



## **Chandag Infant School Special Educational Needs and Disabilities (SEND) Information Report 2021-2022**

### **Summary**

**Schools are required to answer a list of questions explaining their procedures and provision when supporting pupils who have Special Educational Needs and Disabilities.**

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

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

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

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

SEND Code of Practice 2015

**This information should provide parents/carers with a useful amount of information.  
Please do visit our school to discuss the needs of your child in greater detail if required.**

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

Chandag Infant School is committed to providing a full curriculum to as wide a range of pupils as possible including those pupils with a Special Educational Need or Disability (SEND). All pupils are fully integrated and supported.

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

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

We support pupils with a range of needs including some with medical needs. We have a bathroom with wheelchair access in our main building.

## 2. How does Chandag Infant School know if children need extra help and 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
- There is a concern about the rate of progress a child is making
- There is a change in the child's behaviour
- A child asks for help, beyond usual needs

If your child is not making expected progress or if there is another indicator of concern, the school will discuss with you

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

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

- Talk to your child's **class teacher in the first instance**
- Then **Mrs Eve, the SENCO** (Special Educational Needs Coordinator)
- if, after talking to the class teacher and SENCO, you would like further advice, please contact the **Headteacher, Mrs Smart**

Your concerns will always be taken seriously – your views on your child's development and progress are very important. It may be appropriate for you to obtain advice from the SEND Partnership Service at BANES council. Please view their website for further information <https://www.spsbathnes.org.uk/>

Or read further information in our SEND Policy <https://www.chandaginfantschool.org.uk/our-school/#policies>

## 3. How will Chandag Infant School support my child?

All children will have individual needs! Children in school with SEN will get support that is specific to their individual needs. High quality teaching happens every day and the hope is that this will allow children to learn and progress. If progress is slow or we have concerns, we use a **graduated response** that reflects a continuum of need and provision. We **ASSESS** need, **PLAN** – what do we want to do and what outcomes do we want to see, **DO** – put provision in place and then **REVIEW** – what difference has this made towards the outcome.

**Support Step 1:** Initially, where a pupil is making less progress than expected, the first response to such progress should be high quality teaching targeted at their areas of weakness through **in class intervention**. These may arise from Pupil Progress meetings and therefore learning targets would be assigned.

In some cases, it may be beneficial for a **One Page Profile** to be drawn up. This will have ways in which to support the pupil best and will be reviewed once a year. They may also receive other appropriate focused interventions. This will have been instigated by the class teacher analysing a pupil's achievements and seeing that the gap between attainment and progress that needs to be narrowed.

Most interventions are carried out by Teaching Assistants and do not have targets assigned to this process. Progress will be measured by entry and exit data. If it is felt that the gap has sufficiently narrowed the intervention will cease. In other instances, the child may be moved onto the next step, following discussion with the SENCO and parents. A Learning Support Plan may be set up at this point. This will have measurable targets, and will be reviewed by the class teacher, along with the parents and pupil. The SENCO will be involved if her support is requested.

**Support Step 2:** The next step of our support cycle is characterised by a referral to an outside agency.

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

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

### WHO will support my child?

**In the first instance, the Class teacher 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 children; identifying, planning and delivering any additional help a child may need (this could be targeted work, additional support, adapting resources etc)
- Ensuring that all members of staff working with your child in school are aware of your child's individual 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 SEND Policy is followed in their classroom for all those pupils with SEND.
- If it is deemed appropriate, writing a Support Plan (SP) possibly with the support of the SENCO, assessing and reviewing them no less than 3 times a year.

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

- The day to day management of the support for children with SEN and/or disabilities. They will give responsibility to Class teachers and Teaching Assistants (TAs) but is still accountable for ensuring that a child with SEN has their needs met.
- Coordinating all the support for children with Special Educational Needs and or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- They must also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Ensuring that parents are:

- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their child/ren are doing
- A part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support their child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Keeping the school's SEND record of need up to date, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are comprehensive (or appropriate) records of your child's ongoing needs to continue their progress.
- To provide specialist support for teachers and support staff in the school so they can help pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting class teachers to write one page profiles, Support Plans (if agreed) that specify the targets set for your child to achieve. If a pupil has an EHC Plan they will automatically have a Support Plan
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

**Teaching Assistants (TAs) may be allocated to some pupils with SEN and or disabilities**

A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. TAs usually work within class every morning. Interventions are sometimes run during the afternoon and will have a specific focus.

