

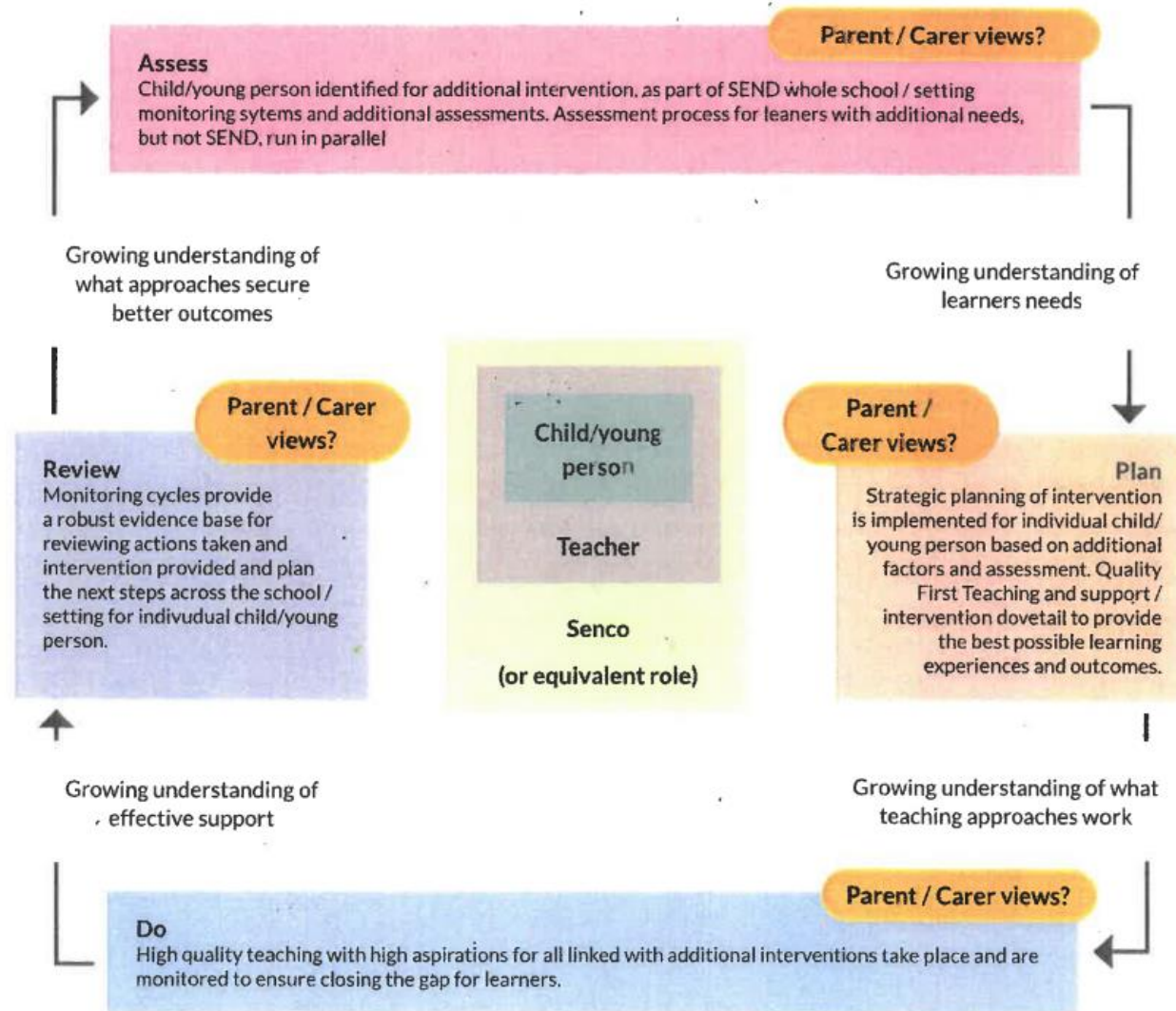


St Nicholas Church School Special Educational Needs and Disability (SEND) School Offer 2023-2024

All local maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and or Disabilities and are supported by the Local Authority 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.

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 School SENDCo is Helen Crossen who can be contacted on: 01761 432101 enquiries@stnicholas.bwmat.org See BANES Local Offer: Special Educational Need or Disability (SEND) Rainbow Resource Live Well in Bath & North East Somerset (bathnes.gov.uk)	Is responsible for: - Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). - 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 adjustments with support staff or the Special Educational Needs Coordinator (SENCo) as necessary. - Supporting teachers carrying out the APDR (Assess, Plan, Do, Review) process with provision and sharing and reviewing these with parents at least once each term and planning for the next term. If outside professionals are involved in supporting your child their recommendations will be included in the school's profile. - 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 the school's Special Educational Needs and/or Disability (SEND) Policy is followed in their classroom for all the pupils they teach with any Special Educational Needs and/or Disability (SEND).

