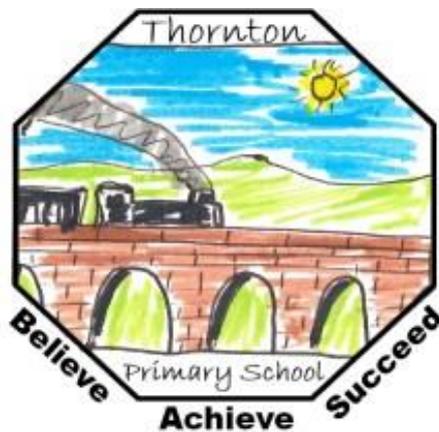


Thornton Primary School



Special Educational Needs and Disability Policy (SEND)

Date of Policy: October 2017

Author: C Bradley

Approved by Governors: November 2017

Date to be reviewed: October 2018

THORNTON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Thornton Primary School has a named SENCO (who has the Government SENCO qualification) and a named Governor responsible for SEN. They will ensure that Thornton SEN policy works within the guidelines and Inclusion policies of the Code of Practice (2014), Bradford Education Authority and other policies current within the school.

Introduction:

Each child at Thornton Primary School is unique. They come from a wide variety of backgrounds and this diversity is valued and celebrated. Each child has an entitlement to teaching, guidance and support which will maximise their abilities and sense of personal worth, enabling them to contribute fully to the life of the school and the wider community as they grow and develop.

Thornton Primary School aims to provide an inclusive environment to ensure that all children's academic and personal needs are developed.

It is recognised that children may have special educational needs either throughout, or at any time, during their school career. Early identification of individual needs ensures that each child can be provided for appropriately and their needs met. We recognise that children learn at different rates and in different ways. We recognise individual differences in the ways that children acquire, assimilate and communicate information, skills and knowledge. We recognise that some children need a range of different teaching approaches, experiences and even specialist or modified aids for learning.

Within a caring and supportive environment and within a culture of high expectations, provision will be made to ensure that learning can take place to enable all our children to make the progress they are capable of.

Aims of the Special Educational Needs Policy:

- To create an environment that meets the special educational needs of each child, builds upon their strengths and fosters a positive self-image.
- To ensure that the special educational needs of children are identified as early as possible, assessed and provided for appropriately, thus ensuring success, regardless of their special educational need or disability.
- To build upon the strengths of the child and encourage their active participation in learning by taking their views into account on a regular basis.
- To manage and use resources, including human resources effectively to support children with special educational needs.

- To ensure parental involvement in ongoing assessment and provision to meet a child's individual needs and to facilitate good channels of communication between home and school.
- To make clear the expectations of all partners in the process, the 'team around the child' and to ensure that communication and liaison between all parties is effective.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs, increase their confidence and provide opportunities for appropriate training and support which will develop their inclusive practice.
- To work in productive partnerships with Education Bradford and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all children with SEND.
- To monitor, assess and keep records of the progress of children with special educational needs.
- To ensure that the Governing Body is informed about SEND provision on a regular basis.
- To ensure equal opportunities which will enable children to access a broad and balanced curriculum. This includes academic, social and practical experiences, for example the development of life and independence skills, also speech, language and communication skills.

Definition of Special Educational Needs:

A child has a special educational need if they:

Have a significantly greater difficulty in learning than the majority of children of the same age,

or,

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Inclusion:

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a broad, balanced and appropriately differentiated curriculum. Our SEN policy reinforces the need for Quality First Teaching (QFT) teaching that is fully inclusive.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges,
- Responding to pupils' diverse learning needs,
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities:

The staff at Thornton Primary School believes that all members of the school should be treated with respect; have individual, diverse needs recognised and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Categories of Needs:

Pupils will have needs and requirements which may fall into at least one of the following classified areas. However, some pupils have complex and inter-related needs which are identified on the school's Special Educational Needs register. Needs are registered as either primary or secondary needs. At Thornton Primary school we identify the needs of pupils by considering the needs of the whole child not just the special educational needs of the child.

The areas of need as identified in the **SEND Code of Practice 2014** are as follows:

Communication and Interaction: Children may have speech and language delay, impairments or disorders, hearing or visual impairments or an autistic spectrum condition.

Cognition and Learning: Children may demonstrate features of moderate, severe or profound learning difficulties. They may have specific learning difficulties e.g. dyslexia, dyspraxia and may require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and an autistic spectrum condition.

