



Freshford Church School SEND Information report

School Based Information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? How can I talk to them about my child if I need to?	Class teacher	is responsible for: • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and discussing amendments with support staff or the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. Contacted by: Emailing, telephoning or visiting the school to arrange an appointment.

	The Headteacher	is responsible for: • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. They will give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. • Ensuring that parents/carers 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. • 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. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. Contacted by: Contacted by: Emailing, telephoning or visiting the school to arrange an appointment.
	SENCO (Special Needs Co-ordinator)	is responsible for: • Coordinating 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. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists, Occupational Therapists, Educational Psychologists etc. • 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. • Supporting your child's class teacher and TAs to write Individual Education Plans (IEPs) that specify the targets set for your child to achieve. Contacted by: Contacted by: Emailing, telephoning or visiting the school to arrange an appointment. Working days Tuesdays and Wednesdays.

	Teaching Assistant (TA) (may be allocated to some pupils with EHCP)	is responsible for, in conjunction with the class teacher/SENCo: A Teaching Assistant (TA) may be allocated to a pupil with an EHCP for 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. Of course, as a school we welcome daily dialogue between parents/carers and TAs on how a child's day has been and we do actively encourage this continued feedback.
	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. Contacted by: Contacted by: Emailing, telephoning or visiting the school to arrange an appointment.

1) How does Freshford Church School know if children need 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 is not reaching age-related expectations • the child's progress is very slow • there is a change in the child's behaviour • a child asks their parents/carers or teacher 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
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What should I do if I think my child may have Special Educational Needs?	Special Educational Needs is defined in the Code of practice as ‘having a learning difficulty or disability that calls for special educational provision that is provision different from or additional to that normally available to pupils of the same age ‘ and the child ‘has a significantly greater difficulty in learning than the majority of others of the same age’. Talk to your child’s class teacher, the Special Educational Needs Co-ordinator (SENCO), SEND Governor or the Headteacher. At Freshford Church School, Tina Joyce is the SENCO and Christine Cykowski is the SEND Governor. Your concerns will always be taken seriously – your views on your child’s development and progress are always very valuable. Further information can be found from the school’s policies for SEND, Behaviour and Teaching & Learning (all available on the school’s website).
2) How will Freshford Church School staff support my child?	Children in school with SEND will get support that is specific to their individual needs. This will be provided by the class teacher through the Quality First Teaching approach and/or may include provision by: • An in-class TA • Our ELSA (Emotional Literacy Support Assistant) trained TA • Staff who visit from external agencies such as the Speech and Language Therapist, school nurse etc • An assessment by an Educational Psychologist or other specialists e.g. Occupational Therapist etc • Working 1:1 or in small groups on a specific programme of work e.g. phonics (usually run by the teacher or a class TA) • School counsellor • Providing special equipment/resources as required to support your child’s learning and development 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. Your child’s IEP (Individual Education Plan) is reviewed and updated with new targets three times a year. If a specialist professional works with your child, there may be recommendations that are made, which may include: • Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Group or individual work with an outside professional such as a speech and language therapist

3) How will the curriculum be matched to my child's needs?	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. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily. This includes home learning.
4) How will I know how well my child is doing?	Class teachers are always happy to discuss how well your child is doing with you and, where appropriate, with the child. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements. All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home. You will also receive information about your child's progress through twice yearly parent consultations and an annual report from the class teacher for your child.
5) What support will there be for my child's overall well-being?	The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time or P4C', 1:1 discussions with the class teacher or the SENCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a friendship group) or may include a specific resource to support your child. We have a qualified children's counsellor who visits once a week and can work with children who have significant needs on a 1:1 basis. We often run nurture programmes such as Lego Therapy or Happy to be Me/Talkabout clubs to develop children's self esteem and social skills. We have an ELSA (Emotional literacy support assistant) trained TA. Sometimes the school will get support from elsewhere e.g the School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services). The SENCo is a licensed Thrive practitioner and can assess and devise Thrive Action Plans for emotional support and wellbeing based on the six developmental strands of social and emotional development. For some children, it may be appropriate for an EHA (Early help Assessment) to be used to support the wellbeing of a 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 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 teams. This may lead to an assessment by or support of, for example, a disability nurse or an occupational therapist. Where appropriate, homework tasks may be adapted to suit the needs of individual children. See also Question 13 below 'How are parents/carers involved in discussions about and planning for my child?'

