Bathford SEN information report 2025-26

Policy Name	Special Educational Needs and Disabilities (SEND) Information Report		
Effective date	February 2025	Review date	February 2026
Prepared by	SENDCo, Headteacher, Staff		
Reviewed by	SEND Governor and School Improvement and Curriculum committee		

'Every teacher is a teacher of SEND'.

At Bathford Church School we believe passionately in inclusion. We are unwavering in our ambition that every child feels a sense of belonging and is supported to 'Be their Best.' Our Academy vision sets out to ensure that all of our children enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

Vision:

Our inclusion and SEND vision is that children leave primary school:

Recognising and achieving their full potential.
Enjoying learning and access a broad and balanced curriculum with fun, challenge and support.
Becoming increasingly independent and having autonomy over their support.
Feeling respected and valued – recognising their unique qualities and their role in their community.
Celebrating their strengths and achievements.
Recognising the skills and attributes needed to ensure they feel equipped to experience success and happiness in the future.
Pupils, parents/carers and school working in partnership.

Responsibility for the coordination of SEND provision:

- The person responsible for overseeing the provision for children with SEND is Mrs Becky Hayter (Headteacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Jennifer Keenan (SENDCo)
- The SEND Governor is Mrs Stephanie Taylor

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 One Page Profiles and Support Plans if needed.
Class teachers are responsible for:	• Providing high quality adaptive teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that meets the strengths and needs of all pupils. • Working with outside professionals, when appropriate, to implement agreed strategies to support the progress of children.

	• Have a good knowledge of the progress the children are making towards their end of year targets and also their EHCP outcomes if they have an EHCP. • Using the 'Graduated Approach' to Plan, Do, Review and write/update: - Provision maps - One Page Profiles - Support Plans • Working with the Special Educational Needs Coordinator (SENDCo) to identify when there is a need for additional high quality support or intervention to ensure that the child is making the best possible progress. • Meeting with parents/carers to review their child's progress termly or when appropriate. • 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.
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. • 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 Special Educational Needs Coordinator (SENDCo) is 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. • Working with class teachers to use the information about a child to identify when there is a need for additional high quality support or intervention to ensure that the child is making the best possible progress. • Using appropriate assessment tools to assist with early identification of Special Educational Needs and/or Disability. • Ensuring that class teachers are providing high quality adaptive teaching for children with Special Educational Needs and/or Disability through planning and delivering a curriculum that is matched to the child's strengths and needs. • Overseeing the monitoring and reviewing of all One Page Profiles and Support Plans at the end of every term making sure that the targets that are set will support the child to reach the identified outcomes as part of the APDR cycle. When appropriate, the Special Educational Needs Coordinator (SENDCo) will attend review meetings of Support Plans. • Assessing the children's progress as part of the expectations of Pupil Progress meetings. • Working with outside professionals, when appropriate, to support teachers to implement agreed strategies to support the progress of children with Special Educational Needs and/or Disability to meet their agreed outcomes • Ensuring school staff are given Special Educational Needs and/or Disability professional development opportunities as appropriate. • Carrying out Annual Review meetings and the requirements of a statement of Special Educational Needs or Education and Health Care plans (EHCPs). • Liaising with the Special Educational Needs governor and writing an annual report for the Full Governing Body. • Ensuring the 'School Information Report' is up to date. • Being an advocate for the child. • Ensuring the funding for these children is being used to appropriately support their needs.

1. What kinds of SEND are supported at Bathford?

At Bathford Church School we use the **graduated approach** (Assess, Plan, Do, Review) to ensure that provision is supporting the child appropriately. There are four broad areas of need outlined in the Special Educational Needs Code of Practice (0-25) Jan 2015 which are explained below:

Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication.

Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

2. What should I do if I think my child may have Special Educational Needs?

Talk to your child's class teacher in the first instance. By doing this, we can work together to discuss your child and share any concerns. Depending on the need, the teacher may then carry out observations or ask the SENCo to carry out observations so that we can begin to build up a picture of strengths and needs. Parent voice will always be taken seriously – your views on your child's development and progress are always very valuable. When working in this collaborative way we will be able to discuss the following:

- the child is not making expected progress
- there is a change in the child's behaviour
- a child has a specific disability
- other professionals identify special educational need and /or a disability
- a child asks for help

    - Teachers may assess skills and attainment based on monitoring of progress which may be based on a number of indicators.
    - Teachers may use a variety of assessments and information to monitor progress.
    - Sometimes a child may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown.
    - A Thrive profile or assessment may be undertaken. Thrive is a specific way of working with all children that helps to develop social and emotional wellbeing, enabling them to engage in learning and beyond. It supports them to grow in confidence, resilience, recognise their emotions and access strategies to help with calming.