Social, mental and emotional health: Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, may present with immature social skills and also challenging behaviours.

Sensory and / or Physical: Children may have profound and permanent deafness or visual impairment or they may have lesser or temporary levels of loss. They may have physical impairments or conditions arising from physical, neurological or metabolic causes requiring access to specific care, facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children whose difficulties are solely due to the home language differing from the language in which they are taught are not identified as having SEN.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's Headteacher, the SENCO and all other members of staff have important day to day responsibilities.

"All teachers are teachers of children with special educational needs." (SEN Code of Practice)

The role of the Governing Body:

The Governing Body ensures that appropriate provision is made for all pupils with SEN in accordance with the Code of Practice, 2014

The Governing Body nominates a named Governor to be responsible for Special Educational Needs and will positively promote the school's policies which support inclusive practice.

The Named Governor liaises with the SENCO on a regular basis and is informed about the funding and staffing arrangements for SEN, the progress of pupils with SEN and also will be informed about monitoring and evaluation procedures deployed to assess the effectiveness and impact of SEN provision throughout school.

The role of the Head Teacher

To ensure that those teaching or working with the pupils are aware of their needs and have arrangements in place to meet them. They will ensure that teachers monitor and review the progress of pupils throughout the year and will regularly review the quality of teaching for all pupils who are at risk of underachievement through regular observations of provision and termly pupil progress meetings with teachers.

The Special Educational Needs Co-ordinator (SENCO)

- Plans, co-ordinates and manages the day to day operation of inclusive provision across school to maintain an environment where all children can participate fully in learning,
- Supports and advises colleagues and support staff on early identification of pupils with special educational needs,
- Supports and advises colleagues and support staff on inclusive teaching strategies and interventions, building skills and confidence to ensure pupils' needs are met.
- Provides guidance to pupils on managing their behaviour to take part in learning effectively and safely,
- Provides guidance for pupils to manage their emotions, particularly at times of trauma or stress to enable them to participate fully in learning,
- Provides daily line management for support staff and other members of the Inclusion team eg a SENCO in training, the Nurture Group practitioner,
- Provides information, support and guidance on personal and professional development for support staff,
- Maintains the school's SEN Register and updates it at least termly,
- Monitors and evaluates class teacher's provision through observation, planning audits, regular review cycles and Individual Actino Plans (IAPs),
- Develops and manages school based assessment systems to track the progress of pupils with special educational needs and a range of other vulnerable groups. Monitors and evaluates the impact of additional provision and its effectiveness,
- Manages the referral process to agencies for specialist advice and support and co-ordinates on going liaison and review with staff and parents,
- Completes documentation required by the Local Authority, My Support Plans, Education and Health Care Plans.
- Organises the Head teacher's Annual Review for pupils with Education and Health Care Plans and reviews for children at Range 3.
- Completes and distributes all documentation for pupil reviews,
- Develops parental partnerships for supporting pupils with special educational needs,
- Maintains and develops resources and teaching materials to support appropriate provision,

- Monitors the effectiveness of SEN provision and reports to the Senior Leadership Team, (SLT), the Governing Body and the School Improvement Partner (SIP),
- Contributes to relevant sections of the School Evaluation Framework (SEF),
- Liaises with Secondary schools or other receiving settings to ensure effective transition for pupils with special educational needs,
- Liaises with colleagues from local schools in networks and local area partnerships to share good practice, resources and professional development opportunities.

The Role of the Class Teacher

- To assess, plan, do and review provision for their pupils with SEND. Collaborating with parents, the SENCO and the pupil.
- Set high expectations for all pupils and adapt the curriculum to meet their individual needs.
- Provide a curriculum that ensures there are no barriers that will prevent every pupil from achieving their full potential.
- Delivers Quality First Teaching (QFT) to all children with special educational needs,
- Is aware of the school's procedures for the identification, assessment and subsequent provision for pupils with SEN,
-
- Is pro-active in communicating any initial concerns about a child to the SENCO, relevant support staff and parents,
-
- Works with the SENCO and other agencies, as appropriate, to decide the actions required to assist their pupils to maximise progress,
-
- Collates all available information on pupils in planning appropriate provision with the SENCO, teaching assistants and other support staff eg. the Nurture Group practitioner or the Learning Mentor,
- Develops and reviews IAPs with pupils at least termly and encourages pupils to participate in decision-making about their learning,
- Monitors the effectiveness of individual programmes and targets set out in the IAP,
- Continuously assesses pupil progress and identifies the next steps to learning,
- Develops effective relationships with parents through regular reviews and keeps them informed about pupil progress,
- Liaises with the SENCO to identify their own training needs around SEN and attends additional training as appropriate.

