

	<p>Learning Support Assistants (LSAs) / Teaching Assistants (TAs) may be allocated to some pupils with SEN and or disabilities.</p> <p>The SEND Governor</p> <p>All of the above people can be contacted by telephoning the school office to arrange a meeting or for a phone conversation.</p>	<p>school to help support your child’s learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc...</p> <ul style="list-style-type: none"> • 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 SEN and/or disabilities in the school) to achieve their potential. • Supporting your child’s class teacher to write Individual Education Plans (IEPs) 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. <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child’s day has been and we do actively encourage this continued feedback!</p> <p>Is responsible for:</p> <ul style="list-style-type: none"> • 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. <p>Telephone: 0117 9863614</p> <p>Email: enquiries@chandagjuniorschool.org.uk</p>
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The following questions are designed to be clear and helpful to parents/carers and young people at our school.

<p>1) How does Chandag Junior School know if children need extra help?</p> <p>What should I do if I think my child may have Special Educational Needs?</p>	<p>We know when children need help if:</p> <ul style="list-style-type: none"> concerns are raised by parents/carers, teachers or the child's previous school or pre-school; the child's progress is very slow; there is a change in the child's behaviour; a child asks for help. <p>If your child is not making expected progress or if there is another indicator of concern the school will discuss with you:</p> <ul style="list-style-type: none"> 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. <p>Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown</p> <p>In the first instance, talk to your child's class teacher, then the Inclusion Lead/Special Educational Needs Coordinator (SENCO), Mrs Savory, or the Headteacher, Mr Dunning.</p> <p>Your concerns will always be taken seriously – your views on your child's development and progress are always very valuable.</p> <p>You may also want to get some advice from the Parent Partnership Service. See the website for full information:</p> <p>www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/parent-partnership-servic-5</p> <p>Further information can be found from the school's policies for SEN&D, Behaviour and Teaching & Learning (all available on the school's website at www.chandag-jun.bathnes.sch.uk).</p>
<p>2) How will Chandag Junior School support my child?</p>	<p>All children have individual needs! Children in school with SEN will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:</p> <ul style="list-style-type: none"> Other staff in the school; Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need); Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service or a Learning Support Service; An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant; Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Learning Support Assistant); Providing special equipment/resources as required to support your child's learning and development. <p>The class teacher (sometimes with the Inclusion Lead/SENCO) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies are used, we always ask your permission before making a referral. If you have any queries related to the interventions or support that your child receives, please contact the class teacher or the SENCO.</p> <p>If a specialist professional works with your child, there may be recommendations that are made, which may include:</p>

	<p>Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better; Support to set targets which will include their specific professional expertise; Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit; A group or individual work with outside professional.</p> <p>Depending on your child's area of need a SEN Support Plan may be written or an IEP (Individual Education Plan). This will be done following the ASSESSMENT of need, PLANNING what provision is needed and what outcomes should be achieved, DO – put the provision in place and REVIEW – what difference has this action had towards the intended outcomes? This cycle will then be reviewed (approximately every 6 weeks) with the teacher, possibly the SENCO, parent and child. Your child can choose to either attend these meetings or talk to their class teacher beforehand.</p>
3) How will the curriculum be matched to my child's needs?	<p>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 SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>Regular review meetings (approximately every 6 weeks) also provide opportunities for parents/carers and children to discuss the curriculum with the class teacher and will include how certain targets may have been used at home.</p>
4) How will both you and I know how well my child is doing and how will you help me to support my child's learning?	<p>Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to the regular parents' evenings, learning or 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.</p> <p>All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. Face to face Parent Evenings are held twice a year, for all parents, to enable feedback on your child's progress. You will also receive an annual report from the class teacher for your child.</p>
5) What support will there be for my child's overall well-being?	<p>The school offers a wide range of pastoral support for children who are encountering social or emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the Inclusion Lead/SENCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child. Children may also access the Thrive programme.</p> <p>Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or other relevant organisations.</p> <p>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. Team around the child (TAC) meetings are then held regularly, involving all the professionals currently supporting the child and parents / child to ensure that everyone is working together to meet that child's needs.</p>

