Mulberry Park
Educate Together

Mulberry Park Educate Together SEND information report 26 - 27

Please read alongside our ETAT SEND and Inclusion policy found here. For key definitions relating to SEND please see appendix

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1. What type of SEND do you provide for?

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Our school, Mulberry Park, currently provides additional and/or different provision for approximately 34% of our pupils. These pupils have a range of SEND needs, including …

Cognition and Learning needs (73%)

This category of need includes:

- Processing difficulties
- Memory
- Dyslexia
- Dyscalculia

Communication and Interaction needs (79%)

This category of need includes:

- Understanding language (receptive)
- Using language (expressive)
- Speech
- Autism Spectrum Condition (ASC)

Social, Emotional, Mental Health needs (90%)

This category of need includes amongst others:

- Social understanding and interaction
- Emotional regulation
- Attention Deficit Hyperactive Disorder (ADHD)
- Anxiety

Physical and Sensory needs (48%)

This category of need includes amongst others:

- Visual impairments
- Hearing impairments
- Fine and Gross motor skills/mobility
- Sensory processing difficulties

We keep a record of all pupils who require additional and/or different provision using our SEND register. We use four different categories when recording pupils on the register.

EHCP (official SEND register)

- Term used nationally (SEND code of practice)
- Descriptor given for pupils who are identified as SEND but whose needs cannot be met using the school's internal SEND budget (element 2 funding) and who require further specialist support and provision.
- Parents/carers always notified of status

SEND support (official SEND register)

- Term used nationally (SEND code of practice)
- Descriptor given for pupils who are identified as SEND but whose needs can be met by targeted provision using resources from school budget
- Parents/carers always notified of status

Investigating

- Term created for internal use at Educate Together
- Pupils on Inclusion register but not counted as official SEND register
- Used during step 3a of "Identification and Assessment procedures" (see slide 12)

Monitoring

- Term created for internal use at Educate Together
- Pupils on Inclusion register but not counted as official SEND register
- Used when a child has come off the SEND register.
- We carry on monitoring for another 12 months before completely removing a child

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2. How do you identify and assess the needs of pupils with SEN?

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Progress as an indication of SEN

The SEND code of practice (2015) states that a potential need for Special Educational Provision is identified when a pupil's level of **progress**:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs, difficulties with emotional regulation or physical development

Our Identification and assessment procedures for SEN

High Quality Teaching as foundation

To identify Special Educational Needs the highest priority and first consideration must be to ensure that all pupils receive high quality teaching which uses inclusive practices to remove barriers to learning. With this foundation, a consistent use of the **graduated approach to SEND support** is then used to identify pupils with Special Educational Needs

Our Identification and assessment procedures for SEN

Step one: assessment at whole school level:

- Regular assessments for ALL pupils as part of school assessment cycle
- Whole school tracking data
- Early identification of any specific barriers to learning through school screeners: Talk Boost Tracker (Reception) and GL Ready Rapid Dyslexia screening (Year 3, after child has turned 8)

Step two: Plan and carry out intervention (do)

- Pupils whose progress is a cause for concern are discussed at termly progress meetings.*
- Class teacher uses assessment information to identify any specific areas of concern and implement a targeted intervention plan to be reviewed within 8-10 weeks. The class teacher can do this at any point during the year if they identify concerns before termly progress meetings.
- A targeted intervention plan can also be triggered if a parent raises a concern about a child at any point during the year.

** Pupils who have made accelerated progress are also discussed and, if appropriate, pupils may be moved from **SEND support** to **monitoring** on the SEND register.*

Step three: review

3a) Pupil **fails to make expected progress** despite high quality teaching targeted at their areas of weakness → The class teacher and the SENCO in collaboration with the child/parents use the SEN toolkits to assess whether the child has a "learning difficulty or disability which calls for special educational provision to be made for them"
Other potential causes for lack of progress are explored e.g. pastoral concerns, EAL.
If a Special Educational Need is identified, the child is added to the SEND Register as "SEND support". A decision may also be made to place the child as "Investigating" if further investigation is required.