The role of the Learning Mentor and Nurture Group Practitioner:

- Liaises with the SENCO, other teaching staff and a range of appropriate professionals in the identification of pupils with SEN and / or additional social, emotional and behavioural needs.
- Provides appropriate learning opportunities to address the social, emotional and behavioural needs of pupils, through mentoring, nurturing practices or through a differentiated curriculum in the Nurture Group,
- Monitors and evaluates the progress of pupils with social, emotional and behavioural needs through the Boxall Profile,
- Attends and contributes to review meetings for identified pupils,
- Attends appropriate INSET to meet the needs of pupils.

Admission arrangements:

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that: 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements or Education Health Care Plans must be treated as fairly as all other applicants for admission.' (SEN Code of Practice)

Pupils are admitted in line with the Local Authority Admissions policy.

Pupil Participation:

The school actively encourages the involvement of children in their education.

For children at the different stages within the SEN Code of Practice we:

- involve the child in decision making in an age-appropriate way regarding the methods by which their individual needs will be met,
- invite the child to attend all or part of review meetings,
- discuss the purpose of assessment arrangements and the implications of their Individual Action Plan (IAP) with the child,
- involve the child in the implementation and assessment of their IAP targets,
- use strategies to further develop the child's self-confidence and self-esteem.

Partnership with parents and carers:

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We will:

- involve the parents or carers in decision making regarding the methods by which their child's individual needs will be met,
- invite the parents or carers to attend all review meetings,

- discuss the purpose of any assessment arrangements and the implications of the Individual Action Plan (IAP) with the parents or carers, also providing them with a copy of the IAP and notes of review meetings as appropriate,
- encourage the parents or carers to be actively involved in working with their child to achieve the targets set in their IAP,
- encourage the parents or carers to comment on their child's SEN provision at regular review meetings including an Annual Review meeting for children with an Education, Health and care plan.
- ensure the parents or carers are aware of their rights to appeal regarding aspects of their child's SEN provision,
- aim to further develop the parent's and carer's confidence in the provision made for their child's special educational needs.

Financial Management:

The SENCO liaises regularly with the School Business Manager to ensure that all delegated funding for children with SEN (including children with an Education and Health Care Plan) is fully utilised at the appropriate level to meet their needs. This also includes the management and deployment of Teaching Assistants and the purchase of resources.

Local Offer

Thornton Primary School will co-operate with the local authority and local partners in the development and review of the local offer. Please see Appendix 1.

Identification/Assessment of special educational needs and school procedures:

The Graduated Approach:

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers,
- Prevents the attainment gap widening,
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers,
- Equals or improves upon the pupil's previous rate of progress,
- Ensures full curricular access,
- Shows an improvement in self-help and social or personal skills,
- Shows improvements in the pupil's behaviour.

If through shared discussion between both teachers and the SENCO, there are concerns about lack of adequate progress, then parents will be consulted and, with their permission, the child will be placed on the school's Special Educational Needs Register.

The SEN register is updated termly by the SENCO in consultation with staff and parents.

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. Once a child has been identified as having a potential SEND, Thornton Primary school will -:

- Establish a clear assessment of the child's needs
- Put in place an intervention and support for the child.

- Review the effectiveness of the intervention and make any necessary changes.

Range 1

The interventions can be implemented through Range 1 where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at the child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialised equipment.
- Has communication and or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

Range 2 and 3

The teacher and SENCO in consultation with parents will seek advice from outside agencies if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues to working at National curriculum levels substantially below that of expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice and visits from a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

If there continues to be a course for concern a "My Support Plan" will initiated where the LEA will be given information about the child's progress over 2 terms and will receive documentation in relation to the child's educational needs and any other actions taken to deal with those needs. Evidence will include:

- Previous I.A.P.s
- Records of reviews and outcomes
- Records of the child's health and medical history
- National Curriculum levels in Literacy and Numeracy
- Reports and observations from outside agencies e.g. Educational Psychologist
- Views of parents

Parents will be kept fully informed of the process of the referral.

