



Chandag Junior School Special Educational Needs and Disabilities (SEND) Information Report

Summary

Schools have been asked to provide answers to a list of questions to explain their procedures and provision in supporting pupils who have Special Educational Needs and Disabilities.

This information report provides an outline of the support and interventions that we provide for those pupils for whom the learning gap needs to be narrowed (Support Step 1), for those who may require greater support from outside agencies (Support Step 2), and those who require more specific, individual support (Support Step 3).

The information should provide parents/carers with a useful amount of information. We would, however, encourage you to make a visit to school to discuss the particular needs of your child.

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'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools' SEND Code of Practice 2015

1. What kinds of Special Educational Needs and Disabilities provision does Chandag Junior School provide for?

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

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

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

We are able to support pupils with a range of needs including children with medical needs. We have a disabled bathroom on our ground floor. On the occasions where we have had pupils who are in a wheelchair we have accommodated their needs by moving Pod bases accordingly.

2. How does Chandag Junior School know if children need extra help and should I do if I think my child may have Special Educational Needs?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- There is a concern about the rate of progress a child is making
- There is a change in the child's behaviour
- A child asks for help, beyond usual needs

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
- The possibility of specialist assessment or referrals to outside agencies and professionals to support your child's learning
- How we can work together to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances e.g. a bereavement or family breakdown. If you have any concerns about your child and special needs please:

- Talk to your child's **Pod teacher in the first instance**
- Then **Mrs Eve the SENCO**, (Special Educational Needs Coordinator)
- Alternatively, you may raise your concern with the Head teacher, **Mr Dunning**.

Your concerns will always be taken seriously – your views on your child's development and progress are very important.

It may be appropriate for you to obtain advice from SEND Partnership at BANES Council or read further information in our SEND Policy.

Please see below for a more detailed overview of how adults support children at Chandag Junior School

In the first instance, the Pod teacher is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc.)
- Ensuring that all members of staff working with your child in school are aware of your child's individual learning and or medical needs and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the school's SEND Policy is followed in their classroom for all those pupils with SEND.

- If it is deemed appropriate, writing a Learning Support Plan (LSP) with the support of the SENCO, assessing and reviewing them no less than 3 times a year.

The SENCO (Special Needs Co-ordinator) is responsible for:

- The day to day management of the support for children with SEN and/or disabilities. They will give responsibility to Pod teachers and Teaching Assistants (TAs) but is still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with Special Educational Needs and 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.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- 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
 - a 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...
- Keeping the school's SEND record of need up to date, (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 comprehensive (or appropriate) records of your child's ongoing needs to continue to progress.
- 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 Pod teacher to write Single Support Plans (if agreed) 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.

Learning Support Assistants (LSAs) / Teaching Assistants (TAs) may be allocated to some pupils with SEN and or disabilities:

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. Year group based TAs also work within each Pod every morning supporting the teaching and learning as a whole.

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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

Telephone: 0117 986 3614

Email: Chandag_jun@bathnes.gov.uk

3. How will Chandag Junior School support my child?

All children will have individual needs! Children in school with SEN will get support that is specific to their individual needs. Quality first teaching happens every day and the hope is that this will allow children to learn and progress. It is however, sometimes not always the case, and so we have a staged approach that reflects a continuum of need and provision. If a need has been identified for a child, this will usually result in actions being put into place. After a period of time (usually one term but this will be dependent on the pupil), this will be reviewed and follow a series of graduated steps. The time spent at each stage will reflect an individual child's needs.

Support Step 1: Initially, Where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through in class intervention. In some cases, it may be beneficial for a **One Page Profile** to be drawn up. This will have ways in which to support the pupil best and will be reviewed once a year. They may also attend other appropriate focused interventions according to their needs out of the class. This will have been instigated by the Pod teacher analysing a pupil's achievements and seeing that the gap between attainment and progress that needs to be narrowed. Most interventions are carried out by Teaching Assistants and do not have targets assigned to this process. Progress will be measured by entry and exit data.

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

Support Step 2: The second step of our school intervention is characterised by a referral to an outside agency.

- A teacher will typically consult with the SENCO about what they feel the specific need is
- The parents are contacted and invited in to discuss their views
- A referral is made to the relevant agency for example, speech and language, education psychology, occupational therapy etc.
- Following an assessment or consultation an appropriate intervention or actions may arise and be implemented
- For example, IEPs may be written by the speech and language therapist demonstrating their specific professional expertise which are then utilised and reviewed accordingly
- Learning support plans may also be written after discussion with the pupil and their parents. These will then be tracked and reviewed as necessary

Support Step 3: If a pupil with SEND has significant need that requires even greater support the SENCO along with the parents may decide to apply for an **Education and Health Care Plan (EHCP)** needs assessment. If, after assessment, the Local Authority decides to award further appropriate provision this will be arranged and put into place. This provision will then be reviewed annually with parents and outside agencies with the Local Authority.

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

Our curriculum is designed to match your child's needs by using where appropriate personalised learning which is differentiated according to each pupil's ability, their style of learning or to their own personal and agreed learning goals. 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. In some cases, a specialist teacher may be employed to teach particular children.

5. 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?

