Bathampton Primary School

Everybody

Belongs ~ Aspires ~ Thrives



Head Teacher: Mrs Komilla Data

Head of Inclusion: Ms Jo Candlish

Special Educational Needs Coordinator: Mr Jack Griggs

SEND Governor: Michelle Landsdowne

Bathampton Primary School's SEND Information Report 2025-26

Special Educational Needs & Disability

Policy Name:	Special Educational Needs and Disability (SEND) Information Report		
Last reviewed:	March 2026	Next Review date:	March 2027
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Approved by:	Komilla Datta		

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Our School

Bathampton Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged, to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We hope all children feel valued whatever their background, abilities or interests.

At Bathampton Primary School, we are committed to the academic and personal development of all pupils regardless of ability. We recognise that all our pupils have diverse and individual needs and we consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Bathampton Primary School adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils; we support pupils with SEND to achieve their full potential. We believe in positive intervention, removing barriers to learning, raising expectations and accelerating levels of achievement. We work in partnership with other agencies to ensure that all our SEND pupils have a positive educational experience, are valued, respected and are equal members of the school. We want all children to enjoy school and to provide a firm foundation for life-long love of learning.



Meet our SENCO



The SENDCo is Mr Jack Griggs

If you would like to contact Mr. Griggs please email sendco@bathampton.bwmat.org or call the school office on 01225 465229



Special Educational Needs and Disability

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

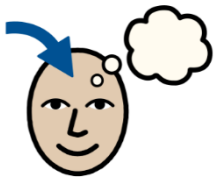
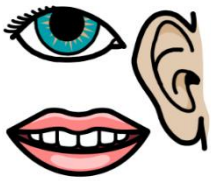
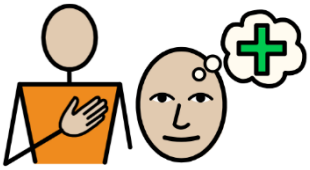
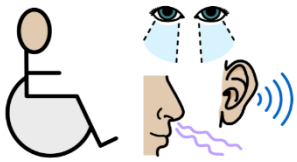
A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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

Bathampton Primary School is committed to providing a full curriculum to as wide a range of pupils as possible. Pupils with needs ranging across the four areas outlined in the 2015 Code of Practice are fully integrated and supported.

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

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Physical and/or Sensory



Responsibility for the coordination of SEND provision: (1)

Parents/Carers are responsible for:



- Ensuring that the school is informed of any changes to circumstances for SEND provision.
- Attending meetings relating to their child.
- Engaging with external agencies when agreed and supporting the annual review process.
- Keeping up to date with the progress of their child.
- Encouraging increasing independence for the child.
- Contributing to Pupil Provision Plans if needed.

The class teacher is responsible for:



- Providing high quality adaptive teaching for children with SEND through planning and delivering a curriculum that meets the strengths and needs of all pupils.
- 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 SENDCo as necessary.
- Using the 'graduated approach' to assess, plan, do, review and write/update: Class Provision Maps and Pupil Provision Plans
- Meeting with parents/carers to review their child's Pupil Provision Plans at least three times a year or when appropriate.
- 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.
- Carrying out the requirements of a statement of Special Educational Needs or Education and Health Care Plan (EHCP) and contributing to and attending Annual Reviews.
- Ensuring that the school's SEND Policy is followed.

Teaching Assistants are responsible for:



- Implementing high quality individual / small group activities and monitor alongside the teacher or external agency.
- Share pupil information and progress with the class teacher to support progress and wellbeing.



Responsibility for the coordination of SEND provision: (2)

- Offer 'least help first' to facilitate pupil autonomy over their support and promote independence.
- Assist the teacher to implement the agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes.
- Under the guidance of the class teacher, carry out the requirements of a statement of Special Educational Needs or Education and Health Care Plan (EHCP).

The Headteacher and SENDCo are responsible for:



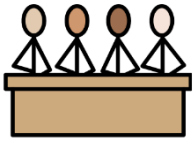
- Ensuring that the Special Educational Needs Code of Practice (0-25) Jan 2015, The Equalities Act 2010, the school policy and procedures are followed by all class teachers and support staff.
- The day-to-day management of all aspects of SEND provision across the school. They will give responsibility to class teachers and TAs but are still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs and 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
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response appropriate to the needs of individuals, including overseeing the monitoring and reviewing of all Personal Provision Plans three times a year to ensure that the targets that are set will support the child to reach the identified outcomes as part of the APDR cycle.
- 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
- Liaising with all adults who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc.
- Carrying out Annual Review meetings and the requirements of a statement of Special Educational Needs or Education and Health Care plans (EHCPs).
- 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.



