

St Aldhelm's Church School Information Report



Learning together for life in all its fullness ~ John 10:10

St Aldhelm's Church School is an all-through primary school that now has the addition of a nursery. We strive to be as inclusive as possible aiming to meet the needs of pupils with Special Educational Needs and/or Disabilities within our mainstream setting. As a school in Somerset, we follow [Somerset's Graduated Response Tool](#), which is a tool that support in the identification and removal of barriers to learning.

As a school that is part of the Bath and Wells Multi-Academy Trust (BWMAT), we fully support and uphold the joint vision for inclusion, which is based upon being the best version of ourselves and applies to everyone who works and learns within the Trust family. We want everyone to feel the freedom to be themselves, valuing each other with kindness and respect in everything we do, enabling children and adults to grow and develop in confidence.

Contents

1. [Who supports my child?](#)
2. [Identification](#)
3. [How could my child be helped in school?](#)
4. [Graduated Approach](#)
5. [What do I do if I have concerns about my child?](#)
6. [People and services that can help my child](#)
7. [Progress](#)
8. [Support for parents](#)
9. [Transition](#)
10. [Views](#)



THE PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/DIFFICULTIES WITH LEARNING

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in school about my child's difficulties with learning / Special Educational Needs and or Disabilities (SEND)?</p>	<p>Mrs Claire Newman – the Special Educational Needs and Disabilities Coordinator (SENDCo)</p>	<p>The SENDCo is responsible for:</p> <ul style="list-style-type: none"> • Collaborating with the Head teacher and governing body, as this plays a key role in developing and maintaining the SEND Policy, to ensure that all children receive a consistent and high-quality response to meeting their needs in school. In order to raise the achievement of all children with SEND, the SENDCo is also part of the Senior Leadership Team (SLT), so SEND and the provision is discussed/reviewed regularly. • Taking day-to-day responsibility for implementing the SEND Policy and coordinating the provision made for children with SEND. This is achieved by working closely with staff, parents and carers, BWMAT, as well as other agencies. • Providing professional guidance to colleagues and seeking guidance from specialists, with the aim of securing high quality teaching for all children with SEND. • Liaising with all other people/agencies that may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist, Learning Support Advisor etc. • Updating the school's SEND register (a system which ensures that all the needs of the SEND children in school are known); making sure that there are clear and detailed records of your child's progress and needs. • Making sure that we meet expectations set out by Somerset and the legal obligations set out in the SEND Code of Practice. <p>The SENDCo also ensures that you (parents/carers), with the support of class teachers, are:</p> <ul style="list-style-type: none"> • 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 (setting next steps/targets) • Part of the ongoing review of SEND support in school

Reception: Mrs Scott
Year 1: Mrs Pickett
Year 2: Miss Mason
Year 3: Mr Powell
Year 4: Miss Mascall
Year 5/6: Mrs Newman
and Mrs Phillips

Mr Chris Chorley
Executive Head

Mrs Amanda Phillips
Head of School

Ms Haylee Wilkins
SEND Governor

Your child's class teacher is responsible for:

- Using and maintaining the Assess Plan Do Review (APDR) document, which is an individualised education plan, when planning for your child's lessons, including interventions, scaffolds, strategies and resources.
- Ensuring that your child is supported in a way that suits their learning styles and helps them to meet their outcomes, including resources and extra support from Learning Support Assistants (LSAs).
- Following school policies in their classroom, which directly link to the SEND Code of Practice and Somerset Graduated Response Tool for SEND.
- Liaising with you about your child's learning, progress and support – this will happen at least three times a year in a way that best suits you. This can be face-to-face, through email, phone conversation etc.
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need. This could be targeted work and/or additional support. This information will be passed on to the SENDCo as necessary.
- Maintaining close contact with the SENDCo to ensure up-to-date records are kept on your child, and making sure that information on progress, needs and provision are passed on to both you and the SENDCo.

The Executive Head and Head of School are responsible for:

- The day-to-day management of all aspects of the school, including SEND.
- They will give responsibility to the SENDCo and class teachers, but they are still responsible for ensuring that your child's needs are met.
- Making sure the Governing Body is kept up-to-date about SEND in the school.
- Setting and managing the budget, which includes the budget for SEND, liaising with the SENDCo.
- Collaboration with the SENDCo and SEND governor to develop and maintain the SEND Policy, to ensure that all children receive a consistent and high-quality response to meeting their needs in school.

