

Local Offer St Keyna Primary: How we provide for Children with Special Educational Needs

St Keyna Primary School prides itself on its inclusive ethos and is committed to working closely with children and their parents or carers to ensure that every child is able to experience success in learning and to achieve to the very best of their ability.

The following policies (available from the school office) explain the aims and procedures in place that underpin this overall vision:

- Special Educational Needs and Disability (SEND) Policy
- Inclusion Policy
- Equal Opportunities Policy

1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	
<p>How does the school identify children with special educational needs?</p>	<ul style="list-style-type: none"> • Class teachers continually monitor the progress of children, both in lessons and across the term and year. When they observe that: <ul style="list-style-type: none"> - a child is not making expected progress, - targeted teaching has not met the child’s needs and they are concerned that there may be a special educational need, they discuss this with the school’s Inclusion Leader to decide what else can be done. The class teacher will also talk to parents or carers and discuss the child’s needs and how they might best be met. • Our school formally assesses and records children’s progress at the end of every term to ensure all children are making good progress. The Headteacher (Mr Gumm) and Inclusion Leader (Mr Jones) look at this data and identify any children whose progress is a concern. The School Leadership Team and class teachers also meet in terms 2, 4 and 6 to discuss progress of children in greater depth. If it seems further support needs to be put in place, the class teacher will speak to parents or carers and will discuss how the child’s learning can be supported. • Parents or carers may raise a concern with their child’s class teacher. This will be discussed with the Inclusion Leader. <p>As a result of any of the above, a decision will be made about whether to monitor a child’s progress or to plan an intervention with focused targets. Parents are encouraged to contribute to this, and we also encourage children to take part in this process as best they can. The child’s progress will be monitored and reviewed regularly – again we encourage parents and children to take part in the review process.</p>

<p>How will my child be supported?</p> <p>Who will be working with my child and how often?</p>	<ul style="list-style-type: none"> ● A personal learning plan will be drawn up that focuses on your child's individual needs. This plan will outline targets to work towards and strategies for supporting your child to achieve those targets. The class teacher, Inclusion Leader, you and your child will all work together to set up this plan. The plan will be reviewed regularly so that your child's progress can be carefully monitored. ● If your child has more complex needs, a pupil inclusion plan may also be drawn up – this details your child's individual needs and what steps the school needs to take to ensure that he or she is able to feel included in school. These plans are reviewed yearly, unless there is a sudden change in your child's needs. ● Your child may only need extra support in class and may be supported through small group work with the class teacher or a teaching assistant. Your child may need a short period of one to one or small group support in addition to class teaching to address gaps in learning or to access targeted intervention programmes. The class teacher will direct this work and can discuss it with you – it will also be detailed in your child's personal learning plan. ● If you or the school has asked for the advice of another agency (e.g. Educational Psychologist, Speech and Language Therapist, School Nurse, etc.), your child may also meet or work with these professionals. You will have an opportunity to meet these professionals too. ● If your child has more complex needs, he or she may have an increased amount of support from a teaching assistant in the classroom and for one to one or small group work. The Inclusion Leader and the class teacher will oversee this provision, work with you and your child to review progress regularly and make decisions with respect to any further support that might be needed.
<p>What are the roles of the people in school who support my child?</p>	<p>You and your child are important members of the team who will work to provide the support your child needs. Other members of this team are:</p> <p>Class teacher (can be contacted by telephoning or visiting school to make an appointment) Responsibilities:</p> <ul style="list-style-type: none"> ● To ensure that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's needs. ● Check on the progress of children and identify, plan and deliver any additional help they might need. ● Write up personal learning plans and share and review these with parents and children ● Ensure all members of staff working with a child are aware of his or her individual needs ● Ensure the school's Special Educational Needs and Disability (SEND) policy is followed in the classroom and for all the pupils they teach with SEN and/or disabilities. <p>Inclusion Leader and Special Educational Needs and Disability Co-ordinator (SENDCO): Mr Jones (can be contacted by telephoning or visiting school to make an appointment) Responsibilities:</p>