Responsibility for the coordination of SEND provision: (3)

- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) to achieve their potential.
- Supporting your child's class teacher to write Support Plans 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 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.

All the above people can be contacted by telephoning or emailing the school office to arrange a meeting or for a phone conversation.



How does the school know if my child needs extra help?

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 and/or attainment is significantly below age related expectations
- there is a change in the child's behaviour
- 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
- 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. We will formally notify you if it is identified that your child will receive SEND support.



What should I do if I am concerned that my child needs extra help or may have SEND?

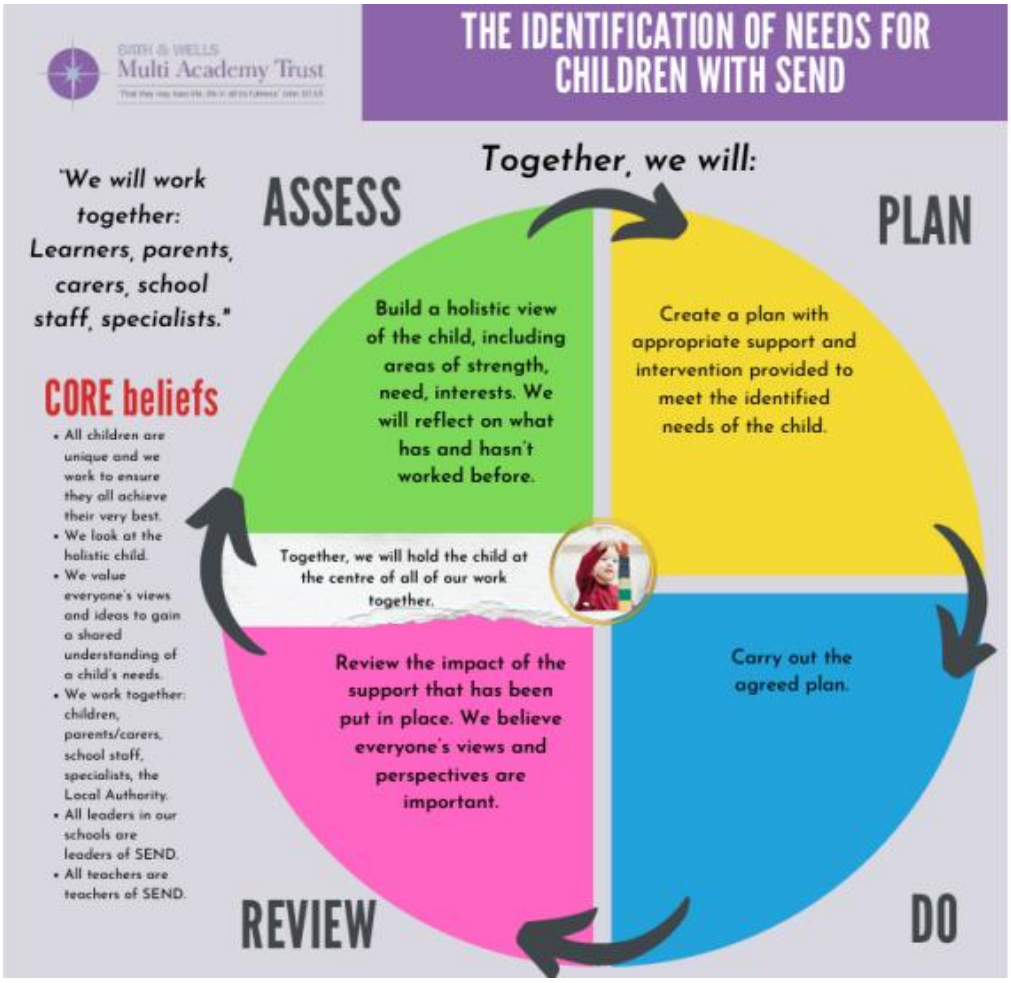
Talk to us – firstly contact your child's class teacher if you have any concerns about your child's learning, communication, emotional, social, physical or sensory development.

