



# **Special Educational Needs Information for Parents/ Carers January 18**

**Special Educational Needs Co-ordinator: Jayne Rochford-Smith**

At St. Andrew's 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.

## 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 at St. Andrew's about my child's educational difficulties and/or Special Educational Needs?

### 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 Single Support Plans (SPs), also known as One Page Profiles (OPP's). 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.
- 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 and for all the pupils they teach with any SEND.

### Teaching Assistants

Teaching Assistants (TA) who may be allocated to a specific pupil who has a Statement or EHSC plan.

### 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.
- Reporting to the full governing body .



## The Headteacher and SENCO are 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 LSAs but are still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- 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 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 overall SEND Support record of need 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 your child's Headteacher and/or SENCO by telephoning or visiting the school to arrange an appointment.

### **How does St. Andrew's 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.

### **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. This may include adaptations to the classroom environment as appropriate.

### **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 school staff support my child?**

All teachers are responsible and accountable for the progress and development of the pupils 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) will explain to you what the concerns are and also explain to you what the plans for your child include. We consult you about any outside agency involvement .

Your 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
- a group or individual work with an outside professional

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

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

Regular meetings are set up to ensure parents are fully informed of their child's progress .  
Parents are involved in target setting.



### **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  
Autism Outreach Service  
Behaviour Support Service  
Child and Adolescent Mental Health Service (CAMHS)  
Dyslexia Action  
Counselling Services  
Educational Psychology  
Occupational Therapy  
School Nursing Team, Health Visitors, Paediatricians and GPs, Physiotherapy, Audiology  
Social Care teams  
Child Protection Officers  
Speech and Language Therapy Services  
Children Missing Education Officers  
SENDSory Support Services  
Parent Partnership Service  
Play therapy  
Thrive  
'Kickstart' 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. The School's SENCO is a trained Thrive practitioner and the 'Thrive approach' use through out the school to support children's social and emotional development.



### **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. The school has Specialist Teaching Assistants for Speech and Learning and Nurture. The SENCO holds an accredited qualification.

### **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 carried out by the LA, accessibility issues are always considered in light of any individual need.

### **How will St. Andrew's 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.

For children who transfer mid year, LA procedures are followed (see Admissions and Transport on the BANES website). The LA's 'Local Offer' is available on the BANES website.

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

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.

### **How will St. Andrew's 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 a significant needs over and above that which cannot be met by the school, a child may require a Statutory assessment which will from September 2014 be referred to as an EHC Assessment (Education, Health Care) and may be considered for an ECH Plan.

Parents can also request that the LA carry out an EHC assessment of their child's needs.



### **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. 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, 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 are encouraged to contribute to their child's education. This happens through:

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

### **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
- Head teacher– Sue East
- SENCo—Jayne Rochford-Smith
- SEND Consultant—Bridget Bolwell
- The SEND governor– Cherril Pope

**Contact: [standrew's\\_pri@bathnes.gov.uk](mailto:standrew's_pri@bathnes.gov.uk) Telephone 01225-310135**

**To be read in conjunction with the SEND annual information report and SEND Policy which are available on our website.**