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has a special educational need.
- Maintaining good links between the governing body and the school in relation to pupils with SEND. She helps to raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision within the school.
- Collaboration with the SENDCo and Head of School and Executive Head to develop and maintain the SEND Policy, to ensure that all children receive a consistent and high education.



HOW WILL THE SCHOOL KNOW THAT MY CHILD NEEDS EXTRA HELP?



How does the school identify children who have SEND?	Identification	What will happen?
	Teacher concerns	<ul style="list-style-type: none"> • Staff may observe that a child is experiencing specific barriers or difficulties with learning. • The class teacher is responsible for initiating additional support. This may be increasing universal support, or small group focussed on a particular aspect, using the Somerset Graduated Response Tool as guidance. The SENDCo may be involved in discussions/advice. All information about progress will be shared with the parents/carers and the SENDCo. This information will be collected and recorded on the SEND Cause for Concern document. • If a child continues to not make the expected progress, the class teacher may then request that the SENDCo becomes involved, sharing the SEND Cause for Concern document. This will be shared with parents. • The SENDCo may invite parents / carers to a meeting and carry out observations and assessments to inform a decision as to whether further support is required to reduce barriers following the Graduated Approach.
	School assessments	<p>Teachers are responsible for assessing and monitoring the progress of all children in their class. If a child:</p> <ul style="list-style-type: none"> - Fails to make expected progress despite additional support - Falls more than 1.5 years below the expected levels in reading and /or spelling age - Receives a standardised score of 85 or below, which coincides with existing concerns <p>Then the following will happen:</p> <ul style="list-style-type: none"> • The class teacher will initiate additional targeted support (Universal Support). This may be in a small group or on a one-to-one basis and will be focussed on a particular barrier. Teachers will use the checklists and links provided by the Somerset Graduated Response Tool and the BWMAT, for further support and guidance. The SENDCo may be involved in discussions and advice – via the school pupil progress meetings and / or the SEND Cause for Concern document. Information about progress and support will be shared with parents / carers and the SENDCo (recorded in one place, on the SEND Cause for Concern document). • If a child continues to not make the expected progress after targeted support, the class teacher will then request that the SENDCo becomes involved. The teacher will share the information collected from the extra support, demonstrating the start of the graduated approach. Parents will be informed by the class teacher. • The SENDCo may observe/assess as part of the Graduated Approach. This will be discussed with parents. • From observations and assessments, the SENDCo carries out, it may be decided (in conjunction with parents) to carry out specific assessments or contact outside agencies to understand a child's needs more clearly. <p>The Senior Leadership Team (SLT) review assessment data in Autumn, Spring and Summer. As well as this, there are Pupil Progress Meetings throughout the year. During this process, cohort data is examined and analysed with individual children being identified as focus children. This can be due to a number of factors. A plan, as well as outcomes will be put into place to support these children. If the child 'fails to make expected progress despite additional support' this will be raised with the SENDCo and the process above will be carried out.</p>

	Parental / carer concerns	<p>Any parental concerns should be raised with the class teacher, who will record these on the appropriate document (SEND Cause for Concern document). These will be shared with the SENDCo and depending on the level of concern one of two things will happen.</p> <p>These are:</p> <ol style="list-style-type: none"> 1. The teacher acknowledges the concerns and will observe and record on the SEND Cause for Concern document. They will arrange a review meeting with you (the parent) to share their observations and discuss next steps. These will be shared with the SENDCo. or 2. Due to the level of concern, the teacher acknowledges the concern, passes this information straight on to the SENDCo and a review meeting is planned in. Observations are carried out by the teacher and SENDCo. Support is recorded on the SEND Cause for Concern document and the teacher and SENDCo will meet with you to discuss the findings. <p>Parents are ALWAYS welcome to contact the SENDCo directly to discuss their concerns. Parents can make appointments at the School Office for a meeting or phone call. The SENDCo can also be reached on Class Dojo and through email – see contact us section.</p>
--	---------------------------	---



HOW COULD MY CHILD BE HELPED IN SCHOOL?