You can then also raise any concerns with Mr Griggs, the Special Educational Needs Coordinator (SENDCo) by submitting a Parental SEND concern form in the first instance and send to sendco@bathampton.bwmat.org. Your concerns will always be taken seriously - your views on your child's development and progress are always very valuable.



How will the school identify SEND needs? (1)

SEND may become evident as a child develops and close monitoring of pupil progress throughout the school will ensure that SEND is identified as soon as possible. At Bathampton Primary School, we follow a graduated approach to identifying and supporting pupils with SEND. The graduated approach can be described simply as: Assess-Plan-Do-Review.





How will the school identify SEND needs? (2)

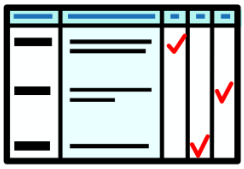
All children have individual needs. Children with SEND in our school will get support that is specific to their individual needs. Quality First Teaching happens every day and the hope is that this will allow most children to learn and progress. However, sometimes this is not the case, and so we have a staged approach that reflects a continuum of need and provision.

Stage One:



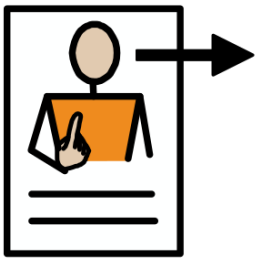
Initially, where a pupil is making less progress than expected, the first response to such progress should be **high quality teaching** targeted at their areas of weakness through in class intervention. This could include providing special equipment/resources to support your child's learning and development. Pupils may also receive other appropriate **focused interventions**. This will have been instigated by the class teacher, having analysed a pupil's achievements and seeing that the gap between attainment and progress needs to be narrowed. Most interventions are carried out by Teaching Assistants. If it is felt that the gap has sufficiently narrowed the intervention will cease.

Stage Two:



If the class teacher (and/or parents) still have concerns, a **SEND Concern Form** will be completed and given to the SENDCo. Further suggestions, modifications and interventions may be suggested at this point.

Stage Three:



If the child has continued to make limited progress despite a range of strategies being implemented, the child will be **added to the SEND Register** following discussion with the class teacher, SENDCO and parents. At this stage, a **Pupil Provision Plan** will be set up which will have measurable targets and be tracked and **reviewed** by the SENDCo and class teacher, along with the parents and **pupil at least three times a year.** Assessment information (including classwork, observations, assessment data and external professional reports) is used to set



How will the school identify SEND needs? (3)

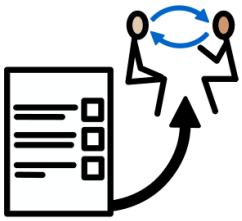
clear outcomes for the child and to guide the provision included in their Personal Provision Plan.

A referral to an **outside agency** may be mutually agreed.

- The class teacher typically consults with the SENDCO about what they feel is the specific need
- 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 with an outside professional, recommendations may be made, which could include:
  - making changes to the way your child is supported
  - an appropriate intervention run by school staff
  - specific actions for school staff to implement
  - a group/individual working with an outside professional

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 SENDCo.

Stage Four:



When a pupil with SEND has significant needs that require even greater support, the SENDCo 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.

We have created a flowchart to show our school's SEND Identification and Provision Pathway; this can be found on the following page of this document and on our school website.

SEND Identification and Provision Pathway

Graduated Response: Assess, Plan, Do, Review

Stage 1: Quality First Teaching

Start
Potential area of need is identified by Teacher, TA or Parent.

Discuss concerns with Parents/Carers.

Area of need identified using the Universal and SEN Support – Graduated Approach:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory &/or Physical

Adjustments made to in class provision.

Add pupil to relevant pre-existing interventions.

Add pupil to the **Class Provision Map.**

Progress is monitored by Class Teacher (with support from TA) over one term (approx. 6 weeks).

Is the child making progress?

*If yes, stay on this stage.

No

Teacher/TA completes SEND concern form and emails/hands to SENDCo. Parent can also complete a parental concern form.

Class Teacher to discuss concerns with parent/carers again, making it clear they are signposting to the SENDCo.

Stage 2: SENDCo Involvement

SENDCo considers next steps having received completed SEND concern form.

SENDCo completes 'actions' on the form, these could include a selection of options from A, B, C outlined in following step.

A) SENDCo makes suggestions: Further modification to teaching / interventions.

B) SENDCo completes observation on child and gives feedback to Teachers / TA/ Parents / Carers.

C) Referral to external agency may be submitted in some cases.

