SEN support

How can I communicate my concerns and what can be done to support my child?

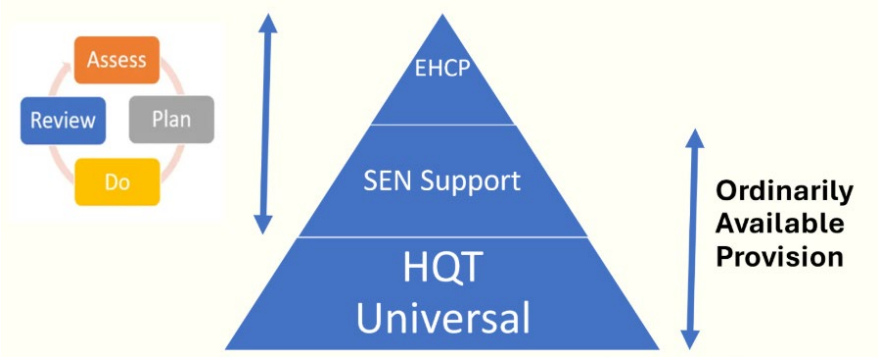
This document aims to support parents in understanding how they can communicate with the school regarding SEND concerns. Please be aware this is a guide as all children and circumstances are different.

What's happening?	Who to speak to in the first instance	What can be done
My child has or needs transition funding and is starting the school	Class teacher/SENCO	We can review the support outlined from previous settings and how this will look in school. Additional transition meetings and discussions to support with the start of school Use of the transition funding will be reviewed
You want to share initial concerns about potential special educational needs and/or emotional well-being.	Class teacher	The teacher can meet with you to review your child's needs using our **barriers to learning document.** **This document will help to communicate what universally available provision is available to support your child and share what is working and what could support further.** This support can be reviewed with class teacher
If a review of the support happens and it is agreed that further intervention or support is needed	Class teacher	Class teacher will raise with SENCO. **A one page profile can be set up which will outline specific adaptations needed to aid inclusion.** Child may be added to 'SEN monitoring' list depending on need and impact on pupil. SENCO observations may take place Outside agencies may be involved to help gain further understanding and give support. Permission is always required from parent or guardian.
It is agreed that more specific, targeted intervention and support is required in addition to the adjustments made in class.	Class teacher/ SENCO	Class teacher will continue to liaise with SENCO Once discussed and agreed, **a support plan can be set up with support from SENCO which will outline specific targets and interventions which will be put in place and reviewed every 6-12 weeks.** The support plan will be shared with parents at three points throughout the academic year. At parents evenings in Term 1 and 4 and another time at the end of the academic year. This is 'SEN support' level. SENCO observations may take place and/or o'utside agencies may be involved
An assessment for an **EHCP (Education health care plan) is being considered.**	SENCO	Information on what and **EHCP** is can be found here: Request an EHC needs assessment | Live Well in Bath & North East Somerset An application for a needs assessment may be sent to the local authority with evidence to show what has been put in place to support your child. If the assessment is agreed it will be carried out by the local authority and they will decide on the outcome.

SEN support

How can I communicate my concerns and what can be done to support my child?

		If an EHCP is granted, a level of additional funding will be agreed and allocated to support your child according to need. An EHCP is reviewed annually with the SENCO in addition to support plan reviews.
You have queries about the progress of a referral or an EHCP application	SENCO	SENCO can liaise with local authority or outside agencies to aid communication
You wish to appeal a decision from the local authority or a referral outcome and would like some advice	SENCO	SENCO can advise on steps forward with appeals processes
You would like to discuss a diagnosis of a need for your child	SENCO	For ADHD and ASD, a referral can be made through school alongside parents. Information on which can be found here: https://wiltshirechildrensservices.co.uk/needs-led-approach/ SENCO can support and inform you of processes for diagnosis. Referrals for dyslexia assessments cannot be carried out by schools in BANES but SENCO and class teachers can support in providing evidence.
You would like to know how well your child is doing in school	Class teachers	Class teachers are always happy to discuss how well your child is progressing and can be spoken to in person or contacted through the office (enquiries@chandagschool.org.uk). If your child has a SEN support plan, this will be shared with you three times a year with an opportunity to discuss progress. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. Please see our SEN information report on the school website for more details



SENCO and Inclusion Lead: Hannah Tape
Inclusion team: Francesca Marsh, Jade Buck
How to contact SENCO: senco@chandagprimaryschool.org.uk working days: Wednesday – Friday.
If you have spoken to class teacher and wish to arrange a meeting, you are welcome to email the SENCO or the office.
To contact class teachers, please email through the office and your email will be forwarded to them:
enquiries@chandagprimaryschool.org.uk