- Coordinate all the support for children with Special Educational Needs (SEN) and or disabilities and develop the school's SEND policy to ensure the provision for children is consistent and of a high quality.
- Ensure that you are involved in supporting your child's learning, that you are kept informed about the support your child is getting and that you are included in the planning for and reviewing of provision.
- Liaising and working with all the other professionals (Educational Psychologist, Speech and Language Therapist, etc.) who may be involved in supporting your child.
- Keep up to date records of the provision for all children with SEN and /or disabilities.
- Monitor the progress of children with SEN and/or disabilities.
- Monitoring the effectiveness
- Support class teachers and teaching assistants in setting up intervention programmes, providing advice and finding strategies and resources to support your child
- Supporting class teachers to write personal learning plans that specify the targets 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 the school

Teaching Assistant:

A teaching assistant may be asked to provide direct support for your child as directed by the class teacher or Inclusion Leader. Sometimes a teaching assistant may be asked to communicate daily with parents when their child has a specific need that requires good communication between school and home. Whilst teaching assistants play a very valuable role in supporting your child's education, any questions you have about your child's learning and progress should be directed to the class teacher or Inclusion Leader.

Headteacher: (can be contacted by telephoning or visiting school to make an appointment)

Mr Gumm is responsible for the day to day management of all aspects of the school. This includes the support for children with SEN and/or disabilities. She will give responsibility to the Inclusion Leader and class teachers but still carries the responsibility to ensure your child's needs are met. She must make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

SEND governor: (can be contacted by telephoning or visiting school to make an appointment)

He/she is responsible for making sure that:

- the school has an up to date SEND policy.
- the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school.
- The necessary support is provided for any child who attends the school and who has SEN and/or disabilities.

<p>How will the school measure the effectiveness of its provision for children with SEN and disabilities?</p>	<ul style="list-style-type: none"> ● He/she is also responsible for visiting the school to understand and monitor the support given to children with SEN and disabilities and being part of the process to ensure your child achieves his or her potential. <p>The school monitors and measures the effectiveness of its provision in a number of ways:</p> <ul style="list-style-type: none"> ● Through regular reviews of personal learning plans. ● If your child has an Education and Health Care Plan (used to be called a statement) your child's progress and the provision to support him /her will be reviewed annually in a meeting which is attended by you, your child, the school and other professionals who work with your child. ● The Inclusion Leader meets every term with teaching assistants who work with children with SEN and disabilities to assess progress and plan for future provision. This allows us to determine whether an intervention has been successful and also contributes to the review of targets and the setting of new targets in your child's personal learning plan. ● The Inclusion Leader and the Headteacher use the information from termly class assessments to look at your child's progress. This enables the school to assess whether provision has been effective and to address any issues where expected progress is not being made. ● The school's Senior Leadership Team and the Governing Body examine the school's data annually and look closely at the progress of vulnerable groups of children, including those with SEN and/or disabilities. This also enables the school to look at how well the school is doing against national data.
<p>3 How will the school curriculum be matched to my child's needs?</p>	
<p>How does the school adapt the curriculum and learning tasks to meet my child's individual needs?</p>	<p>Adapting the curriculum and learning tasks to meet the individual needs of pupils is known as differentiation. This good differentiated provision will include effective classroom management and organisation, focussed planning and delivery of lessons, ongoing recording and tracking of pupil progress, regular feedback to pupils, the evaluation of teaching and learning leading to adjustments where necessary, the focused use of additional adults through in-class and/or withdrawal support systems, and the matching of curriculum resources to the needs of groups and individual pupils.</p> <ul style="list-style-type: none"> ● Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