**The SEND Governor is responsible for:**

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

**The people above can be contacted by telephoning or emailing the school office to arrange a meeting.**

**Telephone: 0117 986 4129**

**Email: [enquiries@chandaginfantschool.org.uk](mailto:enquiries@chandaginfantschool.org.uk)**

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

Our curriculum is designed to match your child's needs by using where appropriate personalised learning which is differentiated according to each pupil's ability, their style of learning or to their own personal and agreed learning goals. This will develop their skills as learners and help them to become more independent, enabling them to progress and fulfil their potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable.

Where a child has been identified with SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

**\*NB following Covid-19 schools have been allocated catch-up funding for children who may need extra support. This has been spent on a tutor who will work with small groups. Families will be contacted about this individually if this type of support will benefit your child. \***

**5. How will both you and I know how well my child is doing and how will you help me to support my child's learning?**

Class teachers are always happy to discuss how well your child is doing. Telephone calls and meetings can be arranged with the class teacher if you contact the office.

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

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

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

Our school offers a wide range of pastoral support for children who are encountering social, emotional or behaviour difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher or the SENCO/Inclusion lead, regular monitoring meetings with staff and parents. Speech and language targets may be more specific towards social communication and may be led by Teaching Assistants. Children may also access 1:1 Thrive time.

Our SENCO has undertaken training in the Thrive Approach which looks at the development of pupils and identifies where they may have emotional, social or behaviour difficulties. Once identified we can then put appropriate actions and strategies in place to support the child. This may be in group situations or 1:1.

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

For some children, it may be appropriate for an **Early Help Assessment (EHA)** to be used to support the wellbeing of the child and their family. An EHA essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals, in consultation with other professionals, that are working with the family. Team around the child (TAC) meetings are then held regularly, involving all the professionals currently supporting the child and parents / child to ensure that everyone is working together to meet that child's needs. A TAF (Team around the Family) can also be set up if the needs of the child extend into home life and are causing concern for other external agencies.

For children with medical or sensory needs, the school can access the Sensory Support team, as well as the Disabled Children's Team at the Local Authority. This may lead to the assessment or support of, for example, a disability nurse or an occupational therapist.

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

Adoption West  
Specialist ASD Support Service (SASDSS)- Fosseway School  
Bath Area Play Project (BAPP)  
Brighter Futures specialist support service for behaviour  
Child and Mental Health Service (CAMHS),  
Child Protection (CP) Officers,  
Children Missing Education Services (CMES),  
Educational Psychologists (EPs). For pupils with EHCPs local authority EPs are assigned to each pupil. For private referrals we currently have a Service Level Agreement with Brighter Futures.  
Forest School  
GPs  
Paediatric services at the RUH  
Occupational Therapists (OTs) either from the RUH or privately. Emma Puttock supports some pupils with EHCPs.  
Our school nurse – Fiona McGlynn  
SEND Partnership Service,  
Sensory (hearing) Support,  
Social Care teams,  
Speech and Language Inclusion Partnership (SLIP), our therapist this year is Rachael Waite.  
Thrive Approach  
Vision Support

The Rainbow resource which is BATHNES Local Offer for SEND is also available <https://www.rainbowresource.org.uk/>

#### **8. What training have the staff supporting children with SEND had or are having?**

Chandag Infant School staff are very well qualified to support children with SEND. We provide in-house training where possible and also have training delivered by professionals and experts. The school development plan identifies where more training is required and is a constant and ongoing process. This year training will include: Thrive, the Graduated Approach and understanding an EHCP, ASD, ADHD, attachment and trauma.

Our school has one trained Thrive practitioner and we are in the process of embedding Thrive across our school.

All of our Early Years team are trained in Makaton.

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 Support Service or the speech and language therapist.

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

Activities and school trips are available to all children. Wherever possible reasonable adjustments (if necessary) can be made to enable the inclusion of all pupils.

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

Financial assistance via the school's Pupil Premium allocation or other sources can be made available to ensure access for all children to all activities where payment is a difficulty.

