

**Silsden Primary School**

**SEN (Special Education Needs) Information Report**

**Approved by Governors. December 2023**

**Review Date: December 2024**

1. What types of SEND are provided for at Silsden Primary School?

At Silsden Primary we provide for children across all four broad areas of Special Educational Need (SEN) as per the SEND Code of Practice, in line with the Matrix of Need <https://bso.bradford.gov.uk/content/special-educational-needs-and-disabilities/sen-graduated-approach/revised-range-guidance> outlined by Bradford Local Authority. These include:

* **Cognition & Learning**

This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties, and Profound and Multiple Learning Difficulties.

* **Communication & Interaction**

This area of need includes children with Autism and those with Speech, Language and Communication Needs.

* **Social, Emotional and Mental Health**

This includes any pupils who have an emotional, social, or mental health need that is impacting on their ability to learn.

* **Sensory and/or Physical Difficulties**

This area includes children with Hearing Impairment, Visual Impairment, Multi-sensory Impairment and Physical Difficulties.

1. What is the approach to teaching children and young people with SEN?

At Silsden Primary School, we ensure that our pupils with SEN have equal opportunities: we aim to ensure that every child has a voice and is listened to. Teaching assistants are well deployed to support SEN pupils, when and where necessary, and interventions are timetabled throughout the week. Teachers use a range of teaching styles and pupils learning behaviours are developed to ensure all pupils reach their full potential. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality adaptive teaching is our first step in responding to pupils who have SEND.

**Quality First Teaching – Class teacher input through specially targeted teaching**

* Teachers have high expectations for all learners.
* Teaching is based on in-depth knowledge of the child’s strengths and difficulties and builds on what they can already do or understand.
* Teaching is carefully planned to help a child meet their personalised targets or to fill an identified gap in knowledge or understanding.
* Teaching considers a child’s preferred way of learning and may include additional equipment to support them.
* The use of specific strategies (possibly identified by one of the SENDCOs or outside agencies) to fulfil the child’s needs.

**Specific small group work or 1:1 work**

* An intervention run by a teacher or teaching assistant which is specially focused on helping a small group of children/child to meet their individual targets.
* This may take place outside of the classroom.
* The adult leading this group will be trained and will have a clear understanding of the children’s strengths and difficulties.
* It will be planned by a teacher to fill an identified gap in knowledge or understanding.
* It may include the use of additional equipment and will consider the child’s learning styles.

**Specific Individual Support**

Where your child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Education, Health, Care Plan (EHCP) may be applied for.

3. How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

At Silsden Primary School, children follow the National Curriculum. We ensure the curriculum is stimulating, creative and inclusive, so all children are motivated, enthusiastic learners. Class teachers will make reasonable adjustments and adaptions to the curriculum so that all pupils can have the opportunity to access learning at their level. This may include:

Flexible grouping of children, 1:1 supported work, adapting the teaching style, adapting resources, using recommended aids such as laptops, modifying the activity, ensuring children have access to apparatus, pre-teaching of concepts and key vocabulary, and giving children longer processing time.

We use the Bradford Matrix of Need, (in addition to the advice and recommendations from outside agencies) to help us adapt the curriculum and environment for all types of need. The guidance can be found online at <https://bso.bradford.gov.uk/>

We respect diversity in our setting and do our best to meet the needs of all our learners and their families. When a child (or parent/carer) has complex SEN or a disability, the school will comply with its duties under the Equality Act 2010. To access the current Accessibility Plan, please see here: [https://www.silsdenprimary.co.uk/wp-content/uploads/2023/02/Accessibility-Plan-2022.pdf:](https://www.silsdenprimary.co.uk/wp-content/uploads/2023/02/Accessibility-Plan-2022.pdf)

* The school is accessible to wheelchairs.
* We have toilets designed for used by disabled children and adults.
* We have an Access Plan, and the school aims to continue to improve access over time.
* Low handrails are available on all staircases.
* Reasonable further adjustments will be made to enable access to all areas of the school and curriculum for individual pupils with disabilities.
* Where there are concerns about the safety of an activity for a particular child, risk assessments are carried out and adaptations are made to the planning in consultation with the child’s parents/carers.
* If necessary and manageable, additional staff members are provided to ensure that pupils with SEND can be included in all activities and trips.
* On the rare occasion where an individual cannot access an activity for safety reasons, a suitable alternative is provided.
* Key SEN documents will be made available on request at the school office in enlarged font or a language other than English.

