

Special Educational Needs and Disability Information Report

Approved by:	Naomi Boyce & Louise Adams	Date approved: February 2025
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Overview

At St. Andrew's Church School, we are committed to the creation of an empowered learning community where all are valued and lives flourish enabling children to reach their full potential at school. Our staff strive to create an inclusive environment which teaches diversity, equality, and respect. Inclusion is the principle of bringing people together, whatever their background or current levels of attainment, such that they can learn and participate together as far as is reasonably practicable. Our intention is underpinned by the understanding that if we get it right for children with SEND, we get it right for everyone. In order to do this, many steps are taken to support children through their school 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. When offering support for any family with a child who requires additional provision, it is our aim at St. Andrew's to our aim is to take a personalised approach when offering support.

Incorporating our SEND priorities and linking to EEF Guidance Recommendations, the following encapsulate our vision for SEND:

- Create a positive and supportive environment for all pupils, without exception
- Build an ongoing, holistic understanding of pupils and their needs
- Ensure all pupils have access to high quality teaching
- Complement high quality teaching with carefully selected small-group and one-to-one interventions
- Work effectively with Teaching Assistants

In addition to inclusive teaching, we have a well-trained staff team and individual practitioners who have developing specialisms in Thrive and Theraplay support and an ASD champion. We work with a broad network of external professionals who between them have a wealth of specialist knowledge including Forest School leadership; Mentoring; Play Therapy; Speech and Language Therapy interventions and a Trainee Educational Psychology.

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2. Aim of the SEN Information Report

Dear parents and carers,

The **aim of this information report** is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. If you want to know more about our arrangements for SEND, read our Trust SEND policy. You can find it on the website Bath and Wells Multi Academy Trust - SEND, Inclusion and Diversity. St. Andrew's SEND Policy is available on the school website SEND-Policy-March-24.pdf

Note: If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

3. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech and Language Difficulties
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Auditory processing difficulties etc
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Adverse childhood experiences and trauma related mental health
	Anxiety
	Emotionally Based School Avoidance
Sensory and/ or physical	Visual impairment
	Hearing impairment
	Sensory processing difficulties
	Multi-sensory impairment
	Physical impairment

4. Which staff will support my child and what training have they had?

The Special Educational Needs and Disabilities co-ordinator (SENDCo) role is shared at St. Andrew's Church School by Mrs Kat Whidden and Mr Maf Jarvis. They work collaboratively to share this role and lead SEND provision.

SENDCOs

Kat Whidden, joined St. Andrew's in September 2024 as SENDCo with SLT and is currently undertaking the National Professional Qualification for SENDCos. She has worked in other schools as class teacher, Year 2 and KS2 leader, maths leader, oracy leader and assistant headteacher and holds an NPQSL. She works Tuesday, Wednesday, Thursday and Fridays. Kat takes the lead for pupils who have SEN, SEN support and Education Health Care Plans (EHCP) in KS2. Kat has completed AET Good Autism Practice training from the Specialist Autism Support Service (SASS).

Our SENCo, Maf Jarvis, has worked at St. Andrew's Church School as a teacher and Early Years Lead for ten years. Maf has previously worked as an area SENDCo for Early Years in Bath and NE Somerset. Maf Jarvis is St. Andrew's Church School's ASD Champion. He is the school's advocate for children who have a diagnosis of autistic spectrum disorder. Maf is currently completing the National Professional Qualification for SENCos and is also attending Specialist Autism Support Service (SASS) conferences to become an expert in supporting young people with autism.

Our SENCos can be reached on the dedicated email address:

Inclusion@standrewsbath.bwmat.org

Alternatively, a message can be left with the office by telephoning the school:

01225 310135

Class Teachers

All of our teachers receive in-house SEND training and are supported by the SENCos to meet the needs of pupils who have SEND. In the academic year 2023/24, teachers received:

- AET Good Autism Practice training delivered by the Specialist Autism Support Service (SASS)
- Training on writing pupil learning plans.
- In 2024/25 academic year so far, teachers have received training in:
 - ADHD training – learning about the neurological bases of ADHD
 - Sensory Circuits training

Teaching Assistants

We have a team of trained Teaching Assistants (TAs), including one higher-level teaching assistants (HLTA) and a trained teacher.

Over the last academic year, TAs have been trained in:

- Little Wandle – structured phonics teaching
- ADHD training – learning about the neurological bases of ADHD
- AET Good Autism Practice
- Sensory Processing
- Sensory Circuits

We have fortnightly TA meetings with Teaching Assistants. These have focussed on strategies for responding to behaviour, Thrive, and Lego Therapy. Teaching Assistants who are new to the team this academic year have completed AET Good Autism Practice training delivered by the Specialist Autism Support Service (SASS).

SEND Governor

Our SEND Governor is Louise Adams.

The SEND Governor keeps up-to-date with the overview of SEND at St. Andrew's Church School. They attend regular meetings to discuss general information about the number of children being supported on the SEND register; and the use of funding to ensure high-quality, cost-effective interventions are in place. The SEND Governor also regularly reviews the schools' current strategic plans and is a voice for SEND on the TLC.

