Chandag Primary School

SEND Information Report and Contribution to the Local Offer to comply with the 'Special Educational Needs and Disability Code of Practice 0-25 years (June 2014)'.

Chandag School is an inclusive mainstream academy that is part of the Futura Learning Partnership. We provide for a wide range of needs including those related to Communication and Interaction, Cognition and Learning, Social and Emotional difficulties and Sensory/Physical needs.

All Futura Learning Partnership schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Futura Learning Partnership to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. The Local Authority support the school to meet the needs of pupils with a statement of Special Educational Needs as part of their Education, Health and Care Plan. The Local Authority's local offer for SEND can be found at: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send

School Based Information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? **How can I talk to them about my child if I need to?**	**Class 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). This is called quality first teaching, and the aim is to meet the majority of children's needs in the classroom. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCo as necessary. • Writing Individual SEN support plans, and sharing and reviewing these with parents at least three times a year. This is where short term targets are planned and shared with parents. This is part of a graduated approach where teachers assess the need of your child and put strategies in place to see if these will support your child. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Contacted by: Telephoning, emailing or visiting school to arrange an appointment. 0117 9863614 enquiries@chandagschool.org.uk

	SENCO and inclusion lead (Ms Hannah Tape)	**is responsible for:** • The day to day management of the support for children with SEND and/or disabilities. The SENCO will give responsibility to class teachers and 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. • The SENCO 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 - part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc. • Updating the school's Profile 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 accurate records of your child's progress and needs. • Organising what support your child needs and setting this out on an Individual Support Plan which will be shared with you at the beginning of the year, discussed at Parents' Evenings and reviewed as part of your child's end-of-year report. • Where there is unmet, complex or significant need, to provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential. • Supporting your child's class teacher to write Individual Support Plans if your child has more complex and significant needs 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. Contacted by: Telephoning, emailing or visiting school to arrange an appointment. 01179863614 enquiries@chandagschool.org.uk

	Head Teacher	**is responsible for:** • The day to day management of all aspects of the school. The head teacher will liaise closely with the SENCo to ensure that your child's needs are met. • The head teacher must also be able to discuss knowledgably with the Governing Body any issues in the school relating to SEND. • Taking an overview to ensure that parents are: - involved in supporting your child's learning - kept informed about the support your child is getting involved in reviewing how they are doing - part of planning ahead for them. Contacted by: Telephoning, emailing or visiting school to arrange an appointment. 0117 9863614 enquiries@chandagschool.org.uk
	SEND Governor (Lynsay Johal)	**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. Contacted by: Telephoning, emailing or visiting school to arrange an appointment. 0117 9863614 enquiries@chandagschool.org.uk

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How does Chandag School know if children need extra help? What 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 • the child's progress is very slow • there is a change in the child's behaviour • a child asks for help • a teacher has flagged concern If your child is not making expected progress or if there is another indicator of concern the school will discuss with you • any concerns you may have • any further interventions 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 Talk to your child's class teacher, the Special Educational Needs Leader (SENCo), or the Head Teacher. Please see parent chain of communication document for more details. At Chandag School, Hannah Tape is the SENCo. Your concerns will always be taken seriously – your views on your child's development and progress are always very valuable. You may also seek advice from the Bath and NE Somerset SEND Partnership Service: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send Information on support services for children with SEND in B&NES can be found at www.rainbowresource.org.uk Further information can be found in the school's policy for SEND (available on the school's website). We support families with referrals to the neurodevelopmental pathway for ADHD and Autism assessments and information on this process can be found here: https://bswcommunityservices.co.uk/services/childrens-neurodevelopmental-pathway/
2) How will Chandag School staff support my child?	All children have individual needs. Children in school with SEND will get support that is specific to their individual needs. This may all be provided by the class teacher or may include: • Other staff in the school • Staff who will visit the school from the Local Authority central services such as the Specialist Autism Support 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 • An assessment by an Educational Psychologist or other specialists • Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Teaching Assistant) • Support for emotional wellbeing through nurture groups or 1:1 sessions e.g. Thrive or ELSA. • Providing special equipment/resources as required to support your child's learning and development