At St Aldhelm's Church School we make sure that all children receive the support needed to enable them to access the curriculum 'Universal Support,' which involves differentiating activities and learning outcomes in order to meet the children's individual needs. This support can be provided in several forms, the first of which will be the class teacher. Support may also come from:

- Other staff in the school (LSAs, parent readers, volunteers that have had the appropriate clearance etc.)
- Staff who will visit the school from the Local Authority; services such as the Somerset Autism and Social Communication Advisory Service, Virtual School, Learning Support Service, Educational Psychology Service or Sensory Service (for students with a hearing or visual need) etc.
- Staff from outside agencies, such as the Speech and Language Therapy Service, Occupational Therapy Service etc.

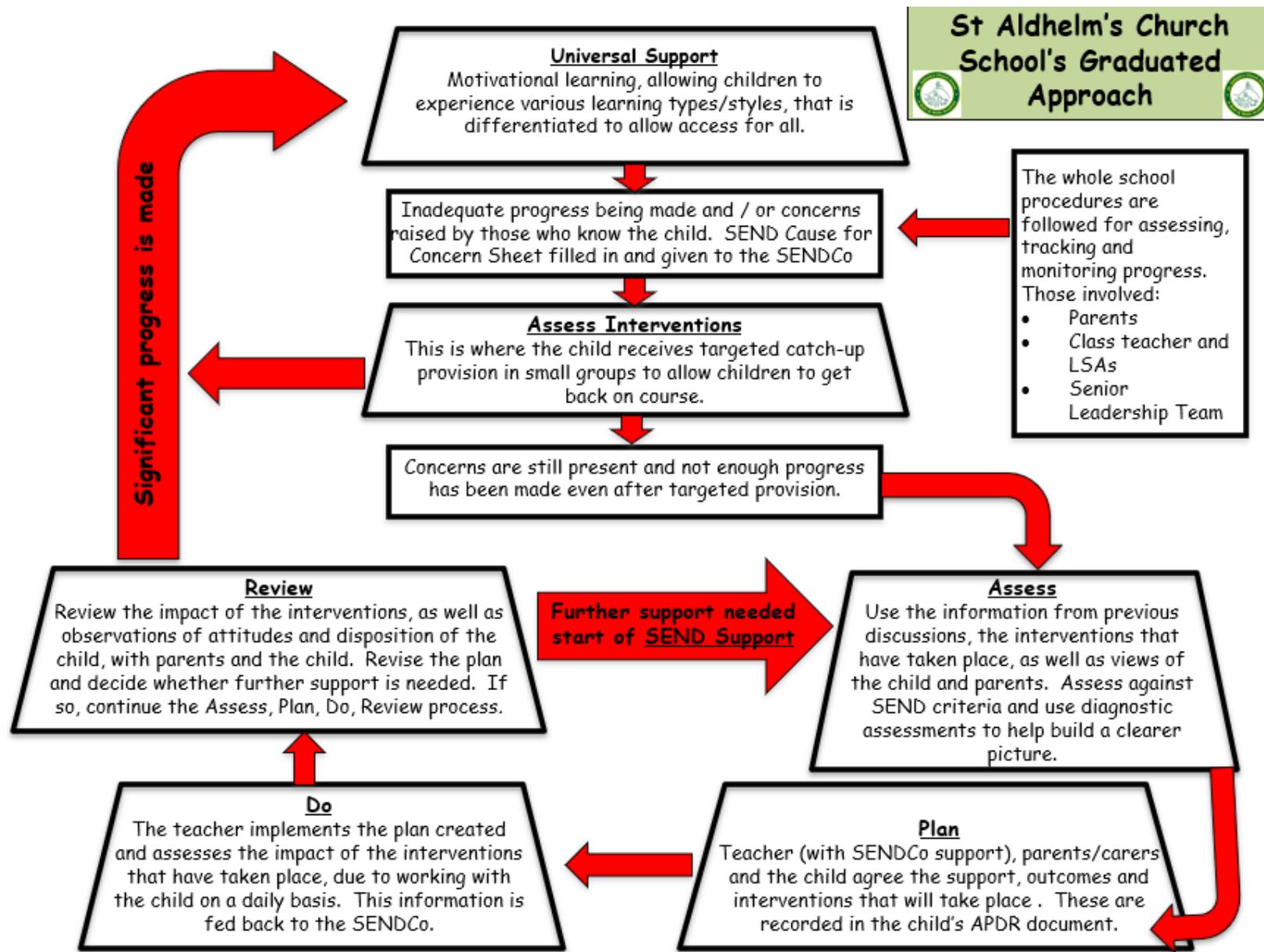
The types and levels of support your child receives will also reflect the stage of the Code of Practice they are at. The SEND Code of Practice is the document schools use to plan their SEND input. It is the statutory guidance for organisations who work with and support children and young people with SEND. Alongside this, we also use the Somerset Graduated Response Tool for SEND, which is Somerset's approach to make sure there is consistency and the SEND Code of Practice is adhered to.