Following advice teacher/TA implements new strategies/support. **Progress continues to be monitored on Class Provision Map termly.**

Which strategies are working? Can additional strategies be tried?

Is the child making progress?

*If yes, stay on this stage.

No

Stage 3: SEND Support

A **Personal Provision Plan (or support plan)** is created for the child, capturing important information including strengths, interests and support needed. It should have **three or four personalised SMART targets** – Specific, measurable, realistic, time bound.

This document should be accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is **added to SEND Register.** Parents are formally notified of this. Consider further external referrals.

Class Teacher meets with Parents/Carers to **review progress, provision and co-produce new SMART Targets at least three times a year.** (Targets/provision can be reviewed more frequently according to need and external advice).

NB: Parent/Carer voice is important – please do make suggestions. Your views will be documented at the bottom of the Plan each meeting.

SENDCo/SLT monitors to ensure adequate APDR (graduated approach) is maintained.

Is the child making progress?

*If yes, stay on this stage.

No

Parent informed of further concerns.

Meeting between SENDCo, Class Teacher and Parents/Cares to discuss progress and next steps.

Request further support from outside agencies for advice and assessment. Parents are informed of outcome.

Continue to assess progress and collect evidence.

Stage 4: EHCP

When a pupil with SEND has significant needs that require greater support, information is gathered and an **application is made for an Education & Health Care Plan** (EHCP).

There is no guarantee that an EHCP will be granted. Parents are fully involved in the application process.

If, after assessment, the Local Authority decides to issue an EHCP, the **specified provision will be arranged** and put into place. This **provision will be reviewed annually** with parents, outside agencies and the Local Authority.

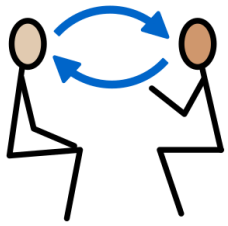
Key:

Teacher

SENDCo

Teacher & SENDCo

*If a child is making appropriate progress they will remain at a stage, until the class teacher and SENDCo decide, in discussion with parents, that the support can be reduced and child is moved back to a previous stage.



How can I be involved in discussions about supporting my child?

Class teachers are always happy to discuss how your child is doing, and we believe that a close working relationship with parents is vital to ensure early identification of SEND and for children with SEND to be successful

Parents are encouraged to contribute to their child's education. This can happen through:

- Discussions with the class teacher – either formally at SEND Support meetings and parent/teacher consultations, or informally at the end of the day. These discussions are important – you can inform us about your child in the home setting, and we can tell you about what we are learning in school and your child's progress.
- Contribute, suggest amendments and be a co-creator in the production and review of Personal Provision Plans.
- Discussions with other professionals (e.g. the SENDCo, Speech & Language Therapist, Educational Psychologist). All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.
- Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.



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. Every child on the SEND register will sit alongside a key adult to contribute to the 'Pupil Profile' element of their Personal Provision Plan to share the child's strengths and needs and ways in which the child thinks we can help them. This forms part of the child's Support Plan (if one is needed).

Additional levels of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. We may seek your child's views by asking them to:

- Attend meetings (including parts of Annual Reviews) to discuss their progress, celebrate successes and next steps
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a trusted member of staff who can act as a representative during the meeting
- Complete a questionnaire.



How will the school adapt to meet the individual needs of my child?

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and current observed needs. 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 will also be adapted to suit individual needs e.g. each class has a visual timetable, a calm corner with Zones of Regulation display, and is organised and clutter-free to reduce cognitive overload. Children are actively encouraged to access resources that support them such as Base 10, Numicon, dictionaries to promote independence.

Furthermore, children in school with (or without) SEND will have reasonable adjustments made and additional support given that is specific to their individual needs. This may include:

- Adapting learning activities to ensure they can engage and make progress, for example, by providing scaffolds (i.e. sentence stems, word banks), concrete resources, working within guided groups or 1:1 conferencing.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Using recommended aids, such as iPads for dictation or touch typing, coloured overlays, Now/Next boards, fidget tools, wobble cushions, ear defenders, pencil grips etc.
- Providing independent TEACCH workstations if recommended.
- Regular whole class movement breaks/mindfulness sessions and sensory circuits provided according to need.
- Working in 1:1 or small groups on a specific evidence-based intervention programmes; Little Wandle Keep Up or Rapid Catch Up (Phonics), Precision Teaching (numeracy &, literacy skills), Nessy (Literacy), social communication and emotional wellbeing programmes.
- Providing special equipment/resources as required to support your child's learning and development
- Visual Timetables/Social Stories prepared in advance for big events i.e. school trips.