Thrive Practitioner

Thrive is an evidence-based, specific approach to working with children to develop healthy social and emotional development. Mrs Anna Young is a trained Theraplay practitioner. She joined St. Andrew's Church School in September 2024. Anna is training to be a qualified Thrive practitioner. Mrs Tam Stephen, our Deputy Headteacher, is a trained Thrive practitioner.

Our Thrive practitioners are experts in how to support children's and behaviour needs, providing targeted strategies and activities to help them with social, emotional and mental health.

Forest School Leader

At St. Andrew's Church School, we offer Forest School to all our pupils weekly across a term. Additionally, some of our pupils receive weekly forest school nurture sessions. This provides the children with opportunities to take part in mindful activities and be in nature. It also offers a safe place to talk or be with trusted adults, promoting good mental health and wellbeing.

External support services

Sometimes we need to seek extra help offer our pupils the support they need. Whenever necessary we will work with external professionals and support services to meet the needs of our pupils with SEN and to support their families. These include: Speech and language therapists (Katie Williamson, from HCRG, who is in school every Thursday) Educational psychologists, Occupational therapists, Mentoring plus Brighter Futures, Specialist Autism Support Service (SASS), Physiotherapists BANES Mental Health Support Team (MHST), GPs or paediatricians, School nurses, Child and adolescent mental health services (CAMHS), Education welfare officers/Children missing education officers (CMEOs), Social services and other LA-provided support services including BaNES SEND and AP Advice Service.

More information on the BaNES SEND and AP Advice Service can be found here:

[SEND and Alternative Provision \(AP\) Advice Service - getting in touch | Live Well in Bath & North East Somerset](#)

The school is part of the BaNES Inclusion Panel. The panel looks at the detailed information provided in applications from BaNES schools and makes decisions about how best to support individual or groups of pupils. The panel then decides on the appropriate level of support.

Trainee Educational Psychologist

We are fortunate to host a final year Trainee Educational Psychologist from the Educational Psychology Service, Bath & North East Somerset Council. This placement enables us to have increased capacity when seeking extra support for children who may need additional support. The Trainee Educational Psychologist works with us on consultancy for individual pupils involving class teachers and parents/carers and reviews progress after a set amount of time. They are also able to support with group consultancy or training.

Speech and Language Therapist

The school has a contract with HCRG Speech and Language Service and a Speech and Language Therapist works in school one day a week to support children with assessments, face to face therapy sessions and provide targets and resources for TAs to follow to reinforce learning.

Mentoring – Sports Coach

We work with a sports coach to provide small group and one-to-one mentoring for pupils with SEND/SEN support. The sports coach, Tom, works with children weekly with focus ranging from improved SEMH to motor planning skills.

Play Therapy

At St. Andrew's Church School, we have been fortunate to secure funding from Focus Counselling and The Prudence Trust to deliver play therapy sessions from 2023-2025. Children who require this level of support are referred for applications to limited spaces for a play therapy programme of ten sessions each.