<p>How will that help my child?</p>	<ul style="list-style-type: none"> ● Class teachers and/or teaching assistants may provide specific support for your child and a small group of other children as part of the lesson. ● Teaching assistants can implement the class teacher's adapted planning to support the needs of your child as necessary. ● Specific resources and strategies will be used to support your child individually and/or in small groups. ● Planning and teaching will be adapted on a daily basis to meet your child's learning needs and to increase the opportunities for your child to access learning and to make progress. ● The class teacher will use the advice from other professionals (e.g. Speech and Language Therapist, ASD Outreach Service) to ensure that their classroom practice is inclusive and supports children with a variety of learning needs. ● Your child's class teacher will have a good understanding of the needs of individual children and the way they learn. This enables the teacher to plan and deliver lessons in which every child can access learning, can work with some independence to achieve success and can be appropriately challenged to take their learning further. ● Your child will experience different approaches to learning and learning tasks can be adjusted to make the most of his/her learning styles – e.g. for some children visual learning is a strength and this can be used in a focused way to support their learning. ● Carefully planned differentiation, that takes into account your child's individual learning needs, will support your child to access the learning that is planned for all children and help him/her to feel included and able to participate. It enables him/her to be confident in his/her ability to learn and to be successful.
<p>4 How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	
<p>What opportunities will there be for me to discuss my child's progress?</p>	<p>All parents have opportunities to discuss their child's progress at parents' evenings.</p> <ul style="list-style-type: none"> ● The class teacher will also be willing to discuss your child's progress at other times, especially if you have a concern or need additional information. It is helpful if you approach the teacher directly so that a mutually convenient time can be arranged. An appointment can also be made by telephoning the school office. ● Children with more complex needs may have review meetings at regular intervals. These meetings are an opportunity for you to discuss your child's progress.

<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • The progress of children with an Education Health and Care Plan (previously a statement of SEN) is formally reviewed at an Annual Review. Together with you and your child, all adults and agencies providing support for your child will be involved in this meeting • An appointment can be made to discuss your child’s progress with the Inclusion Leader. The Inclusion Leader is also available for appointments on parents’ evenings. • When other professionals are asked to provide assessment of or advice about your child, you will be given an opportunity to meet with them for discussion. • At the end of the academic year a formal school report will be sent home. <ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher both within lessons and across time. Nationally set levels (National Curriculum levels) are used to judge progress and achievement. • If your child is in Year 1 and above, but not yet at National Curriculum levels, a more sensitive tool is used which shows the smaller and significant steps of progress. These are called ‘P levels’. • Children’s learning in literacy and maths is assessed every term and, if a child is not making expected progress, the reasons for this will be explored. The Headteacher, Inclusion Leader and other members of the school leadership team all participate in this process. • Three times yearly the school has formal pupil progress reviews which are held to ascertain how well pupils are doing and what action must be taken if progress is not as expected. • At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. • Children with personal learning plans will have their targets reviewed, with your involvement, at least three times a year. • The Inclusion Leader will check your child’s progress termly if he/she is working with adults using a specific intervention programme. • Some children may need a home-school book to record important information and ensure effective communication.
<p>5 What support will there be for my child’s overall wellbeing?</p>	
<p>What is the pastoral, medical and social support available in the school for children with Special</p>	<ul style="list-style-type: none"> • Our school is committed to providing for the wellbeing of all children in our care and this underpins the way we provide for the needs of all children. • Your child may be invited to join a nurture group at the start of the day or at playtimes.

Educational Needs and /or Disability?

How does the school manage the administration of medicines and providing personal care?

What support is there for behaviour, avoiding exclusions and increasing attendance?

How will my child be able to contribute his or her views?

- Targets on personal learning plans may include pastoral, medical or social support, and the strategies outlined on the plan will detail the support that is provided. This may be through one to one or small group work.
- Children with specific medical needs have a Health Care Plan drawn up in consultation with you and the School Nurse. This is shared with all adults who may be working with your child. A pupil inclusion plan may also be drawn up if your child has a condition that needs continual care throughout the school day. We ensure our staff are trained in managing the medical needs of your child, e.g. in managing Diabetes Type 1, Anaphylaxis, Epilepsy.
- The school has a policy on the management of medicines in schools. We try and work with parents to ensure children receive medicines that they need to take during school times. For the safety of all other children in our care, we request that all medicines are kept in the school office or in a staff only cupboard in the classroom.
- Some children take longer to achieve toilet training. The school will work with you and other professionals (e.g. school nurse, continence clinic) to help your child succeed in becoming toilet trained. If your child needs to have pull ups changed in school, we will draw up a continence plan with you. We aim for children's privacy to be respected and understand that for some children this may be an ongoing difficulty.
- Our school has a clear behaviour policy which is consistently applied by all staff. Alongside this we have an 'Ammonite Code' that clearly states the way we expect children and adults to behave in school. For most children this is sufficient to help them to behave appropriately in school. The school's Behaviour Policy provides more information on this.
- The school endeavours to address behaviour issues early on and support is provided in a number of ways: nurture groups, personal mentors, specific teaching of ways to manage behaviour through a structured programme, social skills groups, playground support or referral to the behaviour support service.
- We know that some children find it harder to behave in socially acceptable ways. We monitor the number of sanctions recorded in class behaviour books each term, sometimes each month, and address issues with individual children whose behaviour frequently results in a sanction. Targets may be drawn up after discussion with the child and clear sanctions and rewards explained. Parents will be notified. If behaviour does not improve over an agreed period, a behaviour contract will be drawn up together with parents and children. Where behaviour continues to be a problem, a personal support plan will be agreed with parents, child and any other professionals involved with the child. The aim of this plan is to avoid exclusions.
- The school works with the Local Authority and the Children Missing Education Officer to ensure that children's attendance and punctuality is high. We have an Attendance Policy which explains this further.