School Request for an Education Health and Care Plan – Range 4

A request will be made to the LEA if a child has demonstrated a significant course for concern. The LEA will be given information about the child's progress over time and will continue to receive documentation in relation to the child's educational needs and any other actions taken to deal with those needs.

Individual Action Plans:

For children at Range 3 and 4 'Child –friendly' IAPs are written and reviewed every term.

IAPs include:

- the child's strengths, successes, difficulties and current attainment,
- a minimum of three short-term targets relating to addressing the key barriers to learning for the child,
- success criteria,
- pupil (where appropriate) and parental comments,
- the teaching strategies and resources to be used,
- the provision to be put into place,
- timescales to achieve targets,
- when the plan is to be reviewed,
- Outcomes (to be recorded when the IAP is reviewed).

IAP Reviews:

At the IAP review meeting each term, the child's progress towards meeting identified targets is discussed and new targets identified.

The meeting should consider the following questions:

- what are the child's current levels of attainment relating to IAP targets?
- what progress has the child made towards meeting the overall objectives set out in the IAP?
- what are the parents'/carers' views of the child's progress?
- what are the child's views of their progress?
- is the current provision appropriate to the child's needs?
- what new targets should be set?
- have there been any significant changes to the child's circumstances?
- have there been any significant changes in the child's special educational needs and therefore do they need to move within the graduated stage or be taken off the SEN Register?
- how will the child's progress be assessed?
- are there any particular strategies that have led to improvement?
- are there any particular requirements to remove barriers to achievement and promote inclusion?

Statutory Annual Reviews:

For a child who has an Educational and Health Care Plan, the Local Authority has a statutory duty to formally review his or her Education and Health Care Plan, at least annually. A Transition review for a child with an Education and Health Care Plan can be set up at any time.

Annual Review Meetings are organised in school by the SENCO.

The Annual Review aims to:

- assess the child’s progress towards meeting the objectives in the Education and Health Care Plan,
- review the educational progress made by the child,
- consider the effectiveness of the Education and Health Care Plan in light of the child’s progress,
- set new targets for the coming year or determine whether amendments to the Education and Health Care Plan are necessary,
- record information which the school and other professionals can use to plan provision and support the child.

Review arrangements:

This policy will be reviewed annually by the Head Teacher, the Inclusion Team and the Governing Body. Provision for special educational needs will be monitored and evaluated on a regular basis as part of our on-going school evaluation and review arrangements. This will ensure its effectiveness enabling all our children to maximise their progress and potential

Policy Name: SEND Policy

Date Policy adopted by Governing Body:

Signed: Chair of Governing Body Date

Signed: Headteacher Date

THORNTON PRIMARY SCHOOL: PROVISION FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The School Information Report: January 2018

The Local Offer or Summary of Provision for children and young people with Special Educational Needs and Disabilities (SEND)

Local Authorities must publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have SEN, including those who do not have Education, Health and Care Plans (EHCP).

The Special Educational Needs (Local Offer) Regulations, Clause 30.

Thornton Primary school is a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

Our local offer is intended to give you the information regarding the approaches we use to ensure all of our pupils are supported, including those with **Special Educational Needs and Disabilities (SEND)**, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

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Definition of SEND.

The SEND Code of Practice 0-25 states that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age ...

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

What are the areas of SEN?

Communication and Interaction.

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

Cognition and Learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. Specific learning difficulties

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(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory / Physical

Sensory / physical needs include vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Once we have identified a pupil as having SEND we work collaboratively with the family and appropriate agencies, implementing specific needs-based plans and pupil profiles, which support the pupil's development and accelerate progress.

How will my child's needs be identified and assessed?

At Thornton Primary School we know that early identification is important to provide timely intervention and support.

Baseline information is gathered in Nursery / Reception (or when children join the school).

All children's attainment is formally monitored half termly and pupil progress meetings held with the class teacher and senior leaders. This provides opportunities for discussion of children's progress against the National Expectations. We are able to identify where children have not made expected progress, where they are significantly behind their peers, and where they are not making progress in line with their peers.