5. What should I do if I think my child has SEND?

SEND Identification and Provision Pathway

Stage One: Quality First Teaching

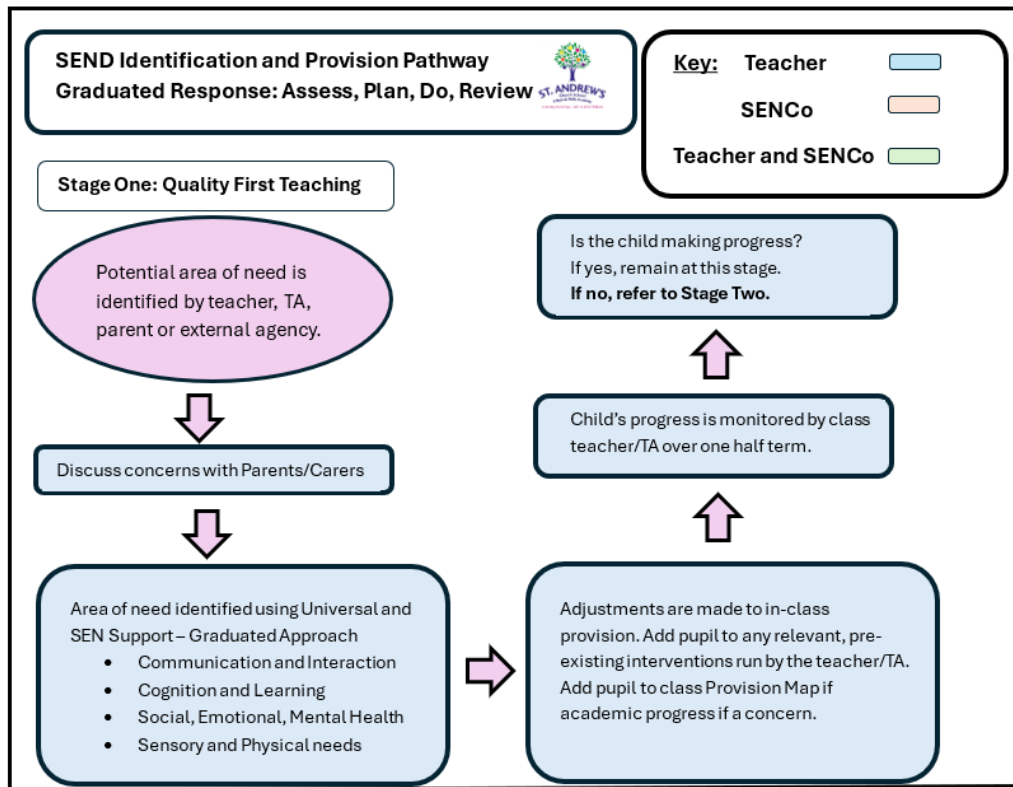
Tell us about your concerns

If you think your child might have SEND, the first person you should speak with in school is your child's teacher. Our teachers are always available in the playground after school or alternatively, you can ask the school office to email them asking for them to get in touch. Once they have listened to your concerns, they will pass the message on to the relevant staff.

We will invite you to a meeting to discuss your concerns

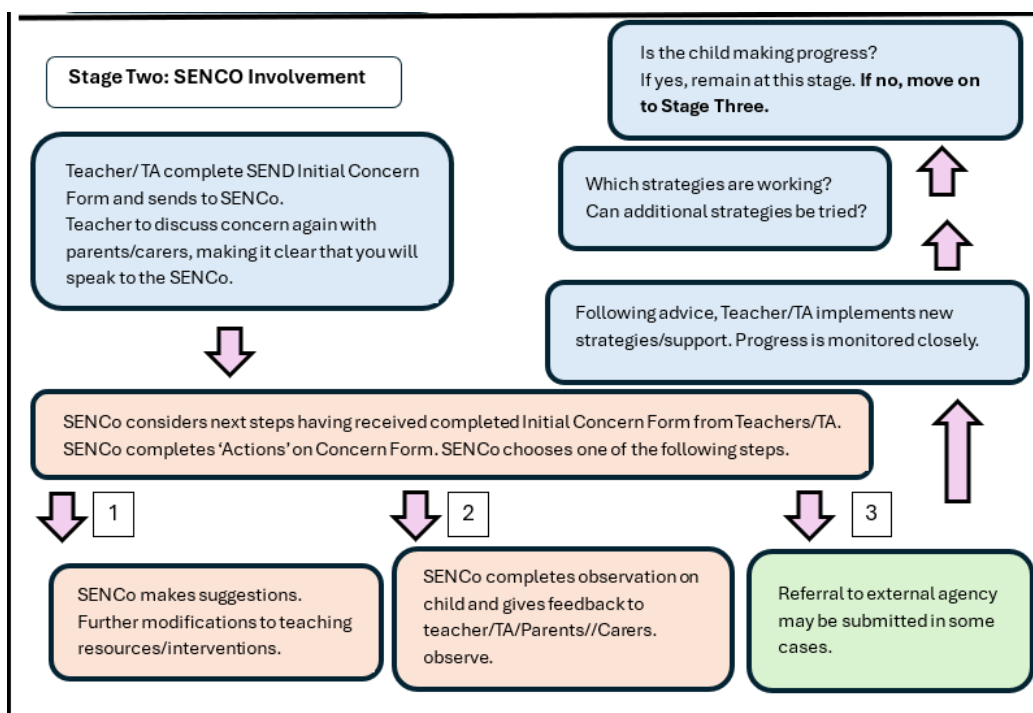
The class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

The **Stage One** pathway will be followed.



Stage Two: SENCo Involvement

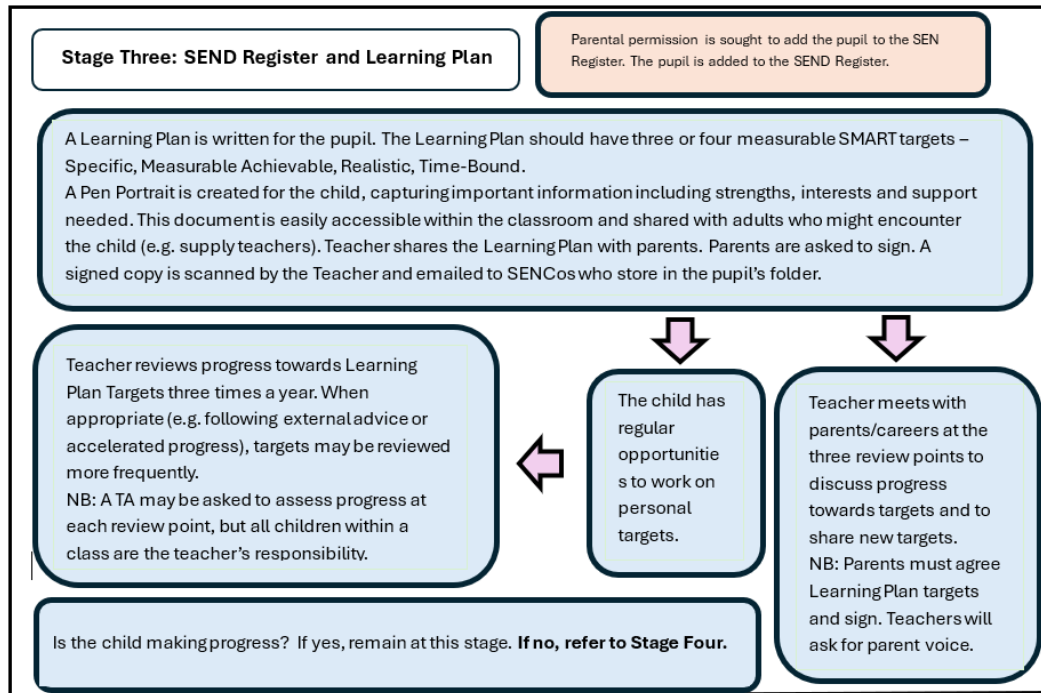
After six weeks, progress towards the agreed outcomes will be assessed as part of the Assess, Plan, Do, Review cycle. If your child is not making progress at this point they will move to Stage Two of the pathway. If at any point there are significant concerns about your child's needs then SENCo involvement will take place earlier in the pathway.