<p>How will the school support my child to do this?</p>	<ul style="list-style-type: none"> ● Your child will have an opportunity to express his or her views through the regular reviews of personal education plans. ● If your child has an Education and Health Care Plan (previously a Statement), he or she will be invited to contribute a report to the Annual Review and will be invited to attend all or part of the Annual Review meeting. ● We encourage all children to be reflective about what they learn and the way they learn. Your child will be encouraged to participate fully in the learning process and to take ownership for his or her learning in a way that is appropriate for age and ability: our aim is to help children gain the skills they need to learn and to apply them in a variety of ways. ● When targets for behaviour or learning are set, children are asked to participate through discussion, and their views are taken seriously. ● Children with SEN and / or disability will be supported to share their views; this may be through one to one discussion or supported writing, or through small group discussion. Before children attend meetings, their class teacher or the Inclusion Leader will explain what the meeting is about, and how it works, and will seek to dispel any anxiety your child might feel. In meetings, children are encouraged and supported to participate in a way that is relevant and helpful for them.
<p>6 What specialist services and expertise are available at or accessed by the school?</p>	
<p>Are there specialist staff working at the school and what are their qualifications?</p> <p>What other services does the school access, including health, therapy and social care services?</p>	<p>The following staff are directly funded by the school:</p> <ul style="list-style-type: none"> ● The Inclusion Leader ● Teaching Assistant dedicated to delivering specific interventions, e.g. Speech and Language Therapy, programmes to address Specific Learning Difficulties (e.g. Dyslexia), etc. and to provide Nurture support to children who do not have an Education and Health Care Plan / Statement of SEN Teaching Assistant dedicated to support an individual child with an Education and Health Care Plan / Statement of SEN ● Additional Speech and Language Therapy input ● Teachers who deliver small group support to pupils with SEN or learning difficulties ● Additional assessment and advice from Specialist Learning Support Teachers ● Additional assessment and advice from Specialist Behaviour Support Teachers ● Additional Support from trained professionals such as Art Therapists or Play Therapists ● Parent Support Adviser <p>Professionals whose support is paid for centrally through the Local Authority:</p> <ul style="list-style-type: none"> ● Autistic Spectrum Disorder Outreach ● Educational Psychology Service ● Sensory Service for children with visual or hearing needs ● Children Missing Education Service ● Parent Partnership

	<ul style="list-style-type: none"> • Social Care /Social Workers <p>Provided and paid for by the Health Service :</p> <ul style="list-style-type: none"> • School Nurse • Paediatricians • Occupational Therapist • Children’s and Adolescent’s Mental Health Service (CAMHS) <p>The school may also work with voluntary services as needed, e.g. Pets As Therapy, National Autistic Society, National Deaf Children’s Society, Time 2 Share.</p>
7 What training are the staff supporting children with SEND had or are having?	
<p>What training or help is given to staff to help them support children with SEN and / or Disability?</p>	<ul style="list-style-type: none"> • The Inclusion Leader’s job is to support class teachers in planning for children with SEN and or Disability, and to provide in house training or advice where possible and necessary. The Inclusion Leader also checks what training is available or staff and liaises with the Headteacher to ensure staff are able to receive the training they need from outside providers where appropriate. • The school identifies the training needs for all staff to improve the teaching and learning of children with SEN and / or Disability. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia, etc. • Whole staff training is provided to disseminate knowledge, strategies and experience and to ensure the consistency of the school’s approach for children with SEN and/or Disability. • 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, the Sensory Service etc. • The Inclusion Leader works closely with the School Nurse to ensure necessary medical training, e.g. use of Epi-pens, managing Epilepsy or Type 1 Diabetes, is up to date and Health Care Plans are written and reviewed yearly (or more frequently if necessary).
8 How will my child be included in activities outside the classroom including school trips?	
<p>Will my child be able to access all of the activities of the school and how will you assist him / her to do so?</p>	<p>The school is committed to the inclusion of all pupils and works hard to remove barriers to learning or participation. Our Equal Opportunities Policy and Inclusion Policy explain this.</p> <ul style="list-style-type: none"> • Where children have a particular need, we work closely with parents/carers and other involved professionals to address any issues around access to learning and other activities. A Pupil Inclusion Plan may be drawn up to detail how this will be done. This plan details your child’s needs and the strategies that will be employed to ensure their full participation in all the activities school has to offer.