3b) Pupils **makes expected progress** →

- If the progress appears to be dependent on support that is "additional to" and/or "different from" the mainstream offer (see step 3a).
- If all gaps in learning have now been closed, no further action is required.

Step four: Successive cycles of the graduated approach (SEND support)

- Planning and review meeting held by SENCO and class teacher with pupil, parents and other key professionals in order to:
- Carry out a clear analysis of need and agree sought outcomes
- Create a One Page Profile and Provision Map and, when there are specific targets to work towards*, an individual learning support plan to include identified strengths and target skills, next steps and agreed provision. The type of plan will vary depending on the type of need.
- Provision continues to be reviewed and adapted on a termly basis using successive cycles of the graduated approach. This may include input from external professionals and specialist advice or assessments if strategies put in place by the school are not sufficient in meeting the child's needs.
- If the child requires support that extends beyond what can be provided using element 2 funding, a request for an **Education Health Care Plan** assessment should be considered in collaboration with the pupil and parents/carers. You can find more details about EHCP assessments here. If granted, the child is recorded on the SEND register as **EHCP.**

**In some cases, when the focus is on adaptations the school needs to make to the environment, a One Page Profile and provision map is sufficient*

Click here for a one-page summary of our identification and assessment procedures for SEN

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3. Who should I contact if I want to share information about an existing SEND need or I think my child has SEN?

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1. Class teacher

Please contact your child's **class teacher** first. They will discuss your concerns with you and agree on next steps to ensure your child receives the support they need.

When appropriate, they will liaise with you, your child and the school SENCO to implement the graduated approach to SEND support as outlined in this report.

2. SENCO

The SENCO at Mulberry Park is **Natasha Sealy.** See page 108 of the SEND code of practice (click here) for a full description of the SENCO role. If you have any queries related to SEND provision, you are invited to contact Natasha at any point during the school year **senco@mulberryparket.org.uk**

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4. What is your approach to meeting the needs of children with SEND and how do you advocate pupil and parent/carer voice?

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We use the Graduated approach



Understanding needs of the child
Each cycle of the graduated approach helps us to gain a greater understanding of both the child's needs and what helps them to make progress, secure positive outcomes and feel happy and safe at school.

Pupil/parent voice always placed at centre

How we implement the graduated approach

Pupil/parent voice placed at centre

Frequency
We complete one cycle and hold learning plan and review meetings **x 3 per year** (every long term) using the documents described below.

Collaborative – pupil and parent voice
This is a collaborative process with pupils and parents/carers taking an active role as possible within each stage (assess, plan, do, review) of the process

Individual learning plans (ILPs)
SEND support For pupils requiring individual targets, we have **individual learning plans (see here)** to record termly assessment, planning, additional provision and reviews. The type of plan varies from child to child depending on their specific areas for development or support. This is held by the class teacher.
EHCP Each long term (x 3 per year), there is a learning plan meeting to identify the next steps for each child in working towards their overall outcomes from section E of their EHCP. This is held by the SENCO.
Pupil and parent voice: Whenever possible, pupils or their parents play a central role in setting their own targets and choosing how they will monitor their progress in order to encourage full ownership.

One Page Profiles (OPPs)
We work with all of the children on the SEND register, alongside their parents/carers and key staff members to create a One Page Profile **(see here)** These profiles are available in the classroom to ensure easy access for all adults. For pupils who do not require individualised targets an OPP and PM is all that is required.

Individual provision maps
For pupils at **SEND support** (see slide 8) a provision map is included on the back page of their OPP to identify which elements of our core offer are of particular benefit. Any additional provision is recorded on their ILP.
Pupils with **EHCPs** have a one-page summary of the provision outlined in their EHCP on their provision map (back of OPP)

Graduated approach to meeting needs of children with SEND (Assess)

4a. How do you use “assessment” to meet the needs of children with SEND?

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Use of small step assessment tools

In addition to our whole school assessment approach (see slide 9), when useful, we may use further small step assessment tools for children with SEND .

Click here for a complete guide to assessment for children with additional needs.



What's the process?

- We carry out these assessments 3 times a year, just before we have SEND progress (ILP) meetings.
- Results are recorded on Individual learning plans and used to help everyone at the meeting review progress and agree on next steps.

Why?

- Use of these tools can help show small steps progress and build self-esteem
- Progress measures enable us to gain a further understanding of a child's needs and whether the provision we have in place is working.

Graduated approach to meeting needs of children with SEND (Plan and Review)

4b. What is your approach to "planning" and reviewing" alongside pupils and their key adults?

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Termly planning and reviewing for pupils with EHCPs

EHCP progress meetings and annual review x 3 meetings per year

For pupils with EHCPs, we have three meetings each year with the pupil (if able to access the meeting), parents or carers, the class teacher and the SENCO – two progress meetings and one annual review. External professionals are given the dates for these meetings at the start of the year and attend when possible, prioritizing the annual review. The Inclusion officer from BANES LA is also invited to the annual review but is not always able to attend. For more details on the Annual review process **click here.**

Setting termly SMART targets with pupils and their parents/carers

- Section E of the EHCP details the overall outcomes that have been agreed for the child.
- During the annual review, we aim to agree on short term targets for the next year.
- At each termly progress meeting, we review progress towards the yearly short-term targets and **support the pupils and their parents/carers to** choose next steps for the following term based on progress made so far and advice from external professionals and the class team.

Planning for provision

We review provision from section F of the EHCP each term. If any of the agreed provision is not working, we agree on new strategies or approaches to try. Any changes made during the year are added as annotations to section F during the annual review process.

Steps to Success mentoring (for pupils who are able to access this approach)

SMART targets are written in a way which helps to track progress. However, the language used in SMART targets is not always child friendly. The pupil with support from their teacher or LSA will discuss targets and re-write them in their own words. They will then think about how they can achieve the targets and what tools they can put in place within the classroom to help them remember and track their progress. This process supports a skill called Meta-cognition – one of the most effective strategies for supporting learning according to the Education Endowment Foundation's study of the impact of different types of interventions Click here.

Individual learning plans (SEND progress meetings) x 3 per year

We have SEND progress meetings three times a year with the pupil (if able to access the meeting), parents or carers and the class teacher. When relevant, the SENCO and/or external professional are also present. We use this meeting to review progress and create an updated individual learning plan for the next term.

Planning for provision

When setting targets, we also agree how the child will be supported to meet those targets. Provision from the core offer will be recorded on the child's OPP and provision map. Any provision that is "different from" or "additional to" the core offer will be noted on the child's ILP. During the meeting we also review provision already in place and whether it is working or not.

Termly planning and reviewing for pupils at SEND support

Team approach to setting targets

We encourage pupils and their parents/carers to choose next steps based on:

- their own aspirations and interests
- their strengths
- assessment and review information that we share
- Suggested next steps from external professionals (if relevant)
- Advice from class teachers

Pupil ownership of targets and metacognition.

When setting targets as a team (some targets are given e.g. targets from a Speech and Language Therapist), we aim to maximise the role of the pupil and their parents or carers. We use a specific set of questions to enable pupils and their parents to clarity the exact goal and decide how it will be measured, how progress will be monitored, what support will be in place and what everyone's roles will be. The use of these questions supports a skill called Meta-cognition – one of the most effective strategies for supporting learning according to the Education Endowment Foundation's study of the impact of different types of interventions Click here.

Graduated approach to meeting needs of children with SEND (Plan)

4c. How do you adapt the curriculum for pupils with SEND?

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Adapting our Curriculum for pupils with SEND

Our aim is to provide a high quality, equality-based education which is inclusive of all children.
We aim to ensure that:

- all children have equal opportunities to access the curriculum
- all children contribute and participate in all aspects of school life alongside their peers
- all children have the support and provisions necessary to enable them to learn and achieve

Our curriculum includes not only the formal requirements of the National Curriculum, but also our ethical education curriculum. This program is called the “Learn Together” curriculum and is published by Educate Together. It defines the core values of all teaching and learning in the school. It is subject to continuous review and development. Our curriculum also includes the social aspects that are essential for developing independence and personal development for all pupils.

Our school offers a broad, balanced and ethical curriculum. We adapt the curriculum for pupils with SEND in the following ways:

- High Quality Teaching, accessing a broad and balanced curriculum where barriers to inclusion are removed.
- Using a range of different teaching and learning strategies.
- Using resources or equipment to support a specific need.
- Using scaffolding to provide support.
- Differentiated learning materials.
- Providing in and/or out of class support.
- Using flexible groupings.
- Providing specific interventions or boosters in small groups or 1:1.
- Implementing support and advice from external agencies.
- Providing a broad range of extra-curricular activities.

Graduated approach to meeting needs of children with SEND (Do)

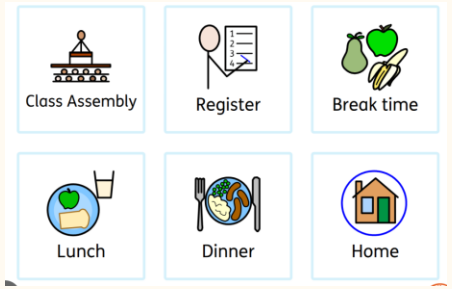
4d. How do you ensure Quality First Teaching and an Inclusive learning environment?

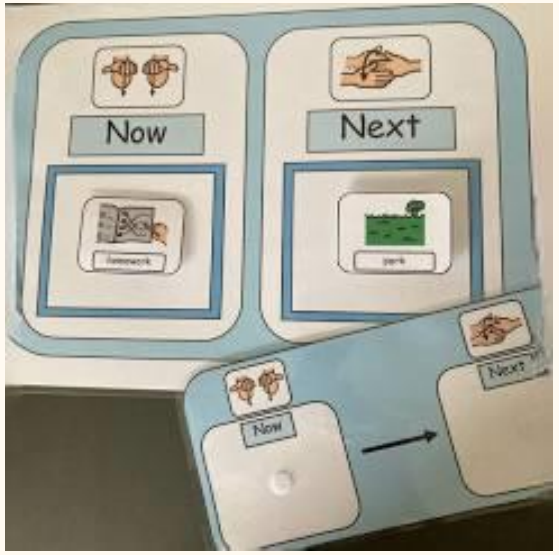
(First step and foundation for quality SEND support - core offer)

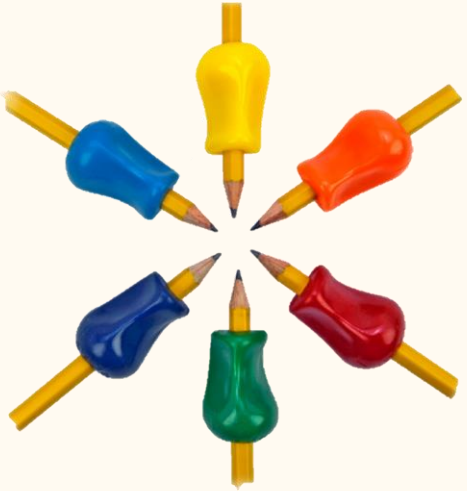
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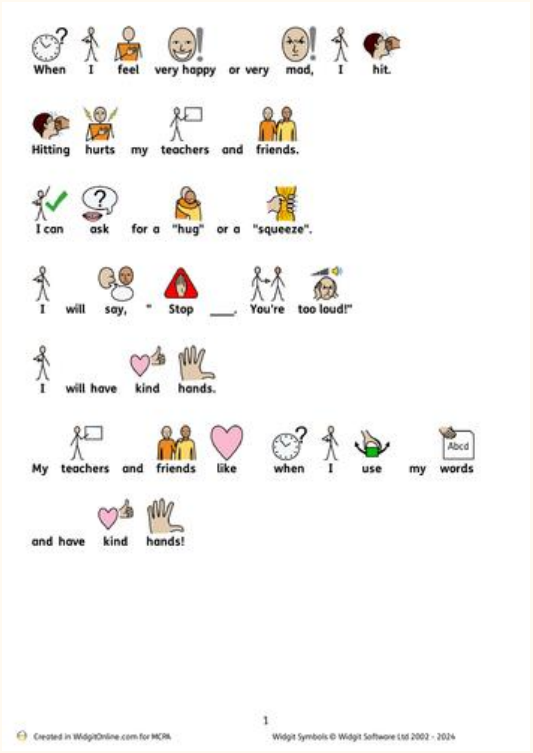


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High Quality Teaching and Inclusive environment

Click here to see overview of guide to High quality teacher and the core offer we aspire to







Graduated approach to meeting needs of children with SEND (Do)

4e. What additional support is available for pupils with SEND

(additional to and different from offer, including EHCPs)

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Provision that is “different from” or ”additional to” the core offer (**SEND support**)

Cognition and Learning needs

Additional resources

- Coloured overlays
- Light blue or beige/cream writing paper
- Individual, visual task break downs or schedules

Interventions

- Precision Teaching (core skills)
- Phonics
- Reading
- Spelling
- Maths – Hands on maths
- TEACCH – multi-sensory, structured approach to learning
- Nessy
- Referral to an Educational Psychologist or a Specialist Teacher and programme of support

Communication and Interaction needs

Additional resources

- Key individualized visuals to support communication
- PECS
- Makaton
- Ipad/voice recorder
- Specialist assistive technology

Interventions

- Attention Autism
- Lego Therapy
- Colourful Semantics
- Word Aware or other vocabulary group
- Speech and Language Therapy (SaLT) referral and programme of support including specialist areas e.g. speech, voice, support for selective mutism

Social, Emotional and Mental Health needs

Additional resources

- Now/next board
- Individual visual timetables
- Visual schedules for key routines
- Five-point scale or similar
- Reward chart
- Calm box
- Choosing board
- Individual behaviour plan
- Reward chart
- Personalised Social Stories

Interventions

- 1:1 Thrive sessions
- Zones of regulation sessions
- Play skills/social skills
- Social detectives
- Referral to SaLT /EP/Behaviour support/B+A panel and programme of support

Physical and Sensory needs

Additional resources

- Desk slope
- Sensory toys, manipulatives, resources
- Ear defenders
- Handouts with extra large print
- Specialist sensory equipment e.g. hearing aids, balls with bells inside, braille etc.
- Specialist mobility equipment
- Bands for chair legs

Interventions

- Sensory regulation exercises
- Use of sensory circuits
- Fine motor skills
- Handwriting
- Physiotherapist or OT referral and programme of support

Education and Health Care plans (EHCPS): We use our Element 2 budget to provide additional support described above. If a pupil requires highly specialized support that goes beyond the school’s resources, the school may request an assessment for an **EHCP** and additional funding to ensure the right level of support. Click **here** for more information on EHCPS

Graduated approach to meeting needs of children with SEND (Do)

4f. What is the skillset of your staff and what training have they received in relation to supporting children with SEND?

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Skill set and professional development for staff in relation to SEND

Individual Staff CPD

At ETAT, we are in the process of developing a SEND learning pathway with essential modules for all staff members to complete. The training covers knowledge of different types of SEND, implementation of the graduated approach to SEND support and all the strategies and interventions that form both our core offer and our “different from and additional to” offer.

When appropriate, targets for SEND are included within yearly performance development reviews.

Staff specialisms and learning support structure

Within our Learning support team, different staff members take the lead for specific areas of support. Ensuring a wide range of skills, training and knowledge informs recruitment decision. The learning pathway gives option for staff to further develop areas of expertise in specific areas.

Whole school training

- ADHD awareness
- SEND core offer and graduated approach
- Zones of Regulation curriculum
- Thrive right time development (whole school approach)
- Responding to SEMH needs within the classroom
- Behaviour (Brighter futures)
- Neurodevelopmental Pathway plans
- Stand up against racism and inequality (SARI)
- Writing SMART targets and the Graduate Approach
- Making sense of Autism

SEND team

Tash (Our SENCO) completed the NPQSENCO course in summer 2026. She qualified as a primary school teacher in July 2018 and completed her National Professional Qualification for Leading Teaching in February 2024. She previously worked in a SEND school and before qualifying as a teacher worked as a teaching assistant, HLTA and 1:1 LSA.

Tash is supported by our Head of School, Laura, who completed the National Award for Special Educational Needs Coordination at Bath Spa University, graduating in July 2023. She qualified as a primary school teacher in July 2014 and completed her National Professional Qualification for Senior Leadership in July 2020. She qualified as a Thrive practitioner in May 2024.

In addition, SENCOs across the trust receive support and guidance, including termly SENCo days .

External professionals

Our team of external professionals (see slide 31) offer coaching and training on specialist strategies and interventions required for pupils on an individual basis. This is another way in which staff are able to develop areas of expertise.

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5. How do you ensure that children have access to specialist support from external professionals and organisations?

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The school works in partnership with a range of specialists commissioned through the Local Authority, and other providers, including:

Local authority education and health care providers

- BANES SEN team. Our link Inclusion officer is **Laura Hitchin.**
- Speech and Language Inclusion Partnership (SLIP) service, Our link therapist is **Gemma Elliott.**
- Child and Adolescent Mental Health Service (CAMHs).
- Mental Health Support Team (MHST).
- Community Paediatric Service
- Educational Psychologists (EPs)
- Occupational Therapists (OTs)
- Specialist Autism Support Service (SASS)
- Sensory Support Service (for visual and hearing impairments)
- School Nursing service
- Connecting Families

Private organisations and charities

- **Bath Primary Behaviour and Attendance Panel** – we buy into the panel which gives us access to SEMH support through a referral process. If successful, consultancy and support time can be allocated from services such as Brighter Futures and Mentoring Plus.
- **Claire Sands** - Play Therapist – half a day per week
- **Brighter Futures Educational Psychology services** – we have contracted a minimum of 15 days per year across the Trust for additional advice, supervision and assessment work.
- **Trauma Recovery Centre (TRC)** - The TRC are complex trauma specialists offering trauma informed therapy, assessment and consultancy.

Local community

Our collaborative principle

As part of our ”collaborative” principle, we are seeking to increase our collaboration with parent and local community volunteers this year with the aim of extending the range of interventions we run for children in school and expanding our knowledge and skills base by receiving input from local experts.

Please do get in touch if you are interested in volunteering, or if you have specialist skills or knowledge you would like to share in relation to supporting our children with SEND.

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6. How do your support “Looked after Children” (LAC) who also have Special Educational Needs?

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Supporting “Looked after children” who are also on the SEND register

Graduated approach
As with all our pupils on the SEND register, we use the Graduated approach to ensure quality SEND support.

Termly multi-professional meetings
The pupil (when appropriate), class teacher and carers will meet three times a year (as with all SEND pupils) to update the PEP and review support.
An advocate from the Shout Out! Advocacy Service (at Off the Record) and the Designated Teacher for Looked after Children (currently Sarah Phillips (Designated Safeguarding Lead)) also attends the meeting.

Personal Education Plans
The graduated approach is recorded using a Personal Education Plan (PEP) This is similar to an individual learning plan.

Collaborative approach between SENCO and the Designated teacher
The Designated teacher for Looked after Children and the SENCO work together to ensure the school is working collaboratively to ensure the best support possible.

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7. How will you support my child when they start/leave your school or move to another year group?

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Supporting children with key transitions

Understanding that transitions require support

We know know that change can be particularly challenging for many children with SEND. We implement individualized transition programmes to ensure the process is as smooth as possible.

Collaboration

If your child is going to or coming from another setting, we work closely with that setting to ensure we have shared all the key information required for your child to continue receiving the support they need.

Teachers hold handover meetings and work closely together to ensure effective transitions from one class to another.

Individualised transition programmes

We create transition programmes based on the child's needs and the type of transition. Examples of support could include:

- Regular conversations with staff members about the new setting.
- Use of key visuals e.g. countdown timetable, transition booklet with key information and pictures of the new setting.
- Individual and/or whole class transition visits to the new setting.
- Providing opportunities for staff from the new setting (when appropriate) to visit and spend time with the pupil at our setting. If required, we can look at visits both during and after the school day.
- When needed, we will work with parents or carers to arrange an initial transition timetable moving from part-time attendance to full time.

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8. How do you evaluate the effectiveness of the provision made for pupils with SEND?

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Evaluating the effectiveness of SEND provision

Termly individual reviews (Graduated approach)
The termly reviews as part of our SEND progress meetings (see slide 21) enable us to monitor and evaluate the effectiveness of SEND provision for each individual child.

Governor visits
Our SEND governor is Rebecca Baldwin. She offers support throughout the year and visits the school as part of governor visits. These visits enable us to further evaluate the effectiveness of our SEND provision.

Use of data
We evaluate progress data for individual children (recording in individual learning plans) and also for the cohort of pupils within our school who have SEND. This gives us an overview of the impact of our SEND provision and how effective it is. We use this information to make adjustments and adapt our approach to ensure continuous improvement.

Parental surveys
We send out SEND surveys once a year to get feedback on our SEND provision, identifying what is working well and ways in which we can improve.

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9. How do you ensure that pupils with SEN are fully included in all aspects of school life?

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Advocating Inclusion in all activities for all pupils

Wide range of opportunities for all

Our school offers a wide and enriched curriculum with afterschool clubs, educational day trips/experiences and residential trips, all providing a range of opportunity and experience for all pupils.

Removing barriers

We always consider opportunities and experiences that are inclusive and accessible to all. Should any child need specific support to access these activities, the school will endeavour to provide the necessary resources/training to achieve inclusivity.

For barriers linked to medical conditions see our policy here

Planning ahead

See example risk assessment here

All school trips are fully risk assessed and we provide the appropriate support for children with SEND to attend all trips. For example, this may include additional adult support on the trip or the use of social stories in advance of the trip.

Extended provision

We also offer extended provision for pupils through our Breakfast club and Afterschool Club which is available to all children. Provision for any child with additional SEND will be supported.

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10. How do you ensure the emotional and social development of pupils with SEND?

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Ensuring the emotional and social development of pupils with SEND
Whole school curriculum and ethos

Learn Together Curriculum
Through our unique Learn Together curriculum, all children learn how to show respect to others and are encouraged to make positive choices and learn together, building a strong ethos of social, moral and cultural understanding.

Incorporating specialist strategies
We have incorporated the following specialist approaches into our Learn Together curriculum to ensure that all pupils are explicitly taught emotional literacy and given the opportunity to develop social skills and understanding:

- Zones of Regulation: Leah Kuypers
- Growth Mindset: Carol Dweck
- Social Thinking: Michelle Garcia Winner
- Mindfulness

Click on titles above for more information

See **slide 24** for further details on our core offer and how we support social and emotional needs in the classroom

Whole school Thrive approach
At MPET, we are a Thrive school. The Thrive approach is a whole school approach to improving the mental health and wellbeing of children and young people.

Whole school ethos and values
The school has a strong set of values based on our four principles of education that is:

- Equity-based
- Child-centred
- Collaborative
- Aspirational

These principles support the emotional and social development of all our pupils and underpin the policy and practice of the whole school.

Additional interventions and support
Any children with a special educational need in this area (children who required support that is "additional to or different from the core offer") have access to specialised interventions – **see slide 26** (Social and Emotional Health needs)

Ensuring the emotional and social development of pupils with SEND

How we respond to and support behaviour (including Anti-bullying)

A positive, relational approach

We use a positive, relational approach for how we respond to and manage behaviour in our school, taking into account individual needs. We focus on developing the relationships the children with their peers and staff. Through these positive relationships' children are taught the correct way to identify and manage their emotions and take personal responsibility for their actions.

A restorative approach

We share a whole school restorative ethos underpinned by the understanding that all behaviour is communication and build positive relationships rooted in mutual respect. All of this leads to a state of belonging rather than exclusion, social engagement and meaningful accountability.

Empowering children to take ownership

Our aim is for all staff to empower every pupil to take responsibility and manage their own behaviour without external motivators, actively teaching them the lifelong skills and strategies they need for emotional regulation.

We are a setting that is sensitive to supporting children with all needs. We use our skill to support those with specific SEMH needs, including attachment and complex trauma histories and, when appropriate, these children will have individualised behaviour plans. We also use communication tools such as "Talking Boards" and "Comic Strip Conversations to support Speech and Language needs and the use of Social Thinking interventions and social stories to support an understanding of different social contexts.

Supporting pupils with SEND in relation to bullying

Please see our anti-bullying policy for full details on how we seek to prevent bullying within our school.

We are aware that both victims and perpetrators of bullying will often need additional support in relation to their emotional and social development. Please see slide 26 for interventions and approaches we use.

We are mindful of pupils who may not understand when bullying is taking place or lack the communication tools to let others know. This is another reason why we ensure that a total communication approach is used throughout the school and Social Thinking skills are developed (see empowering children to take ownership).

Ensuring the emotional and social development of pupils with SEND

Pupil voice for pupils with SEND and active involvement in school community

Class charters

As part of the Learn Together curriculum, all pupils work together to create a class charter outlining the expected and unexpected behaviours within their class community and establishing agreed behaviour systems. When necessary, children with SEND receive additional support in order to participate fully in this process.

Pupil voice central to Graduated Approach

As outlined in questions 4 and 4b, pupils with SEND play a central role in planning and reviewing their provision. We listen carefully to the views they express and adapt provision and targets accordingly.

Individual roles and responsibilities

In order to support their emotional and social development, pupils with SEND are actively encouraged to take on individual roles and responsibilities within their classroom and within the wider school e.g. fundraising projects, rights respecting steering group, pupil council, learning and play buddies.

Empowering pupils with SEND to get involved

We know taking on a whole school responsibility can be a challenge for some pupils. We ensure additional support to empower pupils. Here are a few examples of how we do this:

- Small group sessions to teach required skills.
- Total communication approach is used for those with Speech and Language needs.
- Additional adult support during meetings.

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11. What do I do if I want to make a complaint about SEND provision at your school?

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Complaints directed to the school

Please follow the procedures outlined in our complaints policy which can be found here.

First-tier SEND tribunal

If you are a parent or carer of a pupil with disabilities, you have the right to make disability discrimination claims to the first-tier SEND tribunal if you believe that our school has discriminated against your child. You can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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12. How can I find out more about the local offer?

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BANES's SEND local offer

Click here

Our contribution to the local offer

See slide 26, for examples of the additional SEND provision available at our school.

In addition, please click here for details about information, training sessions and support for parents of pupils with SEND.

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13. Contact details of support services for parents of pupils with SEND

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Telephone: 01225 394 382
Contact: https://sendiasbathnes.org.uk/form/get-in-touch
Website: https://sendiasbathnes.org.uk/

Contact: https://banespcf.co.uk/contact-us/
Email: info@banespcf.co.uk
Website: https://banespcf.co.uk/

Telephone: 0808 808 3555
Email: helpline@contact.org.uk
Address: 209-211 City Road, London, EC1V 1JN
Website: http://www.contact.org.uk

For more details about support services for parents, visit the advice and support for parents and carers page at BANES's SEND Local Offer.
https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/information-advice-and-support

The website www.happymaps.co.uk is a useful resource for parents with concerns relating to Social, Emotional and Mental Health.

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Appendix 1
Key definitions

From SEND code of practice 2015, found here

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Special education needs and/or disability (SEND)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Learning difficulty or disability

A child has a learning difficulty or disability if they have:

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

Special educational provision

Educational or training provision that is **additional to**, or **different from**, that made generally for other children or young people of the same age by mainstream schools.

Graduated approach to SEND support

Successive cycles of “assess, plan, do, review” used to gain a greater understanding of a child’s needs and what supports them to make progress and secure positive outcomes”.