and with other professionals that are working with the family.

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

Staff training is planned in line with school policies and in line with support for specific children. St Andrew's supports class teachers in planning for children with SEND and provides in-house training where possible and necessary. This may include whole school training on SEND or to support identified groups of learners in school, such as Autism, 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 Specialist Autism Support Service. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the SENCO or Headteacher

### **How accessible is the school environment?**

The school occupies a single storey building and is fully accessible to wheelchair users with the minimum of adjustment.

As part of the annual review of school premises accessibility issues are always considered in light of any individual need.

### **How will St. Andrew's Church School support my child's transition to and from school?**

The school has clear induction procedures from Nursery through to Year 6; transition arrangements from year to year and moving to a new school.

Children joining in Reception and Nursery have a transition package of support to ensure they settle quickly and their individual needs are met.

Starter interviews with the Headteacher or Deputy Headteacher are held for all children joining the school and information gathered to ensure a smooth transition.

For children transferring at the end of Year 6, additional transition visits can be arranged with the Secondary school and additional meetings between parents and SENCOs can be arranged.

All records are passed to the Secondary school on transfer.

For children who transfer mid-year, Local Authority (LA) procedures are followed (see Admissions and Transport on the B&NES website).

The LA's 'Local Offer' is also available on the Rainbow Resource: Special Educational Need or Disability (SEND) Rainbow Resource | Live Well in Bath & North East Somerset ([bathnes.gov.uk](http://bathnes.gov.uk))

### **How will St. Andrew's Church School allocate resources to support my child's needs?**

The provision available is carefully tailored to the specific needs of children. All aspects of provision are mapped to individuals and groups of children and evaluated for effectiveness.

Where a child has significant needs over and above that which cannot be met by the school, a child may require a Statutory needs assessment referred to as an EHC Assessment (Education and Health Care Assessment) and may be considered for an EHC Plan. Parents/carers can also request that the LA carry out an EHC assessment of their child's needs

For children in our Nursery we may apply to BANES for Inclusion support funding or Transition Support Funding (TSF) to enable your child to have early support before starting school.

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

Information will be gathered from the regular assessment meetings with the class teacher and the SENCo & Lead Teachers of SEND. When it becomes evident that a child requires additional support in order to make the expected level of progress, the staff involved will make a professional judgement, in consultation with parents/carers, as to the most effective intervention. Progress will be monitored carefully to ensure that such provision is effective.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate appropriate resources/support for the child.

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

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

- discussions with the class teacher and SENCo This helps to ensure consistency between school and home.
- discussions with other professionals as appropriate.

### **Who do I contact regarding a complaint around the provision for a child with SEND?**

We have an open school policy making it possible for any complaints about SEND provision to be made informally and formally to the appropriate person (class teacher, Lead Teachers of SEND)

All serious complaints are referred to the Headteacher, Jayne Rochford-Smith who takes overall responsibility. If necessary, the complaint is referred to the Governing Body.

**Contact: [Inclusion@standrewsbath.bwmat.org](mailto:Inclusion@standrewsbath.bwmat.org) Telephone 01225 310135**