<p>How does the school involve parents / carers in planning activities and trips?</p>	<ul style="list-style-type: none"> • If your child is anxious about participating in an additional activity, the class teacher or Inclusion Leader can be approached so that this can be addressed. • Some children need a greater level of support to access certain learning activities, and class teachers' planning will allow for this, either through differentiation or additional adult support where possible. • It is our aim that all children will be able to participate in trips and residential – again we work closely with parents/carers to make this possible. On some occasions parents/carers are able and keen to provide support by attending a trip with their child, but they are not required to do so. Wherever possible the school will endeavour to support. • The school has an Educational Visits Policy to guide teachers in ensuring all children's safety on visits and residential. This includes carrying out risk assessments, which may, if necessary be completed with respect to an individual child's specific needs.
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9 How accessible is the school environment?

<p>Is the building fully wheelchair accessible?</p> <p>Have there been improvements in the auditory and visual environment?</p> <p>Are there changing and toilet facilities for users with disabilities?</p> <p>How does the school communicate with parents whose first language is not English?</p> <p>How will equipment and facilities to support children</p>	<ul style="list-style-type: none"> • The school is accessible to children and their parents/carers. Entrances to the building are accessible for wheelchair users and the school is on one level throughout. • The school has a Hearing Loop system in place • Class teachers are able to use ICT to present lessons in a variety of different auditory and visual ways that take into account the needs of learners, e.g. visual or hearing difficulties, Specific Learning Difficulties. • School policies and newsletters are available in different formats on request. • All the classrooms have access to a toilet designed for use by those with disabilities, and the school also has adult toilet and shower room. • Changing mats and other equipment are available. • The Inclusion Leader and Headteacher will access support if it is needed to help communication with parents whose first language is not English. • Resources for supporting children with SEN and/or Disability are usually bought by the school and available for the use of a number of children. • If your child requires specific equipment, the school will be able to provide certain items of equipment through its budget. Other equipment will be funded through negotiation with the Local Authority.
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<p>How will you support a new school to prepare for my child?</p>	<ul style="list-style-type: none"> ● If your child needs to move schools for any reason, the Inclusion Leader ensures that personal learning plans and other relevant paperwork, such as assessments, reports and a copy of the Education and Health Care Plan (Statement) is sent on to the new school. The school office will send these on to the new school. ● Very often, the Special Needs and/or Disability Coordinator (SENDCO) or Inclusion Manager at the new school will speak to St Keyna's Inclusion Manager so that your child's needs are quickly understood and appropriately provided for. In this way, the new school can be informed of any special arrangements or support that need to be made for your child. <p>In Year 6:</p> <ul style="list-style-type: none"> ● Before children move on to secondary school, tutors from the local secondary schools will visit St Keyna and spend time with the children moving on to them. This is also an opportunity for them to speak to the class teacher and discuss any specific needs, including SEN and/or Disability, which children may have. Their personal learning plans will be passed on, and the SENDCOs of primary and secondary schools will speak to each other as well. We hope that this helps the receiving school to be prepared for your child starting at his or her new school. If your child moves to a school outside of the area we would still make every effort to contact the new school and look at any transition needs, which may include supported extra visit to their new school. We ask for parents to be involved in these visits as well as a teaching assistant from our school. ● We have secondary school transition booklets which children can complete together either in groups or as a class to try and prepare children for the changes ahead of them. ● Your child will have an opportunity to visit their new school in the summer term along with other pupils moving on to secondary school.
<p>11 How are the school's resources allocated and matched to children's special educational needs?</p>	
<p>How is the school's special educational needs budget allocated?</p>	<ul style="list-style-type: none"> ● The school budget, received from the Local Authority, includes money for supporting children with SEND. ● The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs of the children currently in school. ● The Headteacher and Inclusion Leader will discuss all the information they have about SEND in the school, including: <ul style="list-style-type: none"> ○ The children getting support already ○ The children needing additional support ○ The children who have been identified as not making as much progress as would be expected and make decisions about what resources, training and support should be put in place. ● All support, resources and training are reviewed regularly and changes made as needed.