Class teachers are always happy to discuss how well your child is doing. There are also regular opportunities to meet at parent/teacher interviews during the year, as well as an annual school report in the summer term. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. If your child has a Learning Support Plan, you will be involved in the target setting and review process and understand the role you can play at home in helping your child achieve their targets.

All reports from outside agencies are passed to parents, again with ideas for supporting your child at home.

We track pupil progress throughout the year and if we feel that your child isn't making the expected progress in terms of attainment or achievement, then appropriate measures will be put in place to support your child (Support Step 1)

6. What support will there be for my child's overall well-being?

Our school offers a wide range of pastoral support for children who are encountering social, emotional or behaviour difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher or the SENCO, social skills or friendship groups led by highly trained Teaching Assistants. Regular 'monitoring' meetings with parents/carers are also important during this time.

Where appropriate, homework tasks may be adapted to suit the needs of individual children.

Sometimes the school will get support from elsewhere e.g. the School Nurse, if it is felt that expert advice would be of benefit. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or other relevant organisations.

For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of the 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. A TAF (Team around the Family) can also be set up if the needs of the child extends into home life and is causing concern for other external agencies.

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.

7. What specialist services and expertise are available or accessed by the school?

We have access to a very wide range of specialist services. Some of which are provided by school staff and some are services from outside providers who deliver support on the school site:

Autism Outreach Service,
Behaviour Support Service both Keynsham and Chew Valley Parent-Pupil Partnership and Bath (Brighter Futures),
CAMHS,
Child Protection (CP) Officers,
Children Missing Education Services (CMES),
Counselling including Cognitive Behavioural Therapy and Mindfulness (both in-house and local authority providers)
Educational Psychologists (EPs),

GPs,
Learning Support Services (LSS) – We currently use BEST (Bath Education Specialist Teachers),
Paediatric services,
Parent Partnership,
Physiotherapists,
Play therapist,
Occupational Therapists (OTs),
School nurse – Danielle Taylor
Sensory (hearing) Support,
Social Care teams,
Speech and Language Inclusion Partnership (SLIP),
Thrive Programme,
Thera-play.

8. What training do staff that support children with SEND receive?

Chandag Junior School staff are very well qualified to support children with SEND. We provide in-house training where possible and also have training delivered by professionals and experts. The school development plan is regularly reviewed to identify where more training is required and is an ongoing process.

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

Training that has recently taken place: specialist epilepsy care and management training, how to collate a child's one page profile, use of Numicon, use of memory interventions and whole staff training on working memory, dyslexia.

Our SENCO, also continues her professional development through Bath Spa University where she is a mentor for new or aspiring SENCOs.

9. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources can be made available to ensure access for all children to all activities where payment is a difficulty. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service.

For activities off site, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity.

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

10. How accessible is the school environment?

We will always do our best to meet an individual's need, and we are always happy to discuss specific 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 a bathroom and changing facility 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 pupils need.

11. How will the school prepare and support my child to join the school or transfer to a new school?

Transition for Year 2 children from Chandag Infants begins in Term 1 and involves the pupils from Year 5 going to the Infants to help during lunchtime. This initiates the development of friendships and is extended further after Easter when every Year 2 child is then 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 Pod 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 Pods and teachers. For those children with SEN, additional visits can be arranged including meeting with parents.

For those pupils starting Year 3 or any other year group, we welcome meeting the pupils and parents. The Head Teacher, SENCO or new Pod teachers will also 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 or for when they start.

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.

If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

12. How are the school's resources allocated and matched to children's special educational needs?

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.

The Head Teacher and the Senior Management Team discuss all the information they have about SEN in the school, including

- 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

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.

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, 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 SEND Partnership at BANES Council.

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

Each child's needs are 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 Pod teacher, parents and child to discuss the child's progress and any additional needs which require support.

If a child joins from another school, information provided by the feeder school, along with our own assessments, are utilised to allocate resources and/or support.

14. How are parents involved in the school? How can I be involved?

All parents are encouraged to contribute to their child's education and we very much welcome working together. 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. You may be asked to complete some information gathering sheets in order for us to collate a one page profile.

Formal opportunities for involvement are during parent/teacher consultations, annual reviews for an EHCP and Learning Support Plan reviews. Our school also holds 'Meet the teacher' evenings and 'education' evenings when parents are able to listen to the latest information about school initiatives and ask questions about issues concerning them. Informally, it is possible to speak to your child's Pod teacher most of the time. Please contact the school office to ask for a suitable time. Home/school communication books can also be used where necessary.

15. Who can I contact for further information?

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

- a) -Your child's Pod teacher
- b) -The SENCO
- c) -The Deputy Head
- d) -The Head Teacher
- e) -The SEN governor
- f) -The Local Authority

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

-For the **searchable local offer** with further information on specific services and the support they offer please visit <http://www.rainbowresource.org.uk>

-The SEND Partnership - see the Rainbow Resource website for current details

16. Who should I speak to if I have concerns?

The open school policy makes it possible for complaints about special educational provision to be made informally and formally to the appropriate person. All serious complaints are referred to the Head teacher who takes overall responsibility. If necessary, the complaint is referred to the Governing Body.