	The Executive Headteacher - Mr Joe Beament, Co-Heads of School – Mrs Kirsty Biss and Mr William Low	• The day to day management of all aspects of the school, this includes the support for children with Special Educational Needs and/or Disabilities (SEND). They will give responsibility to class teachers and Teaching Assistants (TAs) but are still responsible for ensuring that your child’s needs are met. • Coordinating all the support for children with SEND, and developing the school’s Special Educational Needs and/or Disabilities (SEND) policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Making sure that the Governing Body is kept up to date about any issues in the school relating to Special Educational Needs and/or Disabilities (SEND). • The Special Educational Needs and Disabilities Coordinator (SENDCo) reports 3 times a year to governors via the Headteacher’s report to Governors and annually by an end of year report. • 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 their child. • 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, Theraplay and Play Therapy. • Updating the school’s Special Educational Needs and/or Disabilities (SEND) record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child’s progress and needs. • Ensuring that Education and Health Care plans (EHCP) are implemented, monitored and reviewed. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Kirsty Biss, Will Low and Helen Crossen can be contacted by: Telephoning 01761 432101 or visiting the school to arrange an appointment.
	Teaching Assistant (TA) may be allocated to some pupils with SEN and or Disabilities	• A teaching assistant (TA) may be allocated to a pupil with exceptional Special Educational Needs and/or Disabilities (SEND). Of course, as a school we welcome daily dialogue between parents and teaching assistants (TAs) on how a child’s day has been and we do actively encourage this continued feedback. However, whilst they take a very valuable role in your child’s education we would prefer that questions regarding your child’s learning and progress are directed to your child’s class teacher.
	Special Educational Needs and/or Disabilities (SEND). Governor (Emma Clarke) is responsible for:	• Making sure that the school has an up to date Special Educational Needs and/or Disabilities (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 Special Educational Needs and/or Disabilities (SEND) in the school as part of the process to ensure your child achieves his/her potential in school.



Below are the ways St Nicholas Church School will provide the School Offer for SEND

1) What kinds of Special Educational Needs and Disabilities provision does St Nicholas Church School provide for?	At St Nicholas Church School we are committed to providing a full curriculum to as wide a range of pupils as possible including those pupils with a Special Educational Need and/or Disability (SEND). All pupils are fully integrated and supported. The four areas of SEND have been identified in the 2015 Code of Practice as: • Communication and Interaction including pupils who have an autistic spectrum diagnosis/condition (ASD/ASC) • Social and Emotional Mental Health • Sensory and/or Physical • Cognition and Learning We support pupils with a wide range of needs across the school.
2) 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 is not making expected progress • there is a change in the child's behaviour • a child has a specific disability • other professionals identify special educational need and /or a disability • a child asks for help 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 and emotional needs. • 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. Talk to your child's class teacher and the Special Educational Needs and Disabilities coordinator (SENDCo), or the Head of School. At St Nicholas Church School, Helen Crossen is Special Educational Needs coordinator (SENDCo) – contact details are on the front page. Your concerns will always be taken seriously – your views on your child's development and progress are always very valuable. You may also want to get some advice from the SENDIAS BANES. The SENDIAS BANES is a service run by BANES to provide parents of children with additional needs with confidential and impartial information, advice and support. They can be contacted on 01225 394382 or sendias@bathnes.gov.uk Further information can be found in the school's policies for Special Educational Needs and/or Disabilities (SEND), Behaviour and Teaching & Learning. These are available on the school website, and hard copies can be provided by the school office on request.
3) How are parents involved in discussions about and planning for my child?	All parents are encouraged to contribute to their child's education. This happens through: ○ Discussions with the class teacher – either formally at SEN Support Plan meetings and parent/teacher consultations, or informally at the end of the day. These discussions are really important – not least so that we know about your child in