	<p>If the needs of the child require the whole family to be supported then a TAF (Team around the family) will be set up.</p> <p>For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.</p> <p>Where appropriate, homework tasks may be adapted to suit the needs of individual children.</p> <p>See also section 13 below 'How are parents involved in discussions about and planning for my child?'</p>
<p>6) What specialist services and expertise are available at or accessed by our school?</p>	<p>We have access to a very wide range of specialist services as follows:</p> <p>Autism Outreach Service, Behaviour Support Service, CAMHS, Child Protection(CP) Officers, Children Missing Education Officer (CMEO), Counselling Services, CV Children's Centre, Educational Psychologists(EPs), GPs, Hearing Support, Learning Support Services (LSS) – We currently use BEST (Bath Education Specialist Teachers), Paediatric services, Parent Partnership, Physiotherapists, Play therapist, Occupational Therapists (OTs), School Nursing Team, Social Care teams, Speech and Language Inclusion Partnership (SLIP), Thrive practitioners Vision Support</p> <p>Other services are also available – 1 Big database/ Rainbow (Family Services directory) Charities e.g. Upside Down, Mencap, National Autistic Society, SHIP</p>
<p>7) What training are the staff supporting children with SEND had or are having?</p>	<p>The Head teacher's and Inclusion Lead/SENCO's jobs are to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. 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:</p> <p>Whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</p> <p>Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service</p> <p>Training takes place on a regular basis. 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 Head teacher. Recent training (i.e. in the last 12 months) includes training on: whole staff training on identifying Autistic Spectrum Disorders and Attention Deficit and Hyper-Activity Disorder, Attachment and de-escalation techniques via Team Teach training, Thrive</p>

	practitioner training for two staff.
8) How will my child be included in activities outside the classroom including school trips?	<p>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 children 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.</p> <p>For activities of site e.g. trips, 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.</p>
9) How accessible is the school environment?	<p>We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. Our site is not completely accessible for wheelchair users, especially as we have two floors and no lift. Castle School is the local designated school for wheelchair access. However, we have supported pupils with wheelchairs by changing the classrooms around and agreeing access arrangements with parents. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school. As part of the annual review of school premises carried out by the LA and regular checks by the Governing Body, accessibility issues are always considered in light of any individual need.</p>
10) How will the school prepare and support my child to join the school or transfer to a new school?	<p>Transition for Year 2 children starting Year 3 in September each year begins after Easter when every child is given a 'reading buddy' from Year 5 who will then continue to be their 'buddy' in Year 6. The Year 2 children visit the Juniors once a week for half an hour and read to and talk to their buddy. This forges good relationships, increases the children's confidence and expectations of joining our school. A transition meeting for new parents is held during Term 6 with the Head Teacher, Deputy Head and the new class teachers. A question and answer session and opportunity to meet everyone is facilitated at this time. The Year 2 children then attend a 'Move Up' day in Term 6 and spend time with their new classes and teachers. For children with SEN additional visits can be arranged and include meetings with parents and the SENCO from specifically Chandag Infant school as this school is our greatest provider of new children. The Head Teacher or Inclusion Lead/SENCO will be happy to talk to any other teachers from different schools if this is helpful and feel that it would be beneficial to a child with SEN. Specific plans can then be put in place ready for September.</p> <p>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 Y6, 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.</p> <p>If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.</p>
11) How are the school's resources allocated and matched to children's special educational needs?	<p>The school budget, received from the Local Authority, includes money for supporting children with SEN. (This is called 'notional SEN funding') The Head teacher, Senior Management Team and SENCO, in conjunction with the School Business Manager, 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.</p> <p>The Head Teacher and the Senior Management Team discuss all the information they have about SEN in the school, including:</p>

	<p>the children getting extra support already; the children needing extra support; the children who have been identified as not making as much progress as would be expected.</p> <p>They then decide what resources/training and support is needed. SEN funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment.</p> <p>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 a statutory assessment of the child for an Education Health Care Plan (formally known as a Statement of Educational Needs), which may lead to further support being provided by the LA. Parents can also request that the LA carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this either from the school or from the LA by contacting the Parent Partnership Office.</p>
<p>12) How is the decision made about what type and how much support my child will receive?</p>	<p>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, parents and child to discuss the child's progress and any additional needs which require support.</p> <p>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.</p>
<p>13) How are parents involved in discussions about and planning for my child?</p>	<p>All parents are encouraged to contribute to their child's education! This happens through:</p> <p>Discussions with the class teacher – either formally at Support Plan/IEP meetings and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.</p> <p>Discussions with other professionals e.g. the Inclusion Lead/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.</p>
<p>14) Who can I contact for further information?</p>	<p>If you wish to discuss any aspect of your child's education, please contact:</p> <ul style="list-style-type: none"> -Your child's class teacher - The Deputy Head (Inclusion Lead/SEND lead teacher) in school -The Head Teacher -The SEN governor -The Local Authority <p>http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25</p> <p>-For the searchable local offer with further information on specific services and the support they offer please visit http://www.rainbowresource.org.uk</p> <p>-The Parent Partnership Service: parent_partnershipservice@bathnes.gov.uk.</p>