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At Thornton Primary School we are continuing to develop a range of identification tools that will further identify a child's additional needs. Referrals to specialist services will also be made if we have concerns about individuals. This includes Speech and Language Therapy (SALT), Early Intervention Team, Educational Psychology, Autism Support, Social and Emotional and Behaviour team etc.

Parents can speak to their child's class teacher if they are concerned about their child's learning, progress or well-being.

How will I know my child is making progress?

Children's academic attainment is monitored half termly. Additional data is also collected half termly as part of the provision mapping cycle.

Classroom observations, formal and informal discussions with staff, and discussions with pupils are part of an on-going monitoring cycle to ensure effective learning is taking place for all children.

Progress for children with SEND is monitored half termly in line with the school processes. This is also considered as part of the Graduated Response and provision mapping cycle.

Adults who provide interventions are asked to keep records of the children's learning against specific outcomes to monitor their progress to enable any barriers to learning to be identified and addressed in discussion with the class teacher. Adults can then adjust the provision as needed, repeating an objective or providing additional challenge. Interventions are also monitored by the SENCO.

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What is the graduated response?

The Graduated Response is a cycle of **Assess, Plan, Do, Review**.

- 1) The class teacher **identifies any issues/next steps**.
- 2) The class teacher **plans an appropriate way of supporting a child**.

This may be done alongside the SENCO and parents.

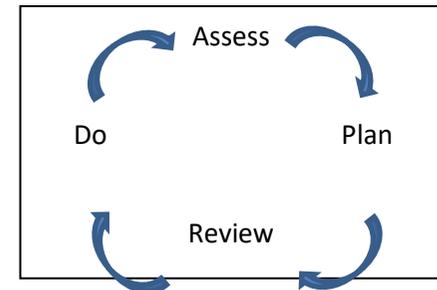
- 3) The class teacher or support assistant **delivers the plan** for a specified time.
- 4) The plan is **reviewed and impact is considered**.

Next steps are identified. (The cycle starts again).

Children identified with special educational needs in school are ranged 1 – 4

Range 1

A child identified at Range 1 will have emerging needs and will be boarder line or just below age expectations. They will work within the classroom and at times in small groups with adult support. They may have access to small group intervention work.



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Range 2

Children identified at Range 2 will have mild but persistent difficulties. Attainment will be at least one year below age related expectations. They will have regular small group catch up interventions and will have group adult support within the classroom.

Range 3

Children identified as Range 3 will have moderate and persistent difficulties and will be working at 66% or less of age related expectations despite targeted differentiation. Children will have support from outside agencies. E.g. Educational Psychology, Early Intervention, Autism Support. These children will have an Individual Assessment Plan with targets that will be assessed at the end of each half term. A "my support plan" may be put in place if no progress is being made. It then may be decided that an assessment for an Educational Health and Care Plan is required.

Range 4

Children identified as Range 4 will have a funded My Support Plan which may develop into an Education Health and Care Plan. Which will be reviewed regularly in line with Bradford SEN procedures.

Who's who at Thornton Primary School?

All our staff are involved in and committed to providing education and support for SEND pupils. The Code of Practice in the Children and Families Act 2014 states:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCO and parents should collaborate on problem-solving, planning support and teaching strategies for

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individual pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.' Paragraph 6.5.

The class teacher and support staff therefore have day to day responsibility for ensuring that academic, social and emotional support is given to your child. This will happen through giving your child time to communicate and discuss issues that are worrying them and being pro-active in putting provision in place which supports the development of their skills. Differentiated work will be provided in lessons with support from staff who will work to promote and facilitate your child's independence as a learner.

Pupils with an Educational Health Care Plan are supported by the class teacher and a designated support staff member. Their provision is co-ordinated and monitored by the SENCO and reviewed at least annually.

We have a highly motivated, enthusiastic team of colleagues including behavior mentors, nurture group practitioners, family support staff and teaching assistants who support additional needs in the classroom.

If you are concerned about your child please contact their class teacher in the first instance or one of the staff listed below:

Mrs. P Strudwick, Key Stage 2 Leader, Miss H Wilkinson Key Stage 1 Leader, Mrs. F Ayub, Foundation Stage Leader.

Miss C. Bradley (SENCO), Mrs F Ayub Inclusion Leader

Mrs. M. Howard, Family Support.

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Our Headteacher is Mrs. L. Davison.

Our Governor with responsibility for SEND is Mrs Gill Barker.

How are staff trained to support children with SEND?