12 How is the decision made about what type and how much support my child will receive?	
<p>Who will make the decision and on what basis?</p> <p>Who else will be involved?</p> <p>How will I be involved?</p> <p>What kind of support might my child be given?</p> <p>How does the school judge whether the support has had an impact?</p>	<p>The support your child needs is decided in a number of ways: as a result of continual assessment, through pupil progress reviews, at parents consultations, in discussion with you, at review meetings or Team Around the Child meetings, at Annual Review meetings, following assessment and advice by other professional agencies and at personal learning plan reviews.</p> <p>The following points explain how support might be set up at different stages.</p> <p>Children who have gaps in their learning or understanding or who need additional support to make progress:</p> <ul style="list-style-type: none"> • Class teachers continually assess the progress of your child and may decide that some extra support is needed to help him or her make expected progress. • The class teacher will put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • They may, in discussion with the Inclusion Leader, decide that specific strategies and targets should be put in place to enable your child to make better progress. This will be discussed with you and a personal learning plan may be set up for your child. • Specific small group work may be organised for your child, either in the classroom or outside of the classroom. This work may be taught by a teacher or by a teaching assistant (working under the direction of the class teacher or Inclusion Leader), and may specifically address gaps in knowledge in order to close the gap between your child's learning and that of his or her peers. These are often called 'intervention groups'. The progress that children make in these groups is monitored and discussed at review meetings for personal learning plans or at termly meetings between the Inclusion Leader and teaching assistants. Children's progress is also monitored through termly assessment and over time using the school's tracking data. <p>Specialist support for children with specific barriers to learning that cannot be overcome through whole class good or outstanding teaching and intervention groups:</p> <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input, instead of or in addition to good or outstanding classroom teaching and interventions groups, referrals will be made, in discussion with you and your child, to outside agencies who can advise and support the school in helping your child to make progress. These decisions are frequently made at Team Around the Child meetings or review meetings with you and possibly other professionals involved in supporting your child. • If it is agreed that the support of an outside agency is an appropriate way forward, a request for support will be made that includes the views of you, your child and the school and your consent will be needed.

- Outside agencies include Educational Psychologists, Learning Support Specialists, Speech and Language Therapists, Occupational Therapists, School Nurse, etc. Their advice can help the school and yourself to gain a better understanding of your child's particular needs and to find the most suitable and effective ways in which those needs can be met. Outside agencies may provide direct work with your child or they may offer advice and support through recommended strategies to use in school.
- Recommended strategies may include:
 - o Making changes to the way your child is supported in class, e.g. some individual support or changing the way some things are taught to provide better support.
 - o Support to achieve set targets which will include the professional expertise of the outside agency.
 - o 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 a friendship group.
 - o Group or individual work with the outside professional.
- The school may suggest that your child needs some agreed individual support or group support in school, they will discuss with you how the support will be used and what strategies will be put in place.