How does the school evaluate the effectiveness of its SEND provision?

We regularly evaluate the effectiveness of provision using:

- entry and exit data from interventions, reviewed termly as part of the Class Provision Map cycle
- class teacher assessments and observations
- progress against SMART targets in Personal Provision Plans
- the child's own views
- parent/carer feedback
- SENDCo and Senior Leadership Team (SLT) monitoring of Class Provision Maps and Personal Provision Plans

These processes help ensure that support remains effective, evidence-based and outcomes-focused.

Where provision is not achieving the expected outcomes, adjustments are made through the Assess–Plan–Do–Review (APDR) cycle.

Swainswick also engages in an annual SEND Audit, during which leaders from the Bath & Wells Multi Academy Trust work alongside the SLT to review SEND provision, identify strengths and agree next steps for ongoing improvement.



How will my child be included in activities outside the classroom including school trips?

At Bathampton, we love learning outside the classroom, and our children engage with regular outdoor learning sessions our lovely forest school area. All our extra-curricular activities and school visits are available to all our pupils, including our afterschool club. To best meet individual needs, where possible we request that parents book wrap around care with sufficient time that we can facilitate additional staffing if required. All pupils are encouraged to go on our residential trip, to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Financial assistance, via the school's Pupil Premium allocation or other sources, is available to ensure access to all activities where payment is needed.

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.



What support will there be for my child's wellbeing?

Our school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussion with the class teacher/TA, Head of School or the SENDCo, regular 'monitoring' meetings with parents/carers, use of worry boxes and calm corners in classrooms and peer support groups. 'Emotion Coaching' is embedded within our behaviour management policy to promote self-awareness of emotions and problem-solving skills; it comprises of two key elements – empathy and guidance. Mrs Rebecca Davies (one of our Higher-Level TAs) is a trained Drawing and Talking practitioner which offers a non-intrusive child-led therapy for pupils. We also run weekly 'nurture' groups utilising our outside forest school area.

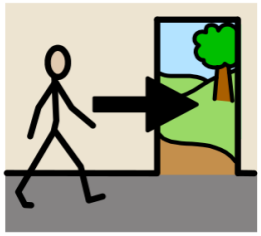
The Senior Leadership team work with teachers and TAs to identify pupils with emotional and social difficulties and develop a plan to support their needs. This can include:

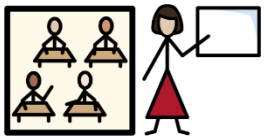
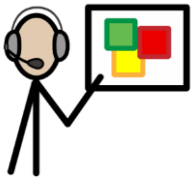
- strategies for the class teacher and TAs to implement
- strategies for parents to try at home
- small group or 1:1 support delivered in school.

Each term, we work with parents and teachers to consider which children need support. In many cases, identified pupils will receive six SEMH sessions as this can provide individuals with greater emotional resilience and strategies to pull on in the classroom, on the playground or at home.

For children with higher emotional or mental health needs, longer term intervention may be needed, and the school will request support from elsewhere e.g. the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services). 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. Where appropriate, an Individual Healthcare Plan will be created in partnership with parents/carers and relevant healthcare professionals. These plans outline a child's medical needs and the support required in school.

For some children, it may be appropriate for an Early Help Assessment to be completed to support the wellbeing of a child and their family. This assessment 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. The lead professional will then organise Team Around the Family meetings to support the family. We recognise that vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. For more information about how we support all children, please refer to the school Anti-Bullying Policy and Behaviour Policy.
 **How will the school prepare and support my child to join the school or transfer to the next school?**	We admit children with SEND in line with the school's admissions policy, we are an inclusive school and do not discriminate against pupils with SEND. We make reasonable adjustments to ensure equal access. For children with an EHCP, placement is determined in consultation with the LA, in line with statutory guidance. **Joining Reception:** • Induction for all Early Years children takes place in Terms 5 and 6, and this includes visits to school 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, they may be eligible for transition funding which is available to support your child to settle into school. **Transition to Secondary:** • 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 share information with the school, college or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. • If a child has a current EHA (Early Help Assessment) we ensure that all professionals are involved in supporting the transition process. • Where a child has a current statement or EHC plan there is a legal requirement to provide an annual review. Transition planning also takes place during from the final term of Year 6 so that there is a clear plan for transition to Secondary school.