You may also want to get some advice from the SENDIAS BANES. The SENDIAS BANES is a service run by BANES to provide parents of children with additional needs with confidential and impartial information, advice and support. They can be contacted on 01225 394382 or sendias@bathnes.gov.uk

Further information can be found in the school's policies for Special Educational Needs and/or Disabilities (SEND), the BWMAT SEND Policy and our Behaviour and Teaching & Learning Policy. These are available on the school website, and hard copies can be provided by the school office on request.

3. How are parents involved in the discussions and planning for their child?

Bathford Church School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.
- Information about interventions is shared by the class teacher and explanatory materials about the intervention programmes being delivered in school, is available to all parents.
- Parents will have opportunities to engage with others, including professionals/specialists, to develop further understanding of how best to support additional needs.

Once a need has been identified in partnership with parents, the child will either receive support through targeted interventions and be placed on our school's provision map or if they require something more specific and individualised, they may require a One Page Profile or Support Plan. These will be reviewed with the child and parents termly and form part of our four part process (Assess, Plan, Do, Review or APDR) known as the graduated approach. See below for more detail on each of the four parts:

Assess - analyse the child's special educational need

Plan - identify the additional and different support needed

Do - put the support in place

Review - regularly check how well it is working so that we can change the amount or kind of support needed. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of the interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

4. How is my child involved in the provision that will be set out for them?

The child's voice is crucial in ensuring we are helping the child in the best and most appropriate way possible. The child will sit alongside a key adult to complete a One Page Profile 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) and is reviewed with the child three times per year.

5. How will I know how well my child is doing?

The SENDCo and class teachers are always happy to discuss how well your child is doing and operate an open door policy.

Parents evenings, SEND review meetings and Annual review meetings.

TAC (Team around the child) meetings if appropriate.

Parents are informed if their child is added or removed from the SEN register.

All reports from outside agencies are passed to parents with ideas for support or resources that may be used at home. You will also receive an annual report, which is adapted for pupils with SEND, from the class teacher for your child and there are parents evening sessions to attend throughout the year.

6. How will the school prepare and support my child to join the school or transfer to the next school?

- Induction for all Early Years children takes place in 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.
- 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 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.

Arrangements for the admission of disabled pupils

A place will be provided for any child who has an EHCP (formerly a Statement of Special Educational Needs) agreed at the time of application, which names Bathford Church School as the education provider. This place will be made available within the Published Admission Number (PAN) before the consideration of any other applications, or above the PAN if places have already been offered at that time.

Changing school – The 'In-Year' application process

If a child is the subject of an EHCP (formerly a Statement of Special Educational Needs) which names a particular school, his/her parent should consult the local authority that issued the EHCP, before applying for the child to change school. This Local Authority must be involved in the process of agreeing any change of school.

7. How will school staff support my child?

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and progress. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

All children have individual needs. Children in school with SEN will get support that is specific to their individual needs. This may include:

• Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

• Adapting our resources and staffing to promote pupil independence.

• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

• Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for children with a hearing or visual need)

• Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

• Staff who visit from outside agencies such as the Speech and Language therapy (SLIP) Service or Occupational Therapists (OT)

• 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, literacy skills, social communication program etc.

• Providing special equipment/resources as required to support your child's learning and development

The class teacher (sometimes with the SENDCo) will discuss the pupil provision in relation to their strengths and needs. 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.

Pupil progress and provision is regularly reviewed.

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

• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group

• A group or individual work with outside professional

8. How accessible is the school and learning environment?

We will always do our best to meet an individual's need, and we are happy to discuss specific access requirements. We have a responsibility under the 'Reasonable Adjustments' guidance to address this. The school is accessible for wheelchair users. We have a bathroom and changing facility adapted for disabled users. As part of the annual review of school premises carried out by the Bath and Wells Multi Academy trust and regular checks by the Governing Body, accessibility issues are always considered in light of any individual needs.