6) What specialist services are available at or accessed by our school?	We have access to a wide range of specialist services as follows: - ASD support at Fosseway School (for children who live in Banes) - CAMHS - Child Protection Officers - Children's counsellor - CMEO - Dramatherapist - Educational Psychologists - GPs - Inclusion Panel (including Brighter Futures nurture support, SAFs, Mentoring Plus) - Occupational Therapists - Paediatric services - School Nursing Team - Social Care teams - Speech and language therapy Other services are also available – 1 Big database/ Rainbow /Live Well (Family Services directory) Charities e.g. Upside Down, Mencap, National Autistic Society. Our SENCo is a licensed Thrive practitioner
7) What training have the staff supporting children with SEND got or are going to get?	The Headteacher'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 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 SEND. Individual teachers and support staff attend training courses run by the Bath and Wells MAT and outside agencies that are relevant to the needs of specific children in their class. 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 Headteacher. Recent training includes: Anxiety and mental health. Attachment Aware, Emotion Coaching, Childhood bereavement, Thrive, Speech and Language, Working Memory, Mathematics, Dyslexia, Autism awareness and ELSA.
8) How will my child be included in activities outside the classroom including school trips?	Activities and school trips are available to all children. Financial support is available to ensure access for all to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents/carers 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.
9) 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 with access to the upper floor via ramps or a lift. As part of the ongoing reviews of the school premises carried out by the Governing Body, accessibility issues are always considered in light of any individual need.
10) How will the school prepare and support my child to join the school or transfer to the next school	Induction for all Early Years children takes place in Term 6, and this includes 'Play and Story' sessions and an induction meeting for parents/carers. Reception teachers also visit pre-school settings to observe children, carry out home visits 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. For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website. For children transferring at the end of Y6, additional transition visits can be arranged with the secondary school, and additional meetings between parents/carers and SENCOs are arranged as necessary. For children with ASD we can arrange a transition programme in conjunction with Fosseyway School (for children who live in Baner). We will also make sure that all records about your child are passed on at the end of term 6, prior to their start in September. Some children will be referred for enhanced transition support from Brighter futures - Year R-Year 1, Year 2-Year 3 and Year 6-Year 7 If a child has a current CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.
11) How are the school's resources allocated and matched to children's special educational needs?	The school budget includes money for supporting children with SEN. (This is called 'notional SEN funding'). The Headteacher 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 • 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 and decide what resources, training and support are needed. SEN funding is usually allocated to employ staff and outside specialists (e.g. speech & language support, educational psychologists) and to buy resources and equipment. All resources, training and support are reviewed regularly and changes made taking into account the budgetary restraints that the school has. Where a child has significant needs that the school feels that it cannot meet, or can no longer meet, the school applies

	for a statutory assessment of the child, which may lead to further support being provided by the LA in the form of an EHCP (Education Health and Care plan). Parents/carers 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 Local Authority.
12) How is the decision made about what type and how much support my child will receive?	Each child is assessed individually and a personalised package of support put in place dependent on need. The first response to any concerns should be Quality First Teaching targeted at your child's areas of need. If the class teacher still has concerns they arrange a meeting with the SENCo. We then follow the Graduated Approach of Assess, Plan, Do, Review. The class teacher, working with the SENCo, will assess whether the child has SEND - 'a significantly greater difficulty in learning than the majority of others of the same age' (SEN Code of Practice). The child will then be given enhanced provision targeting a specific area with appropriate support. This may include in the moment support at an adlt led table in the classroom, a specific intervention by a TA/Teacher in the classroom or occasionally out of the classroom, individualised home learning, 1:1 or small group work with a member of staff. Where progress continues to be less than expected, your child may then be given an IEP. After a time of intervention, if progress still continues to be less than expected, external agencies may be brought in to give further advice e.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist. If the child's 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/carers to discuss the child's progress and any additional needs which require support. If a child joins from another school, information provided by the feeder school, along with our own assessments, will allocate resources/support for the child.
13) How are parents/carers involved in discussions about and planning for my child?	All parents/carers are encouraged to contribute to their child's education. This happens through: • Discussions with the class teacher – either formally at 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 a plan can be used consistently at both home and school and enables parents/carers to support their child at home with strategies that are working well at 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.
14) Who can I contact for further information?	If you wish to discuss any aspect of your child's education, please contact: a) Your child's class teacher b) The SENCO

	c) The Headteacher d) The SEND Governor See also Question 6 for a comprehensive list of other support services that may be able to offer you guidance and support. Please contact the school if you have any further questions.
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GLOSSARY OF TERMS	
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CMEO	Child missing education officer
CP	Child Protection
EHCP	Education, Health, Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
IEP	Individual Education Plan
LA	Local Authority
OT	Occupational Therapist
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEND	Special Educational Needs and or disabilities

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