4. How do we identify children and young people with SEN and assess their needs?

At Silsden Primary School, we follow the SEN Code of Practice and guidance from Bradford Metropolitan District Council’s Children’s Services for Education and Learning - SEND. This is based on a graduated approach according to a child’s individual needs and works on the principle of the ‘Assess, Plan, Do, Review’ cycle.

We identify pupils as having special educational needs as follows: -

*“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:*

*• has a significantly greater difficulty in learning than the majority of others of the same age,* or

 • *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 in mainstream schools or mainstream post-16 institutions”* (Special Educational Needs Code of Practice: 0 to 25 years Guidance, January 2015)

Once we have identified a pupil with SEND, we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child’s progress or needs, it is important to raise your concerns with your child’s class teacher in the first instance. Concerns may be raised about any of the four areas of need.

The first response to all children at Silsden Primary School is to offer high-quality targeted teaching by the class teacher who may by supported by a teaching assistant.

Pupils who are making limited progress are placed on our ‘monitoring’ list, where they are provided with additional interventions and are carefully monitored by their class teacher and the SENDCO. If, following the school’s Assess, Plan, Do, Review cycle, the child still is not making progress then parent’s will be invited in to meet with the class teacher and SENDCO. If it is felt that the child has additional needs and would benefit from further investigations or support, then they will be placed on the SEN Register with the parent’s consent.

We will continue to follow the Assess, Plan, Do, Review cycle and where necessary initiate further assessments. For children with physical/medical needs we may consult with health, physiotherapy and occupational therapy. Where a child has social emotional needs, we would speak with specialist colleagues from the Local Authority or refer through to CAMHs for further guidance.

5. What are the arrangements for assessing and reviewing children and young people’s progress towards outcomes? What opportunities are there available to work with parents and young people as part of this assessment and review?

Pupil progress is monitored daily during lessons as part of Quality First Teaching, this is in line with the school assessment policy. The progress of all pupils is discussed in termly Pupil Progress meetings. Where necessary, a class teacher may complete a specific assessment with a child to help identify any gaps in learning.

Where a pupil is assessed as having SEND needs, an IEP (Individual Education Plans) will be written with specific targets to help support the child’s learning. IEPs (Individual Education Plans) are reviewed termly and shared with parents. Pupil's views are sought before each termly review and One Page Profiles are created.

In addition to this, pupils with an EHCP will have an Annual Review where both parents and pupil will be asked to share their views about the progress made towards their outcomes.

6. How do Silsden Primary School evaluate the effectiveness of the provision made for children and young people with SEN?

The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- progress against individual targets

- analysis of pupil tracking data and test results at pupil progress meetings

- use of additional specific assessment tools (where appropriate), such as GL Assessment, SDQ (Strengths and Difficulties Questionnaire), Salford

- informal feedback on progress and wellbeing from teachers and teaching assistants.

The schools’ leadership team will also monitor SEN progress through Pupil Progress Meetings, where data is analysed, lesson observations, talking with children, reviewing books, and feedback from parents. Outside services may also be brought in to monitor provisions and advise on next steps.

Progress and outcomes are fed back to the Governors at half-termly Standards and Pupil Welfare meetings.

7. How do we consult parents of pupils with SEND and involve them in their child’s education?

Parents’ evenings are held one in the Autumn and one in the Spring term where parents of children on the SEN register, at SEN Support and above, are invited to book an extended appointment of 20 minutes. A written report is produced in the summer term and a further opportunity is provided for a meeting with the class teacher following the written reports being sent out. On all these occasions, the SENDCOs are available for appointments. During the meeting, paperwork will be shared and discussed with parents following the Assess, Plan, Do, Review cycle. Children with EHCPs (Education Health and Care Plan) will also have an Annual Review.

Parents are able to arrange to see one of the SENDCOs at any point during the year through drop-in or appointment. We hold a half termly drop-in session for parents to express initial concerns about their child.

8. What support is offered for improving social and emotional and social development?

A member of school staff is a trained Play Therapist. We are able to offer Play Therapy to pupils, both in small groups and 1-1. Staff are trained using ‘Positive Handling’ and de-escalation strategies to support children with their social and emotional wellbeing.