What are the different types of support available for children with SEND in this school?

Support provided and stage of the Code of Practice	What does this mean for your child?	Who can get this kind of support?
<p>Universal Support, also known as Quality First Teaching (class teacher input, via excellent targeted classroom teaching).</p>	<ul style="list-style-type: none"> Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Putting in place different ways of teaching, so that your child is fully involved in the learning in class. This will take a multi-sensory learning approach. Putting in place specific strategies to support your child to learn. Having resources easily available for children to use e.g. tabletop resources, concrete objects (Diennes / Numicon). Focus group sessions, where a child's barriers are addressed quickly with targeted support. This can be individually or as part of a small group. We adopt a consistent approach across the school. We use Widgit's Communicate in Print to support access to information and communication. <div style="text-align: right;">    </div>	<p>As part of our excellent classroom practice, all children in school are receiving this.</p>

<p>SEND Support – additional targeted support</p> <p>This can consist of specific supported group work. This group may be:</p> <ul style="list-style-type: none"> in the classroom alongside the main teaching; in the classroom, but in a sectioned off teaching space; outside of the classroom if this is needed for the intervention being delivered; run by a teacher or LSA who has had training to run these groups. 	<ul style="list-style-type: none"> Your child will have an APDR document, where an updated overview of their strengths and barriers are recorded. Personal outcomes are created according to your child's greatest barrier. These will be carefully planned with both you and your child. These will be reviewed every 8 – 10 weeks to check on progress so that the next steps needed for your child's progress and support can be identified. Also outlined will be the type and regularity of support. This is a working document, so outcomes can be amended to extend or further support. The teacher is responsible for the planning and review of the interventions and will liaise with the Learning Support Assistant about <div style="text-align: center;"> <p>Assess Plan Do Review</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Pupil Name</th> <th style="width: 25%;">Year/Class</th> <th style="width: 25%;">Date</th> <th style="width: 25%;">Date of Birth</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Teacher</th> <th style="width: 25%;">SEND Support / EHCP</th> <th style="width: 25%;">SEND Area of Need</th> <th style="width: 25%;">EAL Yes/No</th> <th style="width: 25%;">Pupil Premium Yes/No</th> <th style="width: 25%;">CLA/PLAC Yes/No</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p style="font-size: small; text-align: center;">Assess: Main areas of need / barriers / strengths Assessment can come through teacher assessment, observation, checklists, diagnostic assessments, professional reports, parent/carer and pupil voice and should identify specific barriers and strengths. Identification tools are available in Somerset's Graduated Response Tool which can be accessed via the What to access@somerset.gov.uk</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Autumn</th> <th style="width: 15%;">Intended Outcomes</th> <th style="width: 15%;">Plan/Do</th> <th style="width: 10%;">Duration (Weeks / Frequency)</th> <th style="width: 10%;">Ratio</th> <th style="width: 10%;">Staff Involved</th> <th style="width: 10%;">Review</th> <th style="width: 25%;">Review of Outcome and Next Steps</th> </tr> </thead> <tbody> <tr> <td> </td> <td>SMART-Specific, Measurable, Attainable, Realistic, Timely. Outline briefly. Why may one in grade e.g. 'so that...</td> <td>How will children work towards achieving this? Refer to Somerset's Graduated Response Tool, School Provision Map or EHCP section 7</td> <td> </td> <td> </td> <td> </td> <td>A – Achieved PA – Partially achieved NA – Not achieved</td> <td>How do you know if you or your child aren't achieving? What are the next steps based on the progress made?</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td>A PA NA</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td>A PA NA</td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td>A PA NA</td> <td> </td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Class Teacher Signature:</td> <td style="width: 50%;">Parent/Carer Signature:</td> </tr> </table> </div>	Pupil Name	Year/Class	Date	Date of Birth					Teacher	SEND Support / EHCP	SEND Area of Need	EAL Yes/No	Pupil Premium Yes/No	CLA/PLAC Yes/No							Autumn	Intended Outcomes	Plan/Do	Duration (Weeks / Frequency)	Ratio	Staff Involved	Review	Review of Outcome and Next Steps		SMART-Specific, Measurable, Attainable, Realistic, Timely. Outline briefly. Why may one in grade e.g. 'so that...	How will children work towards achieving this? Refer to Somerset's Graduated Response Tool, School Provision Map or EHCP section 7				A – Achieved PA – Partially achieved NA – Not achieved	How do you know if you or your child aren't achieving? What are the next steps based on the progress made?							A PA NA								A PA NA								A PA NA		Class Teacher Signature:	Parent/Carer Signature:	<p>A child requiring support that is additional to and different from their peers to make progress are recorded as 'SEND Support' on the setting's SEND register and you are informed.</p> <p><i>This means that children have been identified as requiring some extra support in school, more than what is offered through Universal Support.</i></p>
Pupil Name	Year/Class	Date	Date of Birth																																																													
Teacher	SEND Support / EHCP	SEND Area of Need	EAL Yes/No	Pupil Premium Yes/No	CLA/PLAC Yes/No																																																											
Autumn	Intended Outcomes	Plan/Do	Duration (Weeks / Frequency)	Ratio	Staff Involved	Review	Review of Outcome and Next Steps																																																									
	SMART-Specific, Measurable, Attainable, Realistic, Timely. Outline briefly. Why may one in grade e.g. 'so that...	How will children work towards achieving this? Refer to Somerset's Graduated Response Tool, School Provision Map or EHCP section 7				A – Achieved PA – Partially achieved NA – Not achieved	How do you know if you or your child aren't achieving? What are the next steps based on the progress made?																																																									
						A PA NA																																																										
						A PA NA																																																										
						A PA NA																																																										
Class Teacher Signature:	Parent/Carer Signature:																																																															

<p>In some cases, this support may be on a 1:1 level. This may be because of a specific barrier or to get the best out of the intervention planned.</p>	<p>the planning, the delivery and the outcomes of the group.</p> <ul style="list-style-type: none"> • Information will be recorded and shared with you and SENDCo. • The Assess-Plan-Do-Review cycle is followed throughout. 	
<p>High Needs Provision for your child will be highly specialist and personalised. It will include a multi-professional, coordinated, detailed assessment involving education and health care services.</p> <p>This additional support and advice may come from:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist Advisory Teachers • Speech and Language Therapy (SALT) Service etc. • Paediatricians and other medical professionals 	<p>Your child receives the support from the previous stages as well as:</p> <ul style="list-style-type: none"> • Specialist, personalised resources/strategies in accordance with the details of your child's plan. • Multi-agency planning, involving your child and you, will be carried out prior to any significant transitions. • The SENDCo will arrange review meetings, which include your child, you and involved professionals. • A request for an Education Health Care Plan (EHCP) may be suggested and carried out by the school and/or parents. • If your child has an EHCP, information relating to changes to your child's SEND, outcomes, or effective provision will be fed back to the SEND team via the Annual Review paperwork. • The SENDCo will follow the relevant statutory process for your child with an EHCP as described in the SEND Code of Practice. • All aspects of provision are detailed in an individual plan (APDR and Annual Review documentation), delivered and monitored. • All staff delivering specific programmes receive appropriate and relevant training and support programmes wherever possible. • Although the class teacher is responsible for working with all children daily, the SENDCo will be more involved. The SENDCo will support the class teacher with planning the provision needed, that the class teacher will carry out and monitor. 	<p>Children with specific barriers to learning that cannot be overcome through Universal Support (high quality teaching) and SEND Support (targeted support).</p> <p>Children whose learning needs are severe and complex, and lifelong.</p>



This diagram outlines the Assess-Plan-Do-Review cycle, also known as the Graduated Approach, which is mentioned in the previous sections.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should **first speak to your child's teacher**. It is important that this is **your first step**, as their teacher sees them day-to-day and is responsible for planning for and supporting your child.
- If your child is still not making progress, then this will need to be referred to the SENDCo. If you still have concerns, then you can also ask to meet with the SENDCo (Mrs Newman), by arranging this through the School Office or messaging Claire Newman directly through Class Dojo.
- If you have any concerns about your child's learning and progress, the SENDCo is always willing to meet with parents, whether it is a formal meeting arranged by you via the School Office, or a more informal chat that can be done in person or over the phone. **Please always raise any concerns you have, don't wait.**
- If you continue to feel that your child is still not making progress, you should speak to the Head of School (Mrs Phillips) or the school SEND Governor (Ms Wilkins).

Contact Information:



(01749) 880376



enquiries@staldhelms.bwmat.org
claire.newman@staldhelms.bwmat.org



Please contact Mrs Newman (SENDCo) directly or arrange a meeting via the School Office. These meetings can take place face-to-face, virtual using Microsoft Teams or phone call.

How does the school monitor progress and let me know if they have any concerns about my child's learning?

St Aldhelm's Church School holds Pupil Progress Meetings throughout the year, where students are discussed and those who give concern are discussed and appropriate actions are agreed and reviewed. Any child who we have a concern about is discussed with the SENDCo, to get advice on what further support could take place; this will then be shared with you (the child's parents) via the class teacher and next steps agreed. As well as this, we have parents' evenings arranged during the year, you will also receive an end of year written report. If your child is already on the SEND Register, then there are multiple meetings and reviews throughout the school year for you and the school to raise concerns and celebrate successes. These are shared through the APDR document, which is emailed to parents at least three times in the year. Meetings / further communications are also offered through email / telephone communications and face-to-face meetings.

	<p>What happens if the SENDCo needs to be involved?</p> <ul style="list-style-type: none"> • When a teacher or a parent / carer has raised concerns about your child's progress, and targeted teaching (Universal Support) has not met the child's needs, the teacher must raise this with the SENDCo. They shall do this by completing the SEND Cause for Concern document, which will also have information on from you. • The school will set up a meeting to discuss this with you in more detail in order to: <ul style="list-style-type: none"> ○ listen to any concerns, you may have in addition to those raised by the teacher; ○ plan any additional support your child may receive; ○ discuss with you any referrals to outside professionals to support your child's learning. • During the academic year, the SENDCo carries out SEND reviews with class teachers, where the SENDCo asks teachers to review with her the progress made, the interventions that have been put in place and those that are current, as well as evidence of the child's learning and difficulties. This is where the SENDCo gives further advice/next steps to support the teacher in supporting your child.
<p>How is extra support allocated to children and do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget includes money for supporting children with SEND. • The Head of School and Executive Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. • The Head of School, Executive Head teacher and the SENDCo discuss information they have about SEND in the school and decide what resources/training and support is needed. This includes: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected. • All resources / training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with a Special Educational Need in this school?

<p>Directly funded by the school</p> 	<ul style="list-style-type: none"> • Teachers • Learning Support Assistants • Specifically trained staff within school for those with complex special needs • Parent and Family Support Advisors (PFSA) • Counselling support • Support from external professionals including the Educational Psychologist
<p>Paid for centrally by the Local Authority</p> 	<ul style="list-style-type: none"> • Sensory, Physical and Medical Support Service • Tor School and Mendip School • Mental Health Support Team
<p>Provided and paid for by the health service, but delivered in school</p> 	<ul style="list-style-type: none"> • School Nurse • Integrated Therapy Service (Speech and Language Therapy, Occupational Therapy, Physiotherapy) • Nutricia (advanced medical nutrition support) • Lifetime nurses (supporting schools and families) • Child and Adolescent Mental Health Services (CAMHS)

<p>How are the teachers in school supported to work with children with a SEND, and what training do they have?</p>	<ul style="list-style-type: none"> • The SENDCo's job is to support teachers in planning for children with SEND. Teachers will come to the SENDCo to share what they need support with and discuss ideas/next steps. This is also discussed during reviews, learning walk feedback and staff training sessions. This feeds into our self-evaluation, which helps feed into the school's development plan (SDP). • The school has a training plan (designed by the Senior Leadership Team) for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as universal support, ASC, Dyslexia, ADHD 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. They also attend training sessions outside agencies run with the LSA in school with the specific child. • The SENDCo has a Postgraduate Certificate: National Award for Special Educational Needs Coordination and is carrying out the National Professional Qualification (NPQ) for SEND. • The teaching staff and Learning Support Assistants have received training in using specific techniques and resources that would benefit the children e.g. Maximising the Impact of LSAs, the new Code of Practice, Dyslexia, Numicon, Vocabulary Development, AET Tier 1 training, Understanding ADHD, Supporting the Struggling Writer, Roots to Shoots Growing Trauma Informed Practice, Identification of Cognitive Barriers, Spelling Detectives, and much more.
<p>How will the teaching be adapted for my child with learning needs (SEND)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. We focus on having flexible groups, so that children are supported and challenged depending on their ability in that particular lesson. • Teachers and LSAs will support with your child's learning in the classroom and at times this support will occur outside of the classroom. • Specific resources and strategies will be used to support your child individually and / or in groups. • Planning and teaching will be adapted daily to meet your child's learning needs. We support multi-sensory learning, which also includes practical based sessions, as well as sessions involving the outside space. We have a dedicated Forest School area and an Outdoor Classroom. • The use of our POG (Pink Orange Green), allows for self evaluation (by the child) and teacher assessment - instant assessment feeding into what will happen the next lesson.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by the teachers, and by the SENDCo if a SEND need is identified or being investigated. • On-going assessments, through the work produced, observations made etc. In Reception we use Tapestry to record our observations and share with you what your child has been learning. • His / her progress is reviewed formally every term. • At the end of key stages, the school is required to report English, Maths and Science assessment information. This is something the government requires all schools to do and the results are

published nationally. Children will be judged as at the expected standard (EXS) or working towards the expected standard (WTS).

- For those children on the SEND Register, they can be tracked against younger year group expectations, so that small-step progress can be tracked.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review.
- The SENDCo will check progress made at each review point on the Assess Plan Do Review (APDR) document. It is expected that at least 2 out of 3 outcomes are met each time.
- The SENDCo also carries out pupil conferencing, where the SENDCo will talk with and work with your child to see how they feel they are getting on / progressing.



What support do we have for you as a parent of a child with a SEND?

- We would like you to regularly communicate with your child's teachers. This allows for a strong home-school relationship. We use Tapestry and Class Dojo which allows regular communication to take place. We hope this will make sure that we are doing similar things to support your child and we can share what is working in both settings.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns / worries you may have. Please arrange a meeting with Mrs Newman (SENDCo) to discuss any successes, concerns or worries.
- We send out an online newsletter to all parents. This informs, celebrates and supports in a variety of ways. Within these newsletters, there is advice shared. This can include top tips for supporting needs, links to support mental health and well-being, as well as highlighting support lines and services.
- All information from outside professionals will be shared with you. This may be through telephone/email communication or in a report.
- Home learning can be adjusted as needed to meet your child's individual needs. We have invested in computer-based programmes to support your child with times tables and spellings. We have found this has helped pupil engagement.
- The school website also provides information for parents on SEND, as well as other information on school events. The SEND section of the website is updated regularly with information and links that will support parents. There is also a section on Mental Health and Wellbeing on this page.



- There are support groups / organisations that can also be contacted e.g. Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support). For more information, please click on image.

TOP TIPS FOR PARENTS

Managing Sleep

Increasing your child's sleep by as little as half an hour can drastically improve school performance, as it can help improve concentration. This can be hard for children who have additional needs like ADHD and ASC, but below are some top tips from professionals to help.

Top Tips

- Exercise daily - at least half an hour of physical activity.
- Avoid sugary foods and drinks, especially those containing caffeine in the evening.
- Stick to a schedule - create a night time routine that can be stuck to. Use visual charts to help your child know the routine. We can help with these in school.
- Set a bedtime alarm - just as you set an alarm to wake up, consider setting a bedtime alarm so it is not always seen as a parental demand.
- Make the bedroom dark or use a very dim night light.
- Use a calming scent on your child's pillow that they have helped pick.
- Use a weighted blanket.

Somerset Clubs and Groups

Children's autism Outreach Team (CAOT)
Clubs for children who have a diagnosis of autism and their families. 2nd Tuesday of the month: Hurlingham Soft Play Centre. Theatrical Master: 5pm-7pm £3 per child. Contact: CAOT member for more information: 0711542095 / 07584 175281

Stepward-22growth Saturday club
Once a month on Saturday 20th April, 18 May, 18 June. Sensory play, sensory garden, nature walks, music therapy, story-telling and much more!
The Serenity Centre, Dighton Market. For 5-14 years. 10am-1pm. £10 per person. Call Becky: 07737331174

Mendip Saturday drop in Club
Delivered in partnership with Short Breaks, CAOT and the Somerset Supporter Service. Come along, have fun, make new friends at our family club.
10am-1pm @ The Mendip School, BA4 4RT
6th April, 6th May, 11th June, 6th July 2018
0-18 years and siblings welcome.
Contact Josie on 07584 175247
No need to book, just turn up on the day.

Please see the school website, SEND section for more links to clubs and groups on offer in Somerset, as well as the Short Breaks brochure.

<p>How have we made St Aldhelm's accessible to children with SEND?</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs e.g. our Promethean panels allow backgrounds to change to pastel colours, access to visual support (timers, picture-based instructions, Widgit Communicate in Print), concentration zones (individual tables to aid concentration and allow alone time if needed), regulation zones etc. • Key words and tabletop are used across the school to scaffold learning. • We have Chromebooks in each class to support children. • Practical Maths resources are available to all classes. It is not just younger children who need to use these concrete materials to support their learning. This includes Numicon, Diennes etc. • Visual timetables, learning prompts are used in all classrooms, as well as resources like Talking Tins. • Key vocabulary is displayed in the classroom with visual representations to support. • A range of teaching strategies are employed to help support all types of learners. • Learning Showcases and curriculum-based meetings, where you (parents), are invited in to see and take part in planned sessions to update you on methods and ways to support your child. These are designed for every parent, and children of all abilities. • Considerations will be made to ensure that all school trips are inclusive. Alternative activities may be offered whilst on a school trip to meet the needs of your child. If necessary, an additional adult or yourself (the parent) may accompany your child on the trip. • There is a disabled access toilet in school. Our classrooms are all on one level and can be accessed by wheelchairs. We have ramp access into all outside buildings. • Adaptations will be made to allow all children to access the offsite activities that we offer e.g. on-site and off-site Forest School area, the school field, the local church etc. • Training to support specific needs and specific plans (medical plan, feeding plan, intimate care plan) are put in place to help all children access and remain safe at school.
<p>How will we support your child during transition? <i>I.e. Moving to our school / when they are moving to another class or leaving this school.</i></p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving into our school:</p> <ul style="list-style-type: none"> • We will discuss any learning needs with the prior setting • Provide a Transition Booklet • Invite your child for some additional visits prior to joining our school • Create a School Entry Plan (if necessary) • Transition sessions are used for the new intake in Reception class, which start with a parent meeting, and are followed by in-class sessions that your child attends to help them feel more comfortable coming into school. For a child moving to our school in-year, they will have the opportunity to come for multiple settling sessions. <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that will need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible.

- If necessary, we will arrange additional visits for your child to the new setting or invite staff to visit your child at our school.
- Your child may be part of a specific supported group before transfer to a new school, where they can discuss any worries and learn new skills relevant to their transfer.
- Provide a one-page profile which allows your child to share their successes, their worries and what they feel they need support with.
- When moving to secondary school, we arrange visits for the day, so children can meet peers, teachers etc. If going to the local secondary school, then there will have been many opportunities to have worked at the school and attend many events the school hold.

When moving years in school:

- Information about your child will be shared with their new teachers and learning support assistants to allow as smooth a transition as possible.
- We organise specific times for your child to visit the new class (Moving Up Day) where they will get to know their new teacher and the LSA supporting their new class.
- Provide a Transition Book.



WHAT DO THE CHILDREN AND PARENTS THINK?



Children's comments

I've learnt how to be a good friend and not just things in the classroom.



I use my visual support things and they are so helpful. I can do everything now I have my Reveal 16i.



I'm able to carry out my own projects which lets me show off my interests and talents.

We are given the freedom to decide how we share our work. We don't always have to write it which helps me.



I am really proud of my writing. I use a Chromebook which helped me loads and now I can write it or type it. My teacher always helps me, but I feel more confident and do things more by myself.

I know where things are that can help me and I can go and get them when I need to.

I am happy at school. Everyone is friendly and you can talk to any adult. I always know I will get help if I need it.

Parent's comments

Amazing school who show an interest in your child keep you involved every step of the way and just prove that education is key.

I'm always notified of issues, achievements and I always feel comfortable enough that if I have something I want to speak about or get support with that I can go and speak to the staff involved in XXX's learning and support in class.

I'm always kept up to date and find it easy to arrange to speak to a member of staff.

Communication between me as a parent and the school is very good.

If I ever have a question it is answered. I can talk to anyone in school and get accurate information or have someone get back to me who can answer my question.

I have had a great experience and great support with the school with regards to XXX's needs and planning every move in great detail to have the best outcome.

A. Phillips (Head of School) and C. Newman (SENDCo)