Stage Three: SEN Support

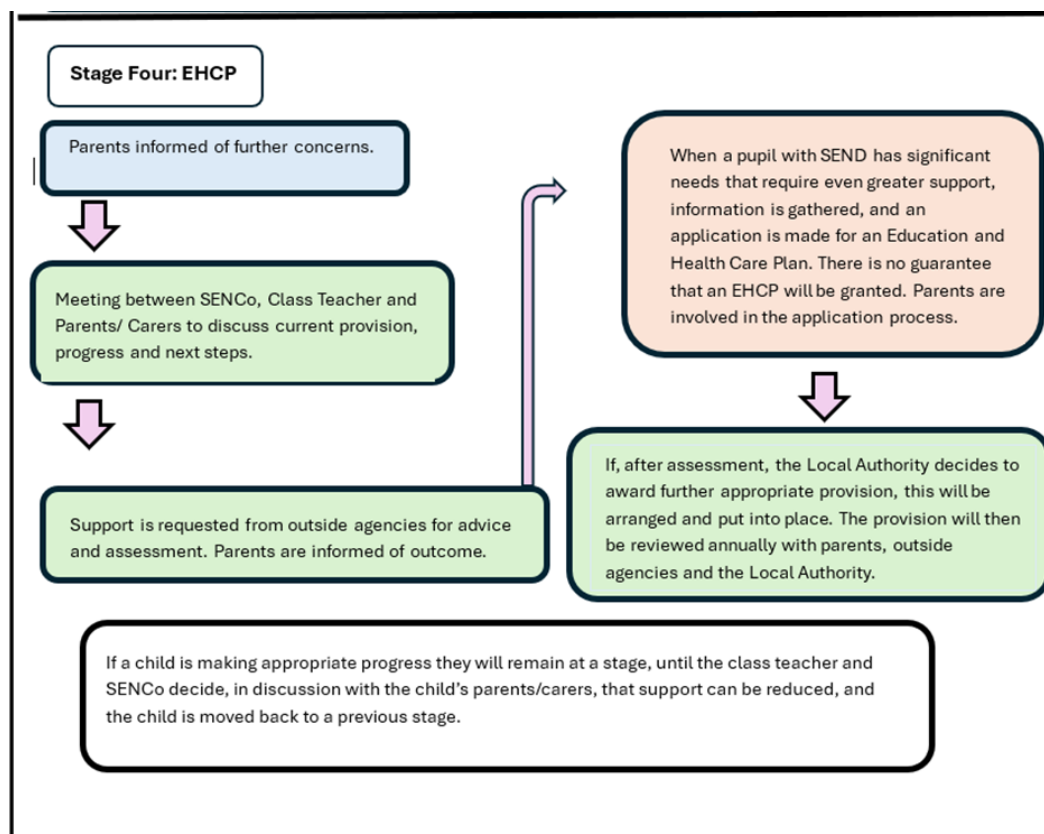
We will decide whether your child needs SEN support

If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register.



Stage Four: EHCP

If your child receives an EHCP, we will create a Pupil Support Plan which has three or four measurable SMART Targets – Specific, Measurable, Achievable, Realistic and Time-Bound.



6. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include:

- Difficulties grasping concepts with reading, writing or numbers
 - Finding it hard to express themselves or communicate with adults or peers
 - Displaying dysregulated behaviours
 - Showing physical difficulties, for example with their fine or gross motor control
- If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning.

If teachers find a gap, they will give the child extra support to try to close it. They will follow an assess, plan, do, review cycle for six weeks and create a pen portrait/ add the child to the whole class provision map. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled. For those who don't

make progress in this 6 week monitoring timeframe, the class teacher will complete an Initial Concern Form and work with the SENCOs to identify actions and next steps. Progress will then be reviewed after 6 weeks. If the child is still struggling to make the expected progress, the teacher will talk to the SENDCOs and will contact you to discuss the possibility that your child has SEND.

The SENDCOs will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data. The SENDCOs will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. Based on all of this information, the SENDCO and child's class teachers will decide whether your child needs SEN support. You will be told the outcome of the decision. If your child does need SEND support, their name will be added to the school's SEND register, and the class teacher will work with you to create a SEND learning plan for them.