Across school all children can say how they are feeling through the use of a daily check-in. This is followed up by a member of staff to check their wellbeing, if needed. In EYFS (Early Years Foundation Stage) and KS1, the children use ‘Zones of Regulation’ to help support their emotional regulation. In addition to this in KS2, we have a member of staff delivering small SEMH (Social, Emotional and Mental Health) groups on friendships, emotions, worries and self-esteem. PSHE (Personal Social Health Education) lessons support the development of children’s social skills and inform who and when a child needs to speak to if they have any concerns in school.

Fergus – the Dog Mentor visits school two days per week and children are able to visit him. He can also be available if a child is dysregulated and needs some support during calming time.

School also engages with the Educational Emotional Wellbeing Practitioner Team who deliver whole class sessions and mini workshops to KS2 pupils, to support children by teaching them strategies to support their SEMH needs. On transition to secondary school, we also offer sessions to support children who are concerned with moving on.

Should we require specialist support to work with pupils, we can access the school nurse, Educational Psychologist, and refer to CAMHs, through the school nurse. We can also seek advice from Bradford’s SCIL Team when required.

If you want to discuss this further, then please contact school.

9. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All pupils are encouraged to join in with extra-curricular activities and attend educational trips, including residentials. The needs of pupils with SEND are carefully considered when arranging any educational trip and a thorough pre-visit and risk assessment will be completed. Appropriate support will be provided so that pupils can access the educational activities, this may include 1-1 support in some activities.

10. What expertise and training do our staff have to support children and young people with SEN?

We have a SEND & Welfare team which is made up of the SENDCo, Assistant SENDCo, Trainee SENDCo, Welfare Inclusion Co-ordinator and Play Therapist. The SENDCo, Jennie Hudson, has a Postgraduate Certificate in Special Educational Needs Coordination and is also the Designated Teacher for Children Looked After.

All staff undertake general training within school on supporting children with a range of SEND. Individuals also receive specialist training where necessary to meet the needs of particular children. The Local Authority have delivered training in Alphabet Arc, Precision Teaching and Emotion Coaching to staff within the past 12 months. We currently have staff with specialist training and/or expertise in supporting children on the autism spectrum, with attachment difficulties, cognition and learning needs, speech and language needs, specific health care needs and with physical difficulties. In addition to this, we also have a member of staff trained to deliver Positive Handling training to staff and our Play Therapist is registered with Play Therapy UK. As well, we have a Speech and Language Therapist working in school one day per week and a teaching assistant who is a specialist in speech and language who can deliver interventions using WellComm and utilising materials produced by Black Sheep Press.

We work with a range of outside agencies from education, health and social services to support a wide range of special educational needs and other local schools for advice.

11. How does Silsden Primary School secure specialist help and support from outside agencies such as health and local authority advisors?

**External Agencies**

Children can have a very wide range of special needs that can be short or long term and can sometimes be complex to manage. We can, and do, seek advice from a range of external agencies to help identify children’s additional needs and to determine appropriate support as part of a graduated approach. These agencies can offer advice for both teachers and parents. The most frequently used agencies are shown below, although there are many others. Your permission will always be sought before any outside agency is contacted.

Specialist Teaching and Support Services (STaSS) at Bradford Children’s Services offers a range of support for Children with special educational needs. These include the SCIL Team and Sensory Service.

**Social, Communication, Interaction and Learning (SCIL)** Team provide assessment, advice, and support for children with a range of difficulties including Speech, Language and Communication needs, Cognition and Learning difficulties, and Social and Emotional Needs.

**Low Incidence Team (Sensory Service)** support children with visual, hearing, or multisensory impairments and Physical Needs which may have an impact on their access the curriculum or inclusion in wider school life.

**Educational Psychology Team (EPT):** provides assessment and advice about the complete range of special needs that can become barriers to learning.

**Educational Emotional Wellbeing Practitioners:** are part of the Educational Psychology Team. They work with children who are experiencing mild to moderate social and emotional (SEMH) difficulties.

**Speech and Language Therapists (SALTs):** these professionals can identify underlying difficulties in speech, language, and communication (including social communication), and provide support for parents and training/advice for school staff with appropriate activities and strategies. They can be accessed through drop-in clinics/self-referral clinics (for children up to the age of 6) or through a referral pathway (for children 6yrs+). We also have a speech and language therapist commissioned from Airedale NHS Foundation Trust working in school one day a week with children below the age of 6 years old.

**Occupational Therapists (OTs) and Physiotherapists:** these health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning.

**School Nurse (SN):** provides staff training and care plans to help us support children with medical needs. They also support schools and families in identifying and addressing emotional and social needs.

**CAMHS:** provides support to children with social, emotional, and mental health needs. They will liaise with school and offer advice.

**Virtual School:** provides support for Children Looked After to ensure that the provision is appropriate and matches the child’s needs.

**Children’s Social Care:** where a child has SEN need and is under the care of Children’s Social Care, the designated teacher (Miss Hudson) will liaise with the social worker to ensure that the child’s needs are met.

12. What arrangements are in place to support children and young people in moving between phases of education?

If your child has identified SEND before starting at Silsden Primary School, then a member of school staff will be in contact. For children in Early Years, the SENDCo will contact you, and their current provider if they are already attending a different setting, to gather a full picture of your child’s needs. For all other year groups, one of the SENDCos will contact you in order to gather information about your child and they make speak to your child’s current setting. Silsden Primary School staff will work with the people who already know your child in order to plan a smooth transition in to school and the level of support needed to ensure they remain inclusive. We will also offer a home visit if your child is not in a pre-school setting.

For all new entrants with SEND, we will invite you and your child to visit school before starting at Silsden Primary School. We can provide children with SEND with a phased start to school to allow them to get used to surroundings, staff, and routines.

When children are moving between year groups or phases, we may provide them with books about their new class and adults, and we will arrange extra sessions for your child to visit their new classroom and teacher.

Children leaving Silsden Primary School in Year 6 will have a transition plan discussed with parents, SENDCo, teachers, any outside agencies involved and the secondary school. Additional visits to the Secondary school will be arranged where possible.

13. Who can I contact in school to talk to about SEND provision?

Please contact your child’s class teacher in the first instance to discuss any concerns they will then direct you to appropriate person. Alternatively, you can speak to the following, who are responsible for coordinating the support and provision for all children with SEND in school and will liaise with any external agencies involved with children in the school.

Assistant Head – SENDCo – EYFS & Years 4-6

Miss Jennie Hudson – 01535 210666

Jennie.hudson@silsden.bradford.sch.uk

Assistant Head – Assistant SENDCO - Years 1-3

Mrs Alison O’Hara – 01535 210666

Alison.ohara@silsden.bradford.sch.uk

Trainee SENDCO

Miss Olivia Gregson

The Head Teacher, Mr Karl Russell and the governing body are ultimately responsible for SEND policy and provision

Head teacher

Mr Karl Russell

Karl.russell@silsden.bradford.sch.uk

Named Governors

Mrs Louise Hughes or Mr Neil Whitaker

Please contact the school office.

14. What to do if you are unhappy with the SEN provision made at the school.

We urge parents/carers with concerns regarding the progress or the provision made for their child at Silsden Primary School to speak to us as soon as possible. In the first instance, they should speak to the class teacher or one of the SENDCos. If they feel that their child’s needs are still not being met, they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to use the Bradford Parent Partnership service or engage with the school’s complaints procedure, which can be found here: <https://www.silsdenprimary.co.uk/wp-content/uploads/2023/02/SPS-Complaints-policy.-Nov-22.pdf>.

15. Where can parents find additional Information and support? Where is the local authority’s Local Offer is published?

All local authorities have a duty to provide parents/carers with information about how to access services in the area, and what they can expect from those services. The information will set out what is available in schools to help pupils with SEND as well as the options available to support families to care for pupils with additional needs.

The Bradford and District Local Offer can be found at <https://localoffer.bradford.gov.uk> or a printed copy can be obtained from Bradford Families Information Services by calling 01274 437503 or 439261

Services available in our local area are shared here:

Barnardo’s parent partnership <https://www.barnardossendiass.org.uk/bradford-sendiass/>

AWARE (Airedale and Wharfedale Autism Resource) – Autism Support based in Addingham

<https://aware-uk.org/>

LS29 – a local parent support group

<https://www.ls29group.co.uk/>