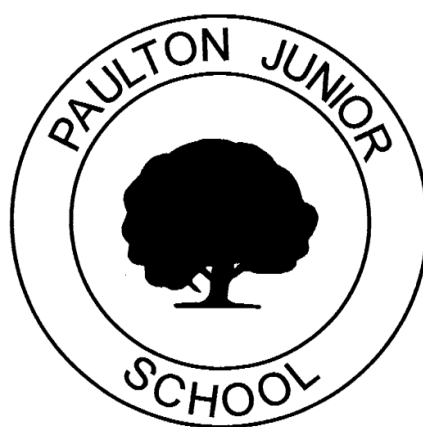


# **Paulton Junior School**



**Special Educational Needs and Disability  
Information Report  
2025-2026**

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**Special Educational Needs Co-ordinator:**

**Contact: Mrs E. Weaver Tel: 01761 418317**

At Paulton Junior School we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

### **Children and Families Bill 2014/ SEND Code of Practice**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEND.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Improving cooperation between all the services that support children and their families
- The Local Authority has responsibility for EHC plans which can run from Birth to 25 in accordance with the **SEND Code of Practice**.

### **Who are the best people to talk to at Paulton Junior School about my child's educational difficulties and/or Special Educational Needs?**

#### **Teachers**

Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENDCO as necessary.
- Developing Single Support Plans (SSPs) and sharing and reviewing these together with teachers at least 3 times a year in order to plan for future provision.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be

made to enable them to be included and make progress.

- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

### **Teaching Assistants**

Teaching Assistants carry out a wide range of pupil-centred roles in school. If your child has exceptional additional needs/disabilities, a number of TAs with relevant skills may be allocated to support them for part or all of the day, as appropriate. Some TAs have specific training, delivering emotional support as ELSA (**E**motional **L**earning **S**upport **A**ssistants). These teaching assistants have had specialist training from educational psychologists to support the SEMH (social, emotional and mental health) of children and young people in school.

### **How can I talk to them about my child if I need to?**

You can contact your child's class teacher by telephoning, emailing or visiting the school to arrange an appointment.

As a school we welcome regular communication between parents and school on how a child's day has been.

### **SEND Governor**

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body

The SENDCO is responsible for:

- The day-to-day management of all aspects of the school; this includes support provided for children with SEN and/or disabilities. They give responsibility to class teachers and TAs but is still responsible for ensuring that your child's needs are met.
- Co-ordinating all support for children with SEND and developing the school SEND Policy to ensure all children get a consistent, high-quality response to meeting their needs in school. They must also make sure that the Governing Body is kept up to date about any issues in school relating to SEND.

- Following a graduated response appropriate to the needs of the individual child



- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
  - part of planning ahead for them.

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc...

- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Support Plans (SSPs) that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

#### **How can I talk to them about my child if I need to?**

You can contact your child's teacher and/or SENDCO by telephoning, emailing or visiting the school to arrange an appointment. ( [paulton\\_jun@bathnes.gov.uk](mailto:paulton_jun@bathnes.gov.uk) )

#### **How does Paulton Junior School know if children need extra help?**

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or infant school
- the child's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the child's behaviour

- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions or referrals to outside professionals to support your child's learning how we can work together, to support your child at home and at school

Sometimes a child may need some short-term help if there is a change in circumstances e.g a bereavement or family breakdown. Please talk to your child's class teacher, the Special Educational Needs Co-ordinator (SENDCO), or the Headteacher. At Paulton Junior School, Elaine Weaver is the SENDCO. Your concerns will always be taken seriously – your views on your child's development and progress are always valuable.

#### **How will the curriculum be matched to my child's needs?**

Our curriculum is designed to match your child's needs by offering personalised learning which is differentiated according to their ability and their style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or a visual timetable. Where a child has been identified with SEND, their work will often be differentiated by the class teacher to enable them to access the curriculum more easily.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with the class teacher.

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

Activities and school trips are available to all students. Some financial assistance via the school's Pupil Premium allocation or other sources may be available to ensure access to activities where payment is needed.

For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all students to participate. If it is considered that additional 1.1 support is required to support a student, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a student during the activity/trip.

If, on the basis of the risk assessment, it is considered that a student poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a student to access a trip. The head teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

Where a professional makes a recommendation, parents will be supported to identify services.