What is Neurodiversity?

The SENCO and Class Teacher may suggest using a Needs Led Approach to the Neurodevelopmental pathway to support any needs you or your child has. The Needs Led Approach has been developed with families, children/ young people and education settings to:

- help understand more about a person's strengths and needs
- help understand how to help

Neurodiversity describes how everybody's brains develop differently. Neurodivergent brains could be autistic, dyslexic, have Attention Deficit Hyperactivity Disorder (ADHD), sensory processing needs, Developmental Coordination Disorder (also known as Dyspraxia) or Developmental Language Disorder.



Take a look at this BBC article about what Neurodiversity is. You could show your children the 3 minute video from Newsround too to help understand more about neurodiversity. You may have your own knowledge and experiences to add too. Please remember it doesn't matter whether someone has an official diagnosis or not because support is about meeting needs.

Who Completes the Approach?

A Needs Led Approach will usually be completed with home and school together. All education settings/ schools are able to access free training and resources to use this approach. If your child is not in an education setting, the Parent Carer forums will be able to support you to use a Needs Led Approach. Please see below for details. GPs do not make direct referrals into HCRG Care Group for suspected neurodevelopmental conditions.

What if my Child Needs a Referral for a Diagnostic Assessment?

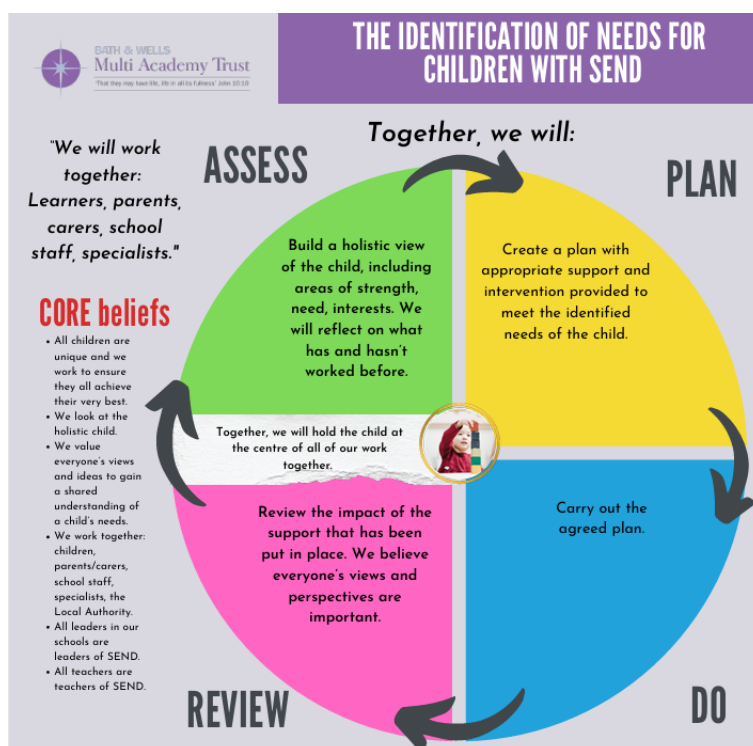
We hope that a Needs Led Approach will help to support you/ your child. It will help everyone to understand whether an assessment will meet the needs that have been identified.

Support for understanding more about how the profile works is available here:

- B&NES: <https://bathneshealthandcare.nhs.uk/services/neurodevelopmental-pathway/>

7. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

8. How will I be involved in decisions made about my child's education?

Your child's class teacher will meet you 3 times per year to set clear outcomes for your child's progress.

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCo may also attend these meetings to provide extra support. We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. After any discussions we will make a record of any outcomes, actions and support that has been agreed. This will either be on your child's strategies held on Provision Maps, Learning Plans or Pupil Support Plans or in a follow up email to all concerned which will summarise the main points and any agreed actions. If you have concerns that arise between these meetings, please contact your child's class teacher. They are always available at the school gates after school, but also via email. Just send a message through the office and they will forward your message onto your child's class teacher. enquiries@standrewsbath.bwmat.org

9. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a trusted member of staff who can act as a representative during the meeting
- Complete a questionnaire.

10. How will the school adapt its teaching for my child?

Your child's 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. We work on a case-by case basis to make sure any reasonable adaptations we make are meaningful to your child. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis if your child has an Educational Health Care Plan (EHCP) and we believe this is the best way to support their needs.
- In some rare incidences, we may provide an additional 1:1 support adult for a child without an EHCP if we feel that it is required for their safety or the safety of other children.
- Teaching assistants will support pupils in small groups when school assessments, SEND team, Senior leaders or class teachers demonstrate that a child requires additional input to support their progress, or it is recommended by an external support agency.