	Transfer mid-year: • For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). • Please ask to speak to either Mr Griggs (SENDCo) or Mrs Datta (Headteacher) who would be happy to welcome you for a school tour and talk through your child's needs and hopefully start to life at Bathampton!
 **How will the school support my child when changing Teacher / Class?**	**To help pupils with SEND be prepared for a new school year we:** • Provide additional visits to allow them to familiarise themselves with their new classroom and school staff – above the normal 'moving up' days. • Ensure both the current teacher and the next year's teacher to attend final meetings of the year when the pupil's SEND is discussed with parents. • Schedule lessons with the incoming teacher towards the end of the summer term. • If required, children create transition books containing key information, including photos about their new classroom / staff to take home and refer to over the summer.
 **What training opportunities are there for staff supporting children with SEND?**	The SENDCo and Senior Leadership Team's job is to support class teachers in planning for children with SEND and provide in-house training where possible. Bathampton 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 whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Mr Griggs, our SENDCo, has undertaken the National Qualification for SENDCOs at Bath Spa University. We really value staff CPD at Bathampton and in the past two years, have had training on the Graduated Approach (implementation of Personal Provision Plans), using Colourful Semantics to support Literacy and taking part in Oracy21 training. We have also developed the Bathampton Teaching & Learning core offer including activate prior learning, explain and model in small steps, ask effective questions to check for understanding, adapt practice and provide scaffolds, provide time for practice, provide feedback and address misconceptions.



How will Bathampton Primary School allocate resources to support my child's need?

The school budget, received from the Local Authority, includes money for supporting children with SEND. The Executive-Head teacher, Head of School and School Finance Officer, decide on the allocation of the total budget for Special Educational Needs in consultation with the school governors, based on the needs of the children currently in the school. The Senior Leadership Team discuss all the information they have about SEND in the school and decide what resources/training and support is needed. SEND funding is usually allocated to employ staff and to buy resources and equipment.

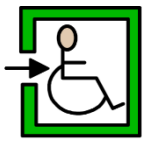
All resources, training and support are reviewed regularly, and changes are made as needed within the resources that the school has. Where a child has significant needs that the school feels that it cannot meet, or no longer meet, the school applies for an Educational Health and Care Plan (EHCP) for the child, which may lead to further support being provided by the LA. Parents can also request that the LA carry out an EHC needs assessment.



What specialist services are available at or accessed by our school?

We have access to a very wide range of specialist services as follows:

- School Nurse
- Speech and Language Therapy
- Drawing and Talking Therapy
- Inclusion and SEND Advice Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology (EP)
- Occupational Therapy (OT) and Physiotherapy (Physio)
- Specialist Autism Support Service (SASS)
- Paediatric Services (including Neurodevelopmental Pathway)
- Social Care Team
- Children Missing in Education Officer (CMEO)
- SEND Partnership (SENDIAS)
- Sensory Support Service
- Hospital Education and Reintegration Service (HERS)
- Student and Family Support (SAFS)
- Mentoring Plus
- BANES Parent Carer Forum
- Alternative Provision (AP)

 **How accessible is the school environment?**	We will always do our best to meet individual needs and we are always happy to discuss individual access requirements. Our site is wheelchair friendly; our Year 5 and 6 classrooms are accessible via a ramp. We have toilet facilities adapted for disabled users and wide doors in most of the school. The school has an Accessibility Plan, which conforms with the Equality Act of 2010. This highlights the arrangements for the admission of disabled pupils at the school and the facilities provided to assist access to the school for these pupils.
 **Who can I contact for further information?**	**If you wish to discuss any aspect of your child's education, please contact:** • Your child's class teacher • The SENDCO, Mr Griggs • The Headteacher, Mrs Datta • The Inclusion Lead, Ms Candlish • SEND Governor, Michelle Lansdowne • Our School Nurse, Sally Mitchell – https://bathnesshealthandcare.nhs.uk/childrens/school-nursing/ • The Local Authority • Parent Partnership Service
 **Who do I contact regarding a complaint around the provision for a child with SEND?**	**Please refer to the general Complaints Procedure:** Bathampton Complaints Procedure If a concern or complaint specifically relates to SEND provision, the SENDCo will be involved in investigating the matter alongside the Head of School. All SEND-related complaints follow the BWMAT Complaints Policy, and parents may request support from SENDIAS at any stage of the process. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or who will be able to offer advice on formal procedures for complaint if necessary.