	When a concern is raised that your child has SEND or if there are any other indicators of concern then we will use a process of assess-plan-do-review to decide if they are not making the same progress as other children. As part of this process, you may be invited to meet with the class teacher to review your child's needs using our barriers to learning document which outlines our ordinarily available provision in the classroom. We use the local authority's ordinarily available provision document to determine what this looks like which can be found here: https://www.bathnes.gov.uk/inclusion-and-send-commitment-ordinarily-available-provision Following a review of this, it may be decided that a one-page profile is appropriate which will summarise your child's individual needs and support. Progress of children with one-page profiles will be monitored by the SENCO. All our SEN documents can be found on our website. For some of our pupils with more complex needs for whom we have Individual Support Plans reviews of a child's progress towards their targets are held at least twice a year. You will be invited to discuss your child's progress at these review points. During this process we may involve outside professionals for advice. You will be informed of both the teacher's assessing-plan-do-review and whether we feel that contacting outside agencies would be beneficial. The class teacher (sometimes with the 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. If a specialist professional works with your child, there may be recommendations that are made, which may include: • Making changes to the way your child is supported in class 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 occupational therapy programme A group or individual work with outside professional

3) How will the curriculum be matched to my child's needs?	Quality First Teaching includes differentiation, target setting and personalised learning. This involves a range and variety of strategies and resources to enable full access to the curriculum. In any given class, teachers will support learning at different levels and different rates. 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 SEND, their work will often be adapted by the class teacher to enable them to access the curriculum more easily. 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, an occupational therapist. Where appropriate, homework tasks may be adapted to suit the needs of individual children. Our Parent/Carer meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.
4) How will I know how well my child is doing?	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. All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. You will also receive an annual report from the class teacher for your child. The school uses summative assessments to analyse the attainment and progress of individuals at key points. The results of these are reported at parent consultation evenings. Additional assessments may be used to track the progress of individual pupils with SEND such as Thrive assessment.

5) What support will there be for my child's overall well-being?	The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher, pastoral lead or SENCo, small group support (e.g. a nurture group or a social communication group) or may include a specific resource to support the child such as Thrive. Information on our range of groups can be found on our website. These are available for all pupils as part of our ordinarily available provision but we assess each pupils needs and discuss this with you to ensure any groups are appropriate and provide the correct support. The impact of this support is reviewed termly. 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.) See also section 13 below 'How are parents involved in discussions about and planning for my child?'
6) What specialist services are available at or accessed by our school?	We have access to a very wide range of specialist services as follows: Autistic Spectrum Disorders Support (based at Fosseway School) www.fossewayschool.co.uk/for-parents/courses**http://www.fossewayschool.co.uk/for-parents/courses-training-for-parents/**training-for-parents/ Childhood and Adolescent Mental Health Service www.oxfordhealth.nhs.uk/children-and-young-people/young**http://www.oxfordhealth.nhs.uk/children-and-young-people/young-people/south-west/banes/banes-community-camhs/**people/south-west/banes/banes-community-camhs/ Educational Psychologists – we have a Service Level Agreement for Educational Psychology Services with Brighter Futures. This service is accessed via referral from the SENCo. Paediatric Health services - http://bathnesheathandcare.nhs.uk/childrens/community-paediatric-service/ Occupational Therapists - https://www.ruh.nhs.uk/patients/services/childrens_therapies/occupational_therapy.asp?menu_id=1 https://www.ruh.nhs.uk/patients/services/childrens_therapies/occupational_therapy School Nursing Team - http://bathnesheathandcare.nhs.uk/childrens/school-nursing/ Children and Families Duty and Assessment Team www.bathnes.gov.uk/services/children-young-people-and**http://www.bathnes.gov.uk/services/children-young-people-and-families/child-protection**families/child-protection Speech and Language Inclusion Partnership http://bathnesheathandcare.nhs.uk/childrens/speech-and-language**http://bathnesheathandcare.nhs.uk/childrens/speech-and-language-therapy/**therapy/ Vision Support https://sensorysupportservice.org.uk/ Hearing Support https://sensorysupportservice.org.uk/ Keynsham Children's Centre www.bathnes.gov.uk/services/children-young-people-and-families/childrens-centres SEND Partnership Service: http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers**http://www.bathnes.gov.uk/services/schools-colleges-and-learning/support-parentscarers-educational/SEND-Partnership-Service2**educational/SEND-Partnership-Service2 Charities e.g. Mencap, National Autistic Society, Diabetes UK, Epilepsy Action