We may also provide the following interventions:

- Thrive sessions: Small group or individual sessions and check-ins
- Small group/ individual nurture support either with Sports Mentoring or Forest School leaders.
- Phonics groups
- Differentiated spelling support – in class, precision teaching programmes
- Individually tailored Occupational Therapy based sessions for children with OT recommendations and input.
- Times Table support- in class, precision teaching programmes
- Speech and Language support
- Play Therapy
- Lego based Therapy
- Sensory Circuits

Area of need	Condition	How we support these pupils
Communication and Interaction	Autism Spectrum Disorder	Visual Timetables Now and next charts Social Stories Social communication and interaction sessions e.g. Lego Therapy
	Speech and Language Difficulties	Speech and language therapy TA support (guided by therapist) Visual timetables /signs or Makaton Lego Therapy
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, Auditory processing difficulties etc	Precision teaching interventions Small group Little Wandle phonics interventions Times Tables groups
	Moderate learning difficulties	1:1 and small group work Adaptive personalised curriculum
	Severe learning difficulties	Bespoke curriculum with 1:1 support
Social, emotional and mental health	ADHD, ADD	Quiet workstation to support focus Visual checklists for independent tasks and learning broken down into manageable chunks Movement and sensory breaks, including time in a safe place if required Now and next boards Adjustments to curriculum access to support longer processing time Use of sensory seeking equipment e.g. wobble cushions, weighted

		blankets, fidget toys or chews.
	Adverse childhood experiences and/or mental health issues	Thrive individual/small group interventions Check-ins with attuned adult Small group/individual nurture support with Sports Mentoring or Forest School Children's Mental Health Support Services
	Emotional dysregulation	Access to designated safe spaces (often with individual tents)
Sensory and/ or physical	Visual impairment	Low sensory classroom Sensory audits for individuals and environments
	Hearing impairment	Children's hearing support services
	Sensory processing difficulties	Use of sensory seeking equipment e.g. wobble cushions, weighted blankets, fidget or chewable toys TA support with OT designed strategies (with OT guidance) Referrals to Specialist Autism Support Service and links with sensory support
	Multi-sensory impairment	As above
	Physical impairment	Accessible toilet x 1 in school

11. How will the school evaluate whether the support in place is helping my child?

All pupils who are on the SEND register have an individualised learning plan. This plan is created in collaboration with the Class Teacher, the pupil, parents/carers, SENCo and any other relevant staff or professionals. The plan identifies each pupil's strengths,

support needs and current interventions. This plan is reviewed 3 times each year as part of the Graduated Response with the Class Teacher and SENCo where required.

The Graduated Response at St. Andrew's Church School

Please see an overview of how we provide for the varied needs of all pupils at St. Andrew's Church School using a graduated response model based on a pupil's level of need. Please note that this is not an exhaustive list of our provision but gives an idea of how we approach each pupils varied levels of need.

Intervention	Year Group	Time	Intended Outcome	Lead
English				
In-class support with an additional adult	R-6	As needed – linked to EHCP provision	Increased understanding and independence	SENcos/ Class Teachers/ TAs
Little Wandle Phonics	R-3	20 minutes x 2 weekly	Competence in use of phonics to decode unfamiliar words. Reading age at chronological age.	Teaching and Learning Lead/ Phonics Lead/ Teaching Assistant
Precision spellings	3-6	Daily – 5 mins	Consolidation of key spelling rules for automaticity	Teaching and Learning Lead, including English Lead/ Class Teachers
Beanstalk reading	3-6	Weekly – 20 minutes	Increased understanding and confidence	Tam Stephen/ Class Teachers/TAs
Reading Dog	R-6	Weekly for one term– 20 minutes	Enjoyment of reading	Tam Stephen/ Class Teachers/ TAs
Little Wandle Reading	R-6	3 x weekly	Fluent reading and increased comprehension	Teaching and Learning Lead/Phonics Lead/ Class Teachers/ TAs
Numeracy interventions				

Pre and post learning sessions	R-6	Weekly	Offers opportunity to keep up with classroom learning and revisit areas of learning that are not yet secure.	Maths Lead/ Class Teachers
Precision Teaching for Times Tables	3-6	Daily – 5 minutes	Rapid recall of times tables facts 12x12	Maths Leads/ Class Teachers
In class support with additional adult linked to EHCP provision	R-6	As needed	Support with simplifying/ breaking down tasks into manageable steps.	Maths Lead/SENCo
Speech, Language and Communication				
Speech and Language therapy sessions	R-6	As directed by EHCP	Success towards identified Speech and Language targets	SALT (HCRG)
Speech and Language assessment	R-6	60-90 minutes	Detailed understanding of the specific needs of individual pupils – providing specialist targets and resources.	SENcos and SALT (HCRG)
Speech and Language follow up reinforcement with Teaching assistant	R-6	Twice weekly 20 mins	Improved speech, language and communication skills	SALT (HCRG), Class Teacher, Teaching Assistants and SENcos
Lego Therapy	4	Twice weekly 20 mins	Improved speech, language and communication skills	SENDcos, Class Teachers, TAs