	their home setting. We can also tell you about how we are supporting your child and how they are doing in school. This helps to make sure that we are using consistent approaches and we are sharing what is working well at home and in school. ○ Discussions with the Special Educational Needs Coordinator (SENDCo) and other professionals. 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. Teachers may begin to use an SEN Support Plan to hold all the information about the different adaptations being made to help support the child as a way of monitoring and assessing their progress. Regular meetings with parents are held to ensure the SEN Support Plan is up to date and reflects the child accurately. We will fill in a One Page Profile which forms part of the APDR cycle and this is done with the child to ensure pupil voice is heard and we are able to agree on outcomes together. This gets reviewed with the child termly and becomes part of the SEN Support Plan paperwork. If your child has an EHCP there will be an annual review where all the professionals involved with the child will sit and celebrate achievements as well as consider what future outcomes will be. The child will be asked for their input as to how they feel they are progressing and parents will also be invited to share their views.
4) How is my child involved in the provision that will be set out for them?	The child's voice is crucial in ensuring we are helping the child in the best and most appropriate way possible. As said above, the child will sit alongside the class teacher and the teacher will complete a One Page Profile to share the child's strengths and weaknesses and ways in which the child thinks we can help them. This forms part of the child's SEN Support Plan (if one is needed) and is reviewed with the child termly.
5) How will I know how well my child is doing?	Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Target page/SEN Support Plan review meetings. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. 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. Please also see sections 3 and 4 for more detailed information about processes.
6) How will the school prepare and support my child to join the school or transfer to the next school?	Induction for all Early Years children takes place in term 6 and the following term 1. Reception children have an induction meeting for parents, a 'Play and Story' time and visits to their classroom in term 6. They are also invited to join Key Stage 1 for 'Fish and Chip Friday's'. Reception staff also work with pre-school settings to help ensure a smooth transition. In term 1 all the children are home-visited before starting school full time. If a child has more specific needs and meets the criteria preschool settings can apply for Transition Support Funding (TSF) to support them to settle into school. If a child has a current Early Help Assessment (EHA) we ensure that all professionals are involved in supporting the transition process.

	For children transferring at the end of year 6, additional transition visits are arranged with the secondary school, additional meetings between parents and SENDCos are arranged as necessary. We will also make sure that all records and relevant documents about your child are passed on as soon as possible. For children who transfer mid-year, Local Authority (LA) procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is also available on the Rainbow Resource: Special Educational Need or Disability (SEND) Rainbow Resource Live Well in Bath & North East Somerset (bathnes.gov.uk)
7) How will school staff support my child?	All children have individual needs. Children in school with Special Educational Needs and/or Disabilities will get support that is specific to their individual needs. This may be provided by the school based staff who work directly with your child. They may also include: • Staff who will visit the school from the Local Authority central services such as the Autistic Spectrum Disorder/Condition (ASD/ASC) Outreach Team, the Educational Psychology service or Sensory Service (for pupils with a hearing or visual need) • Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service. • An Assessment from a specialist such as an Educational Psychologist. • Working 1:1 or in small groups in and out of the classroom on a specific programme of work e.g. Little Wandle (usually run by the teacher or a Teaching Assistant) • Providing special equipment/resources as required to support your child's learning and development The class teacher (sometimes with the Special Educational Needs coordinator (SENDCo) will always explain to you what the concerns are and also explain to you what the plans for your child include. If outside agencies need to become involved, 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 Special Educational Needs coordinator (SENDCo). Pupil Progress meetings are held 3 times a year. This is where progress and support needs are discussed in detail for individuals and groups with the class teacher, Head of School and Special Educational Needs coordinator (SENDCo). For children with Special Educational Needs and/or Disabilities (SEND) needs, the class teacher will have regular APDR meetings with the parents/carers to review and discuss their child's progress. The first part of the meeting will look at the support and provision that is in place. The second part of the meeting is to make new plans and adjust the provision as necessary. These meetings will happen in Terms 2, 4 and 6. We will always arrange for children with SEND and their parents to be consulted appropriately in understanding their needs, the most effective provision and the review of their progress. If a specialist professional works with your child, there may be recommendations that are made, which might 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 ○ Group or individual work with an outside professional These recommendations will be included in your child's APDR targets and review meetings.
8) How accessible is the school and learning environment?	We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. For example, our site is wheelchair friendly and we have a generally flat site. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school. Accessibility issues are always considered in light of any individual need. 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 professionals will sometimes necessitate an increase of support and/or resources. Pupil progress meetings are held 3 times a year where children's progress, their individual needs and the impact of any support they are receiving is monitored and assessed. 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 further differentiated by the class teacher to enable them to access the curriculum more easily. Termly review meetings are held between the class teacher and parents to discuss their 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 inform the allocation of resources/support for the child. We also support children and families who have English as additional language to be part of our school community and to access the learning environment fully.
9) What training are the staff supporting children with SEND had or are having?	All training is based on the SEND profile of each school which is calculated yearly and needs across the schools are identified and planned for. We have high expectations of each teacher to deliver Quality First teaching (QFT) and as the needs of children may be identified alongside the school/class profile the teacher will be supported by the SENDCo to plan and deliver lessons appropriately for children with SEND. The Heads of School and Special Educational Needs Coordination (SENDCo) support class teachers in planning for children with Special Educational Needs and/or Disabilities (SEND) and provide in-house training where possible and necessary. This may