#### 10. How accessible is the school environment?

We will always do our best to meet an individual need, and we are always happy to discuss individual access requirements. We have a responsibility under the 'Reasonable Adjustments' guidance to address this. All of our school is accessible for wheelchair users, including a toilet.

As part of the annual review of school premises carried out by the Futura Learning Partnership and regular checks by the Governing Body, accessibility issues for individual needs are always considered.

Castle School is currently the local designated school for wheelchair access.

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

**We pride ourselves on strong links with Chandag Junior School and have a formal collaboration between the two schools. Therefore, we have an Executive Head, Mrs Annie Smart.**

Transition for Year 2 children from the Infants **usually** begins in Term 2 when they come to watch the Year 3 Christmas play. During Term 3, the Year 2 children visit the school and read with a reading budding from another year group. In Term 5, they visit again and this time read with a Year 3 buddy. Our SENCO, Kitty Eve, works at both schools and so she meets with the new Year 3 teachers to hand over SEND information.

During Term 6, a 'Collaborative Week' is held between the two schools. The pupils from Year 2 get to work at the junior school during the mornings; meeting their new teachers and experiencing the differences in the school days.

In addition, the Year 3 staff visit the Infants and meet the classes. They also meet with the Year 2 teachers to discuss the pupils who will be joining us. A transition meeting is held for all new parents during Term 6. A question and answer session and opportunity to meet the Executive Head, Head of School, class teachers and SENCO is facilitated at this time. If you felt that your child may require extra visits, then these can also be arranged.

For other pupils starting Year 3 from a different school or any other year group, we welcome meeting the pupils and parents. The Head of School, SENCO or new class teachers will also be happy to talk to any other teachers from different schools if this is helpful and feel that it would be beneficial to a child with SEN. Specific plans can then be put in place ready for September or implemented when they start.

For children who transfer mid-year, the Futura learning Partnership procedures are followed.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school they are going to, and additional meetings between parents and SENCOS 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.

If a child has a current Early Help Assessment (EHA), we ensure that all professionals are involved in supporting the transition process.

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

The school budget, received from the Local Authority, includes money for supporting children with SEND. (This is called 'notional SEND funding'). This budget usually covers the cost of additional support staff and training. The additional support will then be used to run interventions. It will also cover the costs of external agencies/professionals (e.g. speech & language support, educational psychologists) and to buy resources and equipment. The school also receives money called High Needs Funding for children with EHCPs – this top-up is to be spent directly on the pupil named on the EHCP.

For other children who do not have an EHCP, the Executive Head, Head of School and the Senior Leadership Team discuss with the teachers the SEN needs in their classes, including:

- Who are the children getting extra support and what does it look like?
- Have the children who have been identified making progress as would be expected after intervention or does it need to continue?

If training and resources are required after these meetings this can be actioned accordingly.

All resources/training and support are reviewed regularly, and changes made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for a statutory assessment of the child for an EHCP, which may lead to further support being provided by the LA.

Parents can also request that the 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 LA by contacting the SEND Team or SEND Partnership Service.

### **13. 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 is 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, parents and child to discuss the child's progress and any additional needs which require support.

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

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

All parents are encouraged to contribute to their child's education and we very much welcome working together. These discussions are important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing. You may be asked to complete some information gathering sheets in order for us to collate a one page profile.

Formal opportunities for involvement are during parent/teacher consultations, annual reviews for an EHCP and Support Plan reviews.

Informally, it is possible to speak to your child's class teacher most of the time. Please contact the school office to ask for a suitable time. Home/school communication books can also be used where necessary.

### **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 – Mrs Eve
- c) -The Head teacher - Mrs Smart
- d) -The SEN governor – Mrs Bowery
- e) -For the searchable Local Offer with further information on specific services and the support they offer please visit <https://www.rainbowresource.org.uk/>

SEND Partnership Service are also a valuable service providing parents with impartial advice about the legalities of SEND within schools. <https://www.spsbathnes.org.uk/>

### **Who should I speak to if I have concerns?**

The open school policy makes it possible for concerns about special educational provision to be made informally and formally to the appropriate person.

All serious complaints should be put in writing and sent to the Head teacher.