	Private dyslexia assessors such as https://fearlessdyslexia.com/
7) What training are the staff supporting children with SEND had or are having?	The SENCo's job is to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD or Attachment Awareness, as well as whole staff training from the SENCo or an outside professional to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with an SEND. Updates on relevant staff training may be found on the SEN section of our weekly newsletter. 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 specialist autism support service.
8) 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 may be available via the school's Pupil Premium allocation or other sources to ensure access 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. For activities out of school, 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 appropriate additional adult may be asked to accompany a child during the activity.

9) How accessible is the school environment?	We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. Much of our site is wheelchair-friendly. We have toilet facilities adapted for disabled users. Where a pupil has a Visual Impairment or a Hearing Impairment, specialist advice is sought from the Sensory Support Service to ensure that the child's access needs are met. Accessibility issues are always considered in light of any individual need. Our accessibility policy and plan can be seen on the school website.
10) How will the school prepare and support my child to join the school or transfer to the next school?	For children transferring to reception, a member of staff from Chandag School is usually invited by the nursery to meet the parents at the nursery setting. Additional visits to the school can be arranged. For children transferring at the end of Y6, additional transition visits to the secondary school are arranged for pupils with SEND, 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 in a timely way. For pupils with EHCPs, additional visits and transition support can usually be arranged with the secondary school. The secondary school will be invited to attend annual reviews for learners with EHCPs. In some cases, additional meetings will be arranged in advance in the form of a Team Around the Child (TAC) or a Team Around the Family (TAF). If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process. For pupils who find yearly and/or mid-year transition challenging we provide extra support as appropriate to their needs. Parents will be fully involved and we value your input at any point in this process.
11) How are the school's resources allocated and matched to children's special educational needs?	The school budget includes money for supporting children with SEND. The Head Teacher and Senior Leadership Team, 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 Leadership Team discuss all the information they have about SEND 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 decide what resources/training and support is needed. SEND 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 will apply for a statutory assessment of the child, which may lead to additional 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 Bath and NE Somerset SEND Partnership Service: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send
12) How is the decision made about what type and how much support my child will receive?	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 and parents 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, will allocate resources/support for the child.
13) How are parents involved in discussions about and planning for my child?	All parents are actively encouraged to contribute to their child's education. This happens through: - Discussions with the class teacher – either formally through support plan reviews and/or 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. - Discussions with other professionals e.g. the 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.
12) How are children involved in discussions about and planning for their education?	Children are involved in planning and discussions at a level appropriate for their age and awareness of their difficulties. For pupils with SEND, their aspirations, likes, dislikes and preferences are recorded in a one-page profile to ensure that the child's voice is heard. For pupils with an EHCP, they may choose to attend all or part of their annual review meeting.
13) How does the school deal with complaints relating to provision for SEN pupils?	Complaints are addressed using the Futura Learning Partnership Complaints Policy: https://www.futuralearning.co.uk/wp-content/uploads/2023/01/Complaints-Procedure.pdf

14) 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 class teacher b) The SENCo c) The Head Teacher d) The SEND governor See also Section 6 for a comprehensive list of other support services that may be able to offer you guidance and support. Please contact the school if you have any further questions.