	include whole school training on Special Educational Needs and/or Disabilities (SEND) issues or to support identified groups of learners in school, such as the Attachment Aware schools programme, Autistic Spectrum Disorder, Dyslexia Support and Speech and Language Support. Whole staff training is used to share knowledge, strategies and experience, to ensure that there are a consistent approaches used to support children with a Special Educational Needs and/or Disabilities (SEND). These may be led by the SENDCo or outside professionals where the need is high or further expertise is needed. The SENDCo has been awarded the National SENCo qualification and continues to build on their professional development by attending training courses throughout the year and sharing learning with staff across the school. 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 Autistic Spectrum Disorder (ASD) outreach service. Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Special Educational Needs and/or Disabilities Coordinator (SENDCo).
10) How do you evaluate the effectiveness of provision for children with SEND?	Children with SEND are placed on the SEND register and monitored by the SENDCo termly. The SENDCo will also analyse the SEND data 3 times a year and share with the governing body and senior leadership team. This information is used to inform the SEND development plan, governor reports and other SEND developments termly. The school budget, received from the Local Authority (LA), includes money for supporting children with Special Educational Needs and/or Disability (SEND). (This is called 'notional SEND funding') The Headteacher and Senior Leadership Team decide on the allocation of the total budget for Special Educational Needs and/or Disability (SEND) in consultation with the school governors, on the basis of the needs of the children currently in the school. The Headteacher and the Senior Leadership Team discuss all the information they have about Special Educational Needs and/or Disability (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. Special Educational Needs and/or Disability (SEND) funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, play therapy) 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 it cannot meet, or no longer meet, the school applies for a statutory assessment of the child, which may lead to further support being provided by the LA. Parents can also request that the Local Authority (LA) carry out a statutory assessment of their child's needs. This is a legal process and you can find more details about this either from the school or from the Local Authority (LA) by contacting the SENDIAS BANES Office on 01225 394382 or sendias@bathnes.gov.uk

11) 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 is available to ensure access to activities where payment is needed for children who are eligible. 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 the school 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.
12) 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', Sunshine circles, Bubble time, Emotion Coaching, 1:1 discussions with the class teacher or the Special Educational Needs coordinator (SENDCo), regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific intervention to support the child. These could include Therapy or Play Therapy. Sometimes the school will get support from elsewhere such as Kelli Wilkinson our School Nurse or the Mental Health Support Team (MHST). Where necessary, referrals may also be made to Child and Adolescent Mental Health Service (CAMHS). For some children, it may be appropriate to complete an EHA (Early Help Assessment) which supports the wellbeing of a child and their family. An EHA essentially creates a plan of support for the child and family and is written by a 'Lead Professional' in consultation with the family and with other professionals that are working with the family. For children with medical or sensory needs, the school can access the disability team at the Royal United Hospital (RUH) in Bath as well as the Physical and Sensory team. This may lead to an assessment or support from, for example a Disability Nurse or an Occupational Therapist (OT). As a school we believe in promoting the voice of the child and involve them in age appropriate ways in relation to contributing to their 'SEN Support Plan' document as part of the APDR process, Target Page, Education and Health Care Plan (EHCP) or Early Help Assessment (EHA).
13) What specialist services are available at or accessed by our school?	We have access to a very wide range of specialist services as follows: - Speech and Language Therapy (SALT) - School Nurse – Kelli Wilkinson - Child and Adolescent Mental Health Service (CAMHS) - Educational Psychology Service (EPS) - School Nursing Team - Paediatric services - GPs - Physiotherapy (Physio) - Occupational Therapy (OT) - Social Care teams - Autistic Spectrum Disorder (ASD) outreach service (SASS) - Children Missing Education Officer (CMEO) - Vision Support

	Hearing Support Children's Centre SEND Partnership Bristol translation service
14) Who do I contact regarding a complaint around the provision for a child with SEND?	We have an open school policy at St Nicholas Church School making it possible for any complaints about SEND provision to be made informally and formally to the appropriate person (class teacher, SENDCo, Heads of School). All serious complaints are referred to the executive Headteacher, Mr Joe Beament, who takes overall responsibility. If necessary, the complaint is referred to the Governing Body.