#### **How will I know how well my child is doing?**

In addition to the usual school reporting processes, Class teachers are happy to discuss how well your child is doing; these discussions do not need to be limited to the regular Support Plan reviews. Some children may also have a home/school communication book so that parents/carers and teachers can monitor progress, record concerns or share achievements.

All reports from outside agencies are passed to you with their ideas for support or resources that may be used at home.

### **What specialist services can the school access?**

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

Specialist Autism Support Service (SASS)  
Behaviour Support Service  
CAMHS  
Counselling Services  
Educational Psychologists  
Occupational Therapists  
School Nursing Team, Paediatricians and GPs  
Social Care teams  
Child Protection Officers  
Speech and Language Inclusion Partnership  
Children Missing Education (AWSS)  
Sensory Support Services  
Physiotherapy  
Parent Support Advisor  
Parent Partnership  
Play therapist  
Emotional Health and wellbeing support  
Early Help Services  
SENDIAS

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

The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENDCO, regular 'monitoring' meetings with parents/carers, small group support (e.g. a nurture group or a friendship group) or may include a specific resource to support the child.

Where appropriate, a pupil may be referred to an ELSA (emotional literacy support assistant). This means a child will receive 1:1 targeted support on regular basis, for about 6 weeks, with a trained ELSA practitioner in school.

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) or an organization eg 'Off the Record'.

For some children, it may be appropriate for an EHA (Early Help Assessment) to be used to support the wellbeing of a child and their family. An EHA essentially creates a plan for the child and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family.

For children with medical or sensory needs, the school can access the disability team 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.

### **What training opportunities are there for staff supporting children with SEND?**

It is the SENDCO's job to support class teachers in planning for children with SEND and provide in-house training where possible and necessary. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

### **How accessible is the school environment?**

We will always do our best to meet individual need, and make reasonable adjustments, and we are always happy to discuss individual access requirements. We have toilet and changing facilities adapted for disabled users access ramps, lifts and wide doors in most of the school. As part of the annual review of school premises carried out by the LA, accessibility issues are always considered in light of any individual need.

### **How will Paulton Junior School support my child's transition to and from school?**

When children transfer from Key Stage One, a handover meeting will be held with the SENDCO at Paulton Infant School. Any SEND needs are discussed and plans for any required additional transition support are put into place. This could be in the form of an additional visit, a private tour or a photo-book resource for example.

For children who transfer mid-year, LA procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is available on the B&NES website.

For children transferring at the end of Y6, additional transition visits are arranged with the secondary school, and additional meetings between parents and SENDCOS are arranged as necessary. We will also make sure that all records about your child are passed on as soon as possible.

We ensure that all relevant professionals are involved in supporting the transition process.

### **How will Paulton Junior School allocate resources to support my child's needs?**

The school budget includes money for supporting children with SEND, referred to as the 'notional SEND budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decide on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discuss all the information they have about SEND in the school to decide the level of resources, training and support required. SEND funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a student has significant needs that the school feels it is unable to meet within the available school budget, a local authority Request for a Statutory Assessment may be made for the child.

This may lead to the implementation of an Education, Health and Care Plan (EHCP) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. Parents can also request that the local authority carry out a statutory assessment of their child's needs.

### **How is the decision made about what type and how much support my child will receive?**

All schools have a notional SEND budget, which is used to support all pupils with identified SEND. Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support.

The local authority SEND team make the final decision over additional funding allocation for pupils with EHCPs.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate resources/support for the child.

### **How can I be involved in discussions about and planning for my child?**

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher – either formally at Support Plan reviews and parent/teacher consultations, or informally at the end of the day, for example. These discussions are really important – not least so that we know about your child in the home setting, and we can tell you about what we are doing in school and how your child is doing in school. This helps to make sure that we are doing similar things to support them at home, and we can share what is working well at home and in school.
- Discussions with other professionals e.g. the SENDCO, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with you (either verbally or written reports or both).

This may also happen through other means e.g. a home/school communication book, or TAC (Team Around the Child) or TAF (Team around the family) meetings.

### **Who can I contact for further information?**

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENDCO
- Headteacher
- The SEND governor

Please contact the school if you have any further questions.

[Paulton\\_jun@bathnes.gov.uk](mailto:Paulton_jun@bathnes.gov.uk) tel: 01761 418137