You will find out Accessibility Policy on the school website:

https://bathfordchurchschool.co.uk/policies/

9. What training are the staff supporting children with SEND had or are having?

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. We work closely with external professionals and where there are opportunities to provide training and contribute to the continuous professional development, we utilise the resources available.

10. How do you evaluate the effectiveness of provision for children with SEND?

In order to make continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and children are given an opportunity to evaluate the effectiveness of provision via review meetings. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. Bathford Church School offers an Open-Door policy where parents can easily access the class teacher, SENCO or Headteacher. A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEN Report. The evaluation is carried out by the SENCo in consultation with the Headteacher and link SEND governor. This will be collated and published by the governing body of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

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

Activities and school trips are available to all children. Financial assistance via the school's Pupil Premium allocation or other sources 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 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.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. In order 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.

All pupils are encouraged 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.

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

Bathford Primary School uses a systematic approach to the early identification of emotional development need in children using the Thrive approach. The Thrive approach enhances emotional literacy and contributes to the development of learning power. Our curriculum delivery is further supported by the 'MyHappyMind' programme for children from EYFS to Year 6 to promote an emotional well-being friendly culture in conjunction with our embedded Thrive Approach. Every year group from Early Years to Year 6 has a separate version of the curriculum, with Year 6 focusing on transition. The additional scheme uses the themes 'meet your brain', 'celebrate', 'appreciate', 'relate' and 'engage'. There are also lessons on neurodiversity to enable the whole school community to better understand and embrace diversity. The content builds year on year for each year group, including the 'time to talk' and 'journaling' prompts. These sessions are taught independently to other schemes and consist of 3-6 lessons each term.

The school offers a wide range of pastoral support for children who are encountering emotional difficulties. This could be through whole class, group or 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 the child. 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).

For some children, it may be appropriate for a 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 team. This may lead to the assessment 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.

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.

We access support from the Bath Behaviour Panel which supports the Thrive Approach that is used in school by providing consultancy, active intervention, group intervention support and therapeutic support using specialised external practitioners.

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

We have access to a very wide range of specialist services as follows:
Speech and Language Therapy (SALT)
School Nurse
Behaviour Support Service (Brighter Futures)
Thrive Approach
Child and Adolescent Mental Health Service (CAMHs)
Educational Psychology (EP)
Physiotherapy (Physio)
Occupational Therapy (OT)
Specialist Autism Support Service (SASS)
Paediatric Services
Social Care Team
Children Missing in Education Officer (CMEO)
SEND Partnership (SENDIAS)
General Practitioners (GP)
Sensory Support Service
Hospital Education and Reintegration Service (HERS)
Student and Family Support (SAFS)
Mentoring Plus
BANES Parent Carer Forum
Alternative Provision

14. Who do I contact regarding a complaint around the provision for a child with SEND?

Refer to the general Complaints Procedure. 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 SENCo or Headteacher who will be able to offer advice on formal procedures for complaint if necessary.

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 of 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.

Glossary of Terms

SENDCO Special educational needs and disability coordinator
OT Occupational therapist
EP Educational Psychologist
CMEO Child missing education officer
SEN Code of Practice The legal document that sets out the requirements for SEN
EHCP Education, Health, Care Plan
SEN Special Educational Needs
SEND Special Educational Needs and or disabilities
CAMHS Child & Adolescent Mental Health Service
EHA Early health assessment
TAC/TAF Team around the child /family
ASD/C Autistic Spectrum Disorder/condition
SLIP Speech and language inclusion partnership
SLD Severe Learning Difficulty
PMLD Profound and multiple learning difficulties
SPLD Specific learning difficulties
ADD Attention Deficit Disorder
ADHD Attention Deficit and Hyperactivity Disorder
VI Visual Impairment
HI Hearing Impairment
MSI Multisensory Impairment
PD Physical Disability
RUH Royal United Hospital, Bath
SENS Specialist Special Educational Needs Service

LA Local Authority
BANES Bath and North East Somerset
APDR cycle Assess, Plan, do, review cycle
SASS Specialist Autism support service
A&WSS Attendance and welfare support service