Children whose needs are complex are severe, complex and lifelong, and who need a significantly greater level of support (more than 20 hours per week) to access learning:

- This is usually provided through an Education and Health Care Plan (Statement of Special Educational Needs). This means your child will have been identified as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school. Specialist support from outside agencies is likely to already be in place and the school will work with these professionals to ensure your child's learning needs are met and he or she can make progress.
- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority based Local Offer on the Bath & North East Somerset website: www.bathnes.gov.uk.
- A request for statutory assessment will be submitted to the Local Authority along with the evidence to support the need for a statutory assessment. A panel will decide whether your child's needs seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If the panel does not think your child needs a statutory assessment, they will ask the school to continue supporting him or her through a personal learning plan and the support of relevant professionals.
- If a statutory assessment is agreed, and once all reports have been sent in, the Local Authority will decide if your child's needs are complex, severe and lifelong and that they need more than 20 hours support in school to make good progress. If this is the case, they will work with the professional agencies to set up an Education and Health Care Plan (Statement of Special Educational Needs). If, after all the assessments have been done, the Local Authority decides your child's needs do not meet the criteria for an Education and Health Care Plan (Statement of Special Educational Needs), they will ask the school to continue with the support in

	<p>place and also to set up a meeting in school to ensure a plan is in place to support your child to make as much progress as possible.</p> <ul style="list-style-type: none"> • The Education and Health Care Plan (Statement of Special Educational Needs) will outline the number of hours of individual or small group support your child will receive from the Local Authority and how the support should be used to achieve set objectives and what strategies should be put in place. It will also have long and short term goals for your child. • The additional support will involve direct support from a teaching assistant who may be asked to support your child with whole class learning, to run individual programmes or small group interventions including your child. The way this support is used will be informed by your child's individual needs and the recommendations of professionals involved with your child. • An Annual Review will be held each year, to which you and your child will be invited to contribute. In this meeting your child's progress towards the objectives set out in the Education and Health Care Plan (Statement of Special Educational Needs) will be discussed. Outside agencies working with your child are also invited to attend this meeting.
<p>13 How are parents involved in the school? How can I be involved?</p>	
<p>How will I be involved in the decision making and day to day school life of my child?</p>	<ul style="list-style-type: none"> • Your views, and that of your child, are important. We aim to involve you and to take your concerns into account as best we can. We appreciate parents making contact with class teachers and the Inclusion Leader and will do all we can to work with you. The progress of your child is of concern to both you and to the school. In most cases, formal and informal meeting with class teachers, review meetings and Team Around the Child meetings will make it possible for communication between you and the school to be open and effective. • We aim to meet with parents of children with SEND as often as possible, sometimes using a Home-School book to ensure daily communication takes place. It is important for both you and your child to know that you are being listened to and have opportunities to contribute towards plans on how best to support your child. Please feel able to speak to your child's class teacher or Mrs Morris (Inclusion Leader) if you have important information to share, or if you would like to discuss your child's progress and the support he/she is receiving or needs to receive.
<p>14 Who can I contact for further information?</p>	
<p>Who would be my first point of contact if I want to discuss something about my child? Who can I talk to if I am worried?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress or wish to discuss how he or she is getting on, you should speak to your child's class teacher initially. • If you are not happy that your concerns are being taken into account and believe that your child is still not making progress, you can ask to speak to the Inclusion Leader, Mrs Morris, or the Headteacher, Miss Hughes. Appointments can be made by visiting or telephoning the school office(0117 986 3852). • If you continue to be dissatisfied you can speak to the school's SEND governor. Appointments can be made by visiting or telephoning the school office (0117 986 3852).

<p>Who should I contact if I am considering whether my child should join the school?</p> <p>Who is the SEN Co-ordinator and how can I contact them?</p> <p>What other support services are there who might help me and provide me with information and advice?</p> <p>Where can I find the local authority's Local Offer?</p>	<ul style="list-style-type: none"> ● If you would like to visit the school with a view to your child joining the school, you can make an appointment by visiting or telephoning the school office. If you explain that your child has or may have SEND, the office staff will be able to advise both the Headteacher and Inclusion Leader so that you have an opportunity to discuss your child's needs. ● Mrs Morris is the Inclusion Leader and her role also includes that of SENDCo (Special Educational Needs and/or Disability Coordinator). Appointments can be made by visiting or telephoning the school office (0117 986 3852). ● The SEND team at the Local Authority can also provide helpful support and advice. Contact number: 01225 394306 ● Parent Partnership can offer confidential, impartial information and advice to parents and can provide support to help parents understand the procedures around SEN. They can be contacted on 01225 394382 or by emailing parent_partnershipservice@bathnes.gov.uk ● The Local Authority's Local Offer can be found by visiting the website using the following link www.bathnes.gov.uk
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