Staff training sessions have been held by Specialist Services including the Educational Psychologist, Behaviour support team and the cognition and learning team. Members of staff have also gone on training sessions held by Specialist Services such as Speech and Language, Autism Support and the Behaviour Support Team.

If children are identified as needing support from **Specialist Services** the SENCO will make appropriate referrals. This includes, but is not limited to, Educational Psychology, Speech and Language Therapy, Early intervention Team. Behaviour support services.

What resources are available to support children with SEND?

Discussion of individual pupils allows us to identify additional resources based on children's needs. This may be as part of the recommendations from Specialist Services or identified within school. Some resources are available for children in class, such as pencil grips, voice recorders and visual prompts. Other resources are used as part of interventions, such as specialist programmes. Learning Support Assistants are a key resource that is used where support will be effective, this may be as part of a group or individual support.

The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within their budget to support children who are on the SEN register. The school can apply for a 'top-up' if it is felt that a child's needs are above that which can be provided through the notional budget. This is based on strict criteria. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

How do we work with parents / carers of children with SEND?

Alongside Parents' Evenings and regular reports, parents / carers of children with SEND will be invited to **termly meetings** with the class teacher. This will include a discussion of Individual Assessment Plans, My Support Plans, or Education Health and Care plans and enable parents to share their views. More frequent meetings will be held if needed. Parents are able to request a meeting with their child's teacher or the SENCO if they wish.

Where will I find details of the Bradford Local Offer?

The Bradford Local offer can be found at <https://localoffer.bradford.gov.uk/>

This will give you details of the different services available in Bradford to support SEND

How do we support pupils to make decisions about their education.

The targets on the **Individual Assessment Plans** are written to be 'child friendly'. It is expected that the children discuss these with their class teacher and talk about ways that they can meet their targets. The Bradford **My Support Plan** includes a section on pupil views.

The SENCO and Inclusion Leader also **gather pupil views** formally and informally.

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Who do I speak to if I have a complaint about the provision made for my child's Special Educational Needs and Disabilities?

We believe that partnerships between home and school will have the highest impact on pupil outcomes. All complaints are taken seriously.

Step 1: Parents should discuss their concerns with the class teacher. If it cannot be resolved;

Step 2: Parents should discuss their concerns with the SENCO. If it cannot be resolved;

Step 3: Parents can raise any concerns they may still have with the principal. If it cannot be resolved;

Step 4: Parents should put their complaint in writing to the chair of governors who will deal with the complaint in line with complaints policy.

In the unlikely event it is not resolved parents can then take the complaint to the Local Authority, and ultimately the Secretary of State.

How are other services and organisations involved in meeting the needs of my child and our family?

If children need the support of Specialist Services the **parents will be consulted and permission for the referral sought verbally**. Once the referral is completed parents will be invited to **read and sign it**. Generally outside agencies inform parents when a meeting has been arranged and may seek their views, but the SENCO will also notify parents.

The **Family Support Worker** has built good relationships with the parents and families at our school and is also involved in **multi-agency working** and **multi-professional meetings**, . She also works closely with the Attendance and Pupil Support Officer for

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Bradford Council.

Policies relating to SEND

The range of following policies underpins our SEND offer; Anti-bullying Policy, Attendance Policy, Child Protection Policy, Equalities Policy, Health and Safety Policy, Inclusion Policy, Positive Behaviour Policy, Positive Handling Policy, Race Equality Policy, Safeguarding Policy, Special Educational Needs Policy, Education of Looked After Children Policy, Teaching and Learning Policy.

I

ELKLAN	Speech and Language Support and Training for 5-11 years	PSHCE	Personal, Social, Health and Citizenship Education
TAC	Team Around the Child	EYFS	Early Years Foundation Stage
EP	Educational Psychologist	SLCN	Speech, Language and Communication
AS	Autism Spectrum	MLD	Moderate Learning Difficulties
VI	Visual Impairment	SLD	Severe Learning Difficulties
HI	Hearing Impairment	SpLD	Specific Learning Difficulties
MSI	Multi-sensory impairment	QFT	Quality First teaching
LD	Learning Difficulties	BSO	Bradford Schools Online

Appendix 1

CL	Cognition and Learning	SME	Social, Mental and Emotional health
CI	Communication and Interaction	S/P	Sensory and /or Physical incl. Medical conditions