Specialist Autism Support Service (SASS) SASS expert staff SENDCos	R-6 Pupils with a diagnosis of ASD	Assessment and recommendations to target support	Feeling calm in the school environment and happy with the adjustments made to make my learning accessible	SASS Staff SENCOs/ ASD champion/ Class Teachers
Social, Emotional and Mental Health				
Thrive	R-6	30 minute weekly sessions	Increased self esteem and self confidence Feeling safe	Thrive practitioner Deputy Headteacher Tam Stephen SENCOs
Sports Mentoring	R-6	30 minute weekly sessions	Increased self esteem and self confidence Feeling safe Improved motor planning/co-ordination	External mentoring sports professional SENCOs
Forest School	R-6	Weekly sessions (20 mins) in groups or 1 to 1.	Positive risk-taking, imaginative and explorative play skills.	Forest school practitioner
Mentoring Plus	R-6	Weekly sessions (1 hour) for the year	Able to seek advice/ guidance and take action on it Open and honest with trusted adults and able to ask for help. T	Thrive practitioners Tam Stephen Deputy Headteacher Mentoring Plus team
Brighter Futures specialist support	R-6	Dependent on level of support	Feeling safe and secure at school. Able to	SENDCos Brighter Futures team

			access learning and thrive.	
Mental Health Support Practitioner	R-6	Weekly sessions (1 hour)for 6-8 weeks	Having a range of strategies to understanding and support emotional regulation	SENDCos MHST practitioners
Education Psychology	R-6	As required	Dependent on reasons for involvement	SENDCos Jenny Stephenson (EP) Kaite Cotterill – Trainee EP
Child and Mental Health Service (CAMHS)	R-6	As required	Dependent on reasons for involvement	External providers – CAHMS practitioners
Alternative Provision spaces – relaxed classroom, sensory room and nurture space.	R -6	As required	Feeling calm and better able to access learning at school	SENDCos
Sensory and/or physical development				
Sensory Circuits	1-6	As required in groups or 1 to 1	Dependent on need	SENCoS, Class Teachers, Teaching Assistants
Occupational Therapist	R-6	As required	Dependent on need	Health professionals

12. How will the school resources be secured for my child?

We allocate our resources strategically to ensure that pupils with SEND receive the support they require. This includes providing teaching assistants to provide the relevant support for our pupils, as well as offering targeted interventions designed to address specific learning needs, such as social skills. We also invest in assistive technology and other learning aids, such as visual supports and adapted materials, to help pupils access the curriculum more effectively. Additionally, we work closely with external specialists, such as speech and language therapists, educational psychologists, and occupational therapists, to ensure that we are delivering comprehensive support. Our resources are regularly reviewed and adapted based on the needs and progress of each pupil, ensuring that all pupils have the opportunity to succeed.

The school budget includes money for supporting children with SEND. The Executive Headteacher and Leadership Team, in conjunction with the SENDCOs, decide on the allocation of the total budget for Special Educational Needs in consultation with the SEND Governor, on the basis of the needs of the children currently in the school. The Executive Headteacher and the Leadership Team discuss all the information they have about SEND and decide what resources/training and support is needed.

SEND funding is usually allocated to employ staff and outside specialists (e.g. speech and language support) 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. It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support such as an attuned adult or Individual targeted support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Where a child has significant needs that the school feels it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the Local Authority. Parents can also request that the Local Authority carry out a statutory assessment of their child's needs. This is a legal process and you can find more details from the Local Authority by visiting:

[Special Educational Need or Disability \(SEND\) Local Offer | Live Well in Bath & North East Somerset](#)

13. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our extra-curricular activities and school visits are available to all our pupils and all pupils are encouraged to go on our school trips, including our residential trip(s) in Year 6. All pupils are encouraged to take part in the full and wide- ranging opportunities on offer at St. Andrew's Church School including sports day/school plays/themed days etc. Subject to risk assessments, no pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

14. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Where a child has an Education, Health and Care Plan (EHCP) which names the school, then that child will be admitted to the school. Admission of children with an EHCP is dealt with by the home Local Authority (LA) (which is where you reside).

15. How does the school support pupils with disabilities?

St. Andrew's Church School prides itself on being an inclusive school. We actively seek ways to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

- The site is accessible for wheelchair users - although there is one room that is not wheelchair accessible due to stair access. See our school accessibility plan and equal opportunities policy documents for more detailed information on our website.
- There is provision of an accessible toilet on site.

16. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of all our extracurricular clubs to promote teamwork/building friendships.
- We provide extra pastoral support for listening to the views of pupils with SEND through regular Thrive sessions.
- We run nurture groups for pupils who need extra support with social or emotional development – these are either through Sports Mentoring or Forest school group and individual work.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through a robust behaviour policy and our school values embedded throughout the school.
- The school works closely with the Child's and Adolescent Mental Health Support team (CAMHS) who work in school with individual children/families
- In some cases, Mental Health Support Team practitioners are invited into school to work on specific targets e.g. Anxiety etc.

17. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

- We understand that pupils with SEND can sometimes find transition periods unsettling and difficult; therefore, to reduce anxieties we provide this additional support:

Between year groups at St. Andrew's Church School:

To help pupils with SEND be prepared for a new school year we:

- Provide additional visits to allow them to familiarise themselves with their new classroom and school staff – above the normal 'moving up' days.
- Ensure both the current teacher and the next year's teacher to attend final meetings of the year when the pupil's SEND is discussed with parents.

- Schedule lessons with the incoming teacher towards the end of the summer term.
- Sometimes, if required, children create transition books containing key information, including photos about their new classroom/ staff to take home and refer to over the summer.

Moving between schools - when your child is moving on from our school, we will share Safeguarding and SEN information with the new setting.

