



Bathampton Primary School
Together on a learning adventure

Head teacher: Mr Paul Falkus B.A. (Hons)

BATHAMPTON PRIMARY SCHOOL: LOCAL OFFER

UNDER THE SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) REFORMS



Children and Families Act 2014

You may already be aware that the system for supporting disabled children and young people (up to the age of 25) and those with special educational needs is changing.

Part 3 of the Children and Families Act 2014, which provides the legal framework supporting disabled children and young people (up to the age of 25) and those with special educational needs, came into force on 1 September 2014. The new SEND (Special Educational Needs and Disability) Code of Practice was approved by Parliament in July.

The new legal framework takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act will reform the systems for adoption, looked-after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Act will extend the SEN system from birth to the age of 25, giving children, young people and their

parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- ❖ Replacing Statements of SEN and Learning Difficulty Assessments (LDAs) with a new birth-to-25 Education, Health and Care Plan (EHC Plan), extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- ❖ Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together
- ❖ Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support
- ❖ Reducing the number of school-based levels of special educational needs from three to two

The new Code of Practice which encapsulates this is now law and takes effect in schools from 1st September 2014.

What is the Local Offer?

The Local Offer is a compendium of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

What will it do?

The Bath and North East Somerset framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. Our Local Offer follows the recommendation by Bath and North East Somerset Council, being based on fourteen questions developed in consultation with parents/carers and other agencies as part of the pilot projects that were run across the country, in order to provide information to parents and carers to enable them to make decisions regarding school placement and to support them to meet their child's needs.

For the latest information about the reforms, go to the BANES website, and type SEND in the search box at the top right-hand corner of: <http://www.bathnes.gov.uk/>

For the BANES **searchable local offer** with further information on specific services and the support they offer, please visit: www.rainbowresource.org.uk

Bathampton Primary School's Local Offer

Section 1. People who support children with Special Educational Needs and/or disabilities in this school

School-based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs and Disability (SEND)?</p> <p>(Continued overleaf)</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • 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) • 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 (Special Needs Co-ordinator) as necessary • Writing School Support Plans (SSPs), and sharing and reviewing these with parents, at least three times a year • 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 <p>Contacted by: Telephoning or visiting school to arrange an appointment.</p>

The Head teacher, Mr Falkus, and SENCO (Special Needs Co-ordinator), Mrs Wood

are responsible for:

- The day-to-day management of all aspects of the school, including the support for children with SEN and/or disabilities. They will give responsibility to class teachers and LSAs but are still responsible for ensuring that your child's needs are met
- Co-ordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's 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 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, such as Speech and Language Therapists, Occupational Therapists or Educational Psychologists
- Updating the school's 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
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential
- Supporting your child's class teacher to write School Support Plans (SSPs) 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

The Head teacher and SENCO can be contacted by: Telephoning or visiting the school to arrange an appointment.

	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEN and/ or disabilities</p>	<p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and 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 the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been, and we do actively encourage this continued feedback!</p>
	<p>SEND Governor, Mrs Clarke</p>	<p>is responsible for:</p> <ul style="list-style-type: none"> • 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 <p>The SEND Governor can be contacted by: Telephoning or visiting school to arrange an appointment.</p>

Section 2. How Bathampton Primary School can support children with SEND

<p>How does Bathampton Primary School know if children need extra help?</p>	<p>We know when children need help if:</p> <ul style="list-style-type: none"> • 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 <p>If your child is not making expected progress, or if there is another indicator of concern the school will discuss with you:</p> <ul style="list-style-type: none"> • 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 <p>Sometimes a child may need some short-term help if there is a change in circumstances, such as a bereavement or family breakdown</p>
--	--

<p>What should I do if I think my child may have Special Educational Needs?</p>	<p>Talk to your child's classteacher, the Special Educational Needs Leader (SENCO), Mrs Wood, or the Head teacher, Mr Falkus. Your concerns will always be taken seriously – your views on your child's development and progress are always very valuable.</p> <p>You may also want to get some advice from the Parent Partnership Service, an independent advice service for parents, funded by BANES. Their helpline phone number is 01225 394382 (Monday - Thursday 10.00am - 3.00pm, term time only).</p> <p>Further information can be found in the school's policies for SEN and Inclusion (all available on the school's website, at http://bathampton.bathnes.sch.uk).</p>
<p>How will Bathampton Primary School staff support my child?</p>	<p>All children have individual needs! Children in school with SEN will get support that is specific to their individual needs. This may all be provided by the class teacher or may include:</p> <ul style="list-style-type: none"> • Other staff in the school • Staff who will visit the school from the Local Authority central services such as the ASD 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 (SLIP) Service or a Learning Support Service • An assessment by an Educational Psychologist or other specialists e.g. Dyslexia consultant • Working in 1:1 or small groups on a specific programme of work e.g. numeracy skills (usually run by the teacher or a Learning Support Assistant) • Providing special equipment/resources as required to support your child's learning and development <p>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.</p> <p>Regular reviews of a child's progress are discussed at School Support Plan (SSP) meetings. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.</p> <p>If a specialist professional works with your child, there may be recommendations that are made, which may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class, such as 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, such as a social skills group or sensory circuit • A group or individual work with outside professional