Useful resources

Bathampton's Inclusion and SEND Padlet
Provides access to a bank of local and national resources related to supporting children with SEND.
Bathampton SEND & Inclusion Padlet

The Bath and Northeast Somerset's Local Offer
Provides helpful information and support available for families with a child or young person with SEND within our local area.
Special Educational Need or Disability (SEND) Local Offer | Live Well in Bath & North East Somerset

SENDIAS BANES Service
If you would like confidential, impartial advice and support then the SENDIAS BANES Service can help you. Please see their website: | Send partnership
To contact them, please telephone 01225 394382 or e-mail Get in touch | Send partnership
Helpline Hours 10.00am – 3.00pm
Monday – Thursday term-time only

Emotionally Based School Avoidance BANES PARENT CARER FORUM
BanesPCF – Banes Parent Carer Forum

The school is a member of **The Bath and Wells Multi Academy Trust (MAT).** Please go to: http://www.bwmat.org
The link above will give you up to date information on all our MAT schools. Being part of the MAT enables us to build a bank of joint resources and to share advice, training and development activities and expertise.

SEND Identification and Provision Pathway

Graduated Response: Assess, Plan, Do, Review

Stage 1: Quality First Teaching

Start
Potential area of need is identified by Teacher, TA or Parent.

Discuss concerns with Parents/Carers.

Area of need identified using the Universal and SEN Support – Graduated Approach:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Sensory &/or Physical

Adjustments made to in class provision.

Add pupil to relevant pre-existing interventions.

Add pupil to the **Class Provision Map.**

Progress is monitored by Class Teacher (with support from TA) over one term (approx. 6 weeks).

Is the child making progress?

*If yes, stay on this stage.

No

Teacher/TA completes SEND concern form and emails/hands to SENDCo. Parent can also complete a parental concern form.

Class Teacher to discuss concerns with parent/carers again, making it clear they are signposting to the SENDCo.

SENDCo considers next steps having received completed SEND concern form.

SENDCo completes 'actions' on the form, these could include a selection of options from A, B, C outlined in following step.

Stage 2: SENDCo Involvement

A) SENDCo makes suggestions: Further modification to teaching / interventions.

B) SENDCo completes observation on child and gives feedback to Teachers / TA/ Parents / Carers.

C) Referral to external agency may be submitted in some cases.

Following advice teacher/TA implements new strategies/support. **Progress continues to be monitored on Class Provision Map termly.**

Which strategies are working?
Can additional strategies be tried?

Is the child making progress?

*If yes, stay on this stage.

No

Stage 3: SEND Support

A **Personal Provision Plan (or support plan)** is created for the child, capturing important information including strengths, interests and support needed. It should have **three or four personalised SMART targets** – Specific, measurable, realistic, time bound.

This document should be accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The pupil is **added to SEND Register.** Parents are formally notified of this. Consider further external referrals.

Class Teacher meets with Parents/Carers to **review progress, provision and co-produce new SMART Targets at least three times a year**. (Targets/provision can be reviewed more frequently according to need and external advice).

NB: Parent/Carer voice is important – please do make suggestions. Your views will be documented at the bottom of the Plan each meeting.

SENDCo/SLT monitors to ensure adequate APDR (graduated approach) is maintained.

Is the child making progress?

*If yes, stay on this stage.

No

Parent informed of further concerns.

Meeting between SENDCo, Class Teacher and Parents/Cares to discuss progress and next steps.

Request further support from outside agencies for advice and assessment. Parents are informed of outcome.

Continue to assess progress and collect evidence.

Stage 4: EHCP

When a pupil with SEND has significant needs that require greater support, information is gathered and an **application is made for an Education & Health Care Plan** (EHCP).

There is no guarantee that an EHCP will be granted. Parents are fully involved in the application process.

If, after assessment, the Local Authority decides to issue an EHCP, the **specified provision will be arranged** and put into place. This **provision will be reviewed annually** with parents, outside agencies and the Local Authority.

Key:

Teacher

SENDCo

Teacher & SENDCo

*If a child is making appropriate progress they will remain at a stage, until the class teacher and SENDCo decide, in discussion with parents, that the support can be reduced and child is moved back to a previous stage.