Moving on to Secondary School

The SENDCo of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. If this is likely to be a particularly difficult transition we will offer a longer meeting, including the secondary SENDCo meeting the child at primary school. Pupils will be prepared for the transition by:

- Additional transition visits to secondary school alongside parents and/or familiar key primary school staff, as agreed by secondary schools.
- Practising understanding and using a secondary school timetable.
- Learning how to get organised independently.
- Support to fill any gaps in knowledge.

18. What support is in place for looked-after and previously looked-after children with SEND?

Tam Stephen, Deputy Headteacher and LAC lead, will work with SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

19. What should I do if I have a complaint about my child's SEND support?

Complaints about SEN provision in our school should be made to the class teachers in the first instance or directly to our SENDCos. Complainants will then be referred to the Trust Complaints Policy, which can be found on our school website. If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

[Complain about a school: Types of complaints - GOV.UK](#)

You can make a claim about alleged discrimination regarding:

- Admission Exclusion
- Provision of education and associated services.#
- Making reasonable adjustments, including the provision of auxiliary aids and services.
- Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

20. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family and will gladly meet together to see how we can help.

To see what support is available to you locally, have a look at Bath and North East Somerset's local offer. Bath and North East Somerset publishes information about the local offer on their website:

- [Children and families | Live Well in Bath & North East Somerset](#)

Support for understanding more about how the Needs Led Approach to the Neurodevelopmental Pathway works is available here:

- B&NES: <https://bathneshealthandcare.nhs.uk/services/neurodevelopmental-pathway/>
- » [Videos: steps of the Neurodevelopmental Pathway](#)

- For B&NES families who would like to find out more, please contact the B&NES Parent Carer Forum ND Support Line. The line operates a callback system. Parent carers can call 01761 502515 and leave a message. The email address is ndsupport@banespcf.co.uk.

Sleep

If there are concerns about sleep, it might be worth considering the sleep advice below. Reduced sleep quality and/or quantity can lead to a range of needs and impact, so it is important to consider suitable support and strategies first. Improved sleep is likely to improve other areas of development.

- The Sleep Charity - <https://thesleepcharity.org.uk>

Nutrition

Poor nutrition can lead to a range of needs and impact, so it is important to find out whether a child/young person is having the right nutrition. With suitable support and strategies to improve nutrition, needs and impact may be reduced. You may want to consider using the nutritional advice below:

- Eat Well - <https://www.nhs.uk/live-well/eat-well/>

Anxiety and Worries

- Anxiety is a natural response to a potential challenge- this can keep us safe
- Anxiety is a normal response to situations that are new and challenging
- Anxiety is not normal if it is affecting your everyday life
- <https://www.worthit.org.uk/blog/mental-health-day-ideas>

You can watch the video for more information on the following ideas to help you/ your child when you are feeling anxious:

- | | |
|---------------------------------|-----------------|
| • Breathing techniques | • Distraction |
| • Grounding | • Visualisation |
| • Challenging negative thoughts | |

Additionally, local charities that offer information and support to families of children with SEND are:

- Action for Children - [Action For Children | Children's charity | For safe and happy childhoods](#)
- Bath Area Play Project - [Welcome to Bath Area Play Project](#)
- Bath Mencap - [Bath Mencap | Home](#)
- Life Project Bath - [Welcome to the Life Project | A Charity in Bath](#)

National charities that offer information and support to families of children with SEND are:

- IPSEA SEND family support - [SEND law training for parents and carers](#)
- NSPCC Family Action - [Children and families at risk of abuse or neglect | NSPCC Learning](#)
- Family Action - [Family Action: Supporting families at every age and stage of life](#)
- Special Needs Jungle - [Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)

All local authorities must, by law, provide an information, advice and support service to support families who want to know more about SEND. This is an impartial, confidential and free service for parents, children and young people, which provides advice about all aspects of SEND support. For Bath and North East Somerset this is [Sendias Bathnes](#). They can be contacted as follows:

- Email: sendias@bathnes.gov.uk
- Advice Line: 01225 394382
- Textphone: 07530 263401

There are also a number of local SEND support groups, caring and mentoring groups, online groups, training sessions and events to support children and young people with SEND and their families, have a look at our [services and organisations section](#), and the below information:

- [B&NES Parent Carer Forum](#)
- [Contact: for families](#)
- [Shout Out Advocacy - Off the Record](#)

As a parent of a child with additional needs you are also considered a carer, often referred to as a Parent Carer. You can access a Carers Needs Assessment which offers practical and social support should you need it. Contact have a helpful page detailing the [difference between a Needs Assessment and a Carers Assessment](#).

Follow the link below to find out more about a Carers Needs Assessment and also to find out more about the support the B&NES Carers Centre is able to offer you.

- [Carers Needs Assessment](#)
- [B&NES Carers Centre](#)

21. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services.

Differentiation – when teachers adapt how they teach in response to a pupil's needs.

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCo – the special educational needs and disability co-ordinator
SEN – special educational needs
SEND – special educational needs and disabilities
SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND
SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

SEN Transition – when a pupil moves between years, phases, schools or institutions or life stages