	<p>There is also lots of information on the school website, as well as information in Newsletters and other events that the school organises.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>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 SEN, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.</p> <p>Regular review meetings (approximately every 12 weeks) also provide opportunities for parents/carers to discuss the curriculum with the classteacher.</p>
<p>How will I know how well my child is doing?</p>	<p>Class teachers are always happy to discuss how well your child is doing; these discussions do not need to be limited to the regular SSP 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.</p> <p>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 classteacher for your child.</p>
<p>What support will there be for my child's overall well-being?</p>	<p>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 or regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child.</p> <p>Sometimes the school will get support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to other support services such as CAMHS (Child and Adolescent Mental Health Services) or an organisation like 'Off the Record'.</p> <p>For some children, it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family. A CAF essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation 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 RUH in Bath as well as the Physical and Sensory team. This may lead to the assessment or support of, for example, a disability nurse or an Occupational Therapist.</p> <p>Where appropriate, homework tasks may be adapted to suit the needs of individual children.</p> <p>See also the section below, answering 'How are parents involved in discussions about and planning for my child?'.</p>

<p>What specialist services are available at or accessed by our school?</p>	<p>Our school has access to a very wide range of specialist services as follows:</p> <ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychologists • Paediatric services • Occupational Therapists • School Nursing Team • SLIP (Speech and Language Inclusion Partnership) • Vision Support • Hearing Support • Physiotherapy • Parent Partnership • Play therapist <p>Other services are also available. For further information on specific services and the support they offer, please visit the BANES SEND searchable database: www.rainbowresource.org.uk</p> <p>You can also get information from charities such as Upside Down, Mencap, National Autistic Society.</p>
<p>What training have the staff supporting children with SEND had?</p>	<p>Part of the Head teacher's job is to support class teachers in planning for children with SEN and provide in-house training where possible and necessary. The school has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of children, including those with SEND. This may include:</p> <ul style="list-style-type: none"> • Whole-school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEN • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example, from the ASD Outreach Service <p>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 Head teacher. Recent courses attended (in the last 12 months) includes training on: Numicon, Better Reading Partners, Nesy and Memory Booster.</p>

<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources is available to ensure that all children can access 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 additional staff member or a parent may be asked to accompany a child during the activity.</p>
<p>How accessible is the school environment?</p>	<p>We will always do our best to meet individual need, and we are always happy to discuss individual access requirements. Our site is wheelchair friendly. We have a stair lift installed to allow access to the two classrooms on the first floor. We have toilet and changing facilities adapted for disabled users and wide doors in most of the school.</p>
<p>How will the school prepare and support my child to join the school or transfer to the next school?</p>	<p>Induction for all Early Years children takes place in Terms 5 and 6, and usually includes visits by new parents and their children and an induction meeting for parents. Reception teachers also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.</p> <p>For children who transfer mid-year, LA procedures are followed (see the Admissions and Transport section on the BANES website). For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, 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 to his or her next school as soon as possible.</p> <p>If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school budget, received from the Local Authority, includes money for supporting children with SEN. (This is called 'notional SEN funding'.) The Head teacher and Senior Management 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 Management Team discuss all the information they have about SEN in the school, including:</p> <ul style="list-style-type: none"> • 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 <p>They then decide what resources, training and support are needed. SEN funding is usually allocated to employ staff and outside specialists (e.g. Speech and Language support, Educational Psychologists) and to buy resources and equipment.</p>

	<p>All resources, training and support are reviewed regularly and changes are 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 if it can no longer meet the child's needs, 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 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 Parent Partnership Office.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>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 and parents to discuss the child's progress and any additional needs which require support.</p> <p>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.</p>
<p>How are parents involved in discussions about and planning for my child?</p>	<p>All parents are encouraged to contribute to their child's education! This happens through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher – either formally at SSP review meetings and 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
<p>Who can I contact for further information?</p>	<p>If you wish to discuss any aspect of your child's education, please contact:</p> <ol style="list-style-type: none"> a) Your child's class teacher b) The SENCO, Mrs Wood, or Head teacher, Mr Falkus c) The SEN Governor, Mrs Clarke <p>See also the section above, entitled "What specialist services are available at or accessed by our school?" for a comprehensive list of other support services that may be able to offer you guidance and support.</p> <p>Please contact the school if you have any further questions.</p>

GLOSSARY OF TERMS

SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SEN Code of Practice	The legal document that sets out the requirements for SEN: published by central government and adopted by all Local Authorities. See the full Code of Practice at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
SSP	School Support Plan
EHC plan	Education, Health, and Care Plan
LA	Local Authority (ie the Bath and North-East Somerset Council)
SLIP	Speech and Language Inclusion Partnership
CAMHS	Child and Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder