



Silsden
Primary School

Silsden Primary School

SEND Policy

Adopted: April 2024

Review Due: April 2025

Legal Framework

This policy complies with the statutory requirement laid out in the SEND (Special Educational Needs and Disabilities) Code of Practice 0 – 25 (September 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 (updated June 2018)
- Disabled Persons Act 1986
- Children and Families Act 2014
- The Special Education Needs (Personal Budgets) Regulations 2014
- The UK General Data Protection Regulation (GDPR)
- Schools SEND Information Report Regulations (2014)
- DfE (2015) Supporting pupils at school with medical conditions
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2023) Keeping children safe in Education
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 (updated July 2014)
- Teachers Standards 2012
- Admissions Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan
- Behaviour Plan
- Suspension and Exclusion Policy

Our Values / Ethos

This policy has been written to promote the successful inclusion of pupils and address the needs of pupils with special educational needs and pupils who have disabilities (SEND) at Silsden Primary School. Our ethos at Silsden Primary School is 'putting children first' and this filters through into all our policies, procedures and practices, including those around children with additional needs. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential.

We ensure children with special educational needs are provided with provision that is additional and different from, ordinarily available provision. At Silsden primary school, we believe that all children should be educated with their peer group whenever possible. Silsden Primary School accepts that pupils with SEND are the shared responsibility of all the staff and the children as well as the Governing Body and Head teacher.

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.' (Children and Families Act 2014)

Definition of Special Educational Needs and Disability

Silsden Primary School adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years, (DfE, January 2015).

'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools within the area of the local authority. Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (SEND Code of Practice 2015)

What is a Disability?

Silsden Primary School adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision, they will be covered by the SEN definition.

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Our SEN and Disabilities Policy Aims and Objectives

Aims:

- To provide a caring and supportive environment in which all pupils are valued as individuals and are given the opportunity to develop to their full potential.
- To make sure that pupils with SEND get the support they need to access the schools broad and balanced curriculum.
- Identify pupils with special educational needs and disabilities and ensure that their needs are met as soon as possible, to enable early intervention.
- Raise the aspirations of and expectations for all pupils with SEND
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.

Objectives:

- To work within the guidance provided in the SEND Code of Practice 2015 and provide a graduated approach in order to match educational provision to pupil's needs, understanding that a child's learning is understood developmentally.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To ensure we have a high level of staff expertise to meet our pupils needs, through targeted continuing professional development.
- To value all pupils and promote pupils' self-esteem and emotional well-being as well as attainment.
- To recognise that children may communicate in many different ways and language is a crucial part of this.
- To ensure parents are informed of their child's special needs and necessary provision and that there is effective communication between parents and school.
- To ensure that learners are enabled to express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate, to ensure there is a multi-professional approach to meeting the needs of all our vulnerable learners.
- Staff, governors and parents are aware of the school's SEND and Inclusion policies.

Identifying Special Educational Needs

Our school is committed to the early identification of SEN and adopts a focused response to meeting special needs in line with the code of practice. It is based on the assumption that pupils' SEND requirements fall into the following four broad areas

- **Communication and Interaction**

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves or do not understand or use the social rules of communication. Pupils with Asperger's Syndrome and Autism often have needs that fall in this category.

- **Cognition and Learning**

Despite appropriate differentiation, pupils in this area often learn at a slower pace than others of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and have weak memory skills, or may have a specific difficulty affecting one particular part of their learning performance in English or Maths and may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These include becoming withdrawn from classroom activities and have low self-confidence, attachment disorders, displaying challenging, disruptive or disturbing behaviours, self-harming, eating disorders, physical symptoms which are medically unexplained, difficulty understanding what is being said to them, have trouble expressing themselves or do not understand or use the social rules of communication. Pupils with ADHD, attachment disorder and Autism often have needs that fall in this category.

- have experience/s that have impacted on their general health and wellbeing – adverse childhood experiences

- **Sensory and/or Physical needs**

Sensory and/or Physical Children and young people may have a disability which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). These areas give an overview of the range of needs. Individual children can have needs across all of these areas and their needs may change over time.

These four broad areas give an overview of the range of needs that will be planned for within our setting. The purpose of identification of a specific need is to work out what action the school needs to take.

Identifying behaviour as a need is no longer regarded an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we, the staff at Silsden Primary School, will endeavour to recognise and identify clearly through our knowledge of the child and with support from the Local Authority specialist services.

Where a parent or carer has concerns about their child with regards to SEND, they should in the first instance pass on their concern to the class teacher. This will then be passed on to the SENDCo and a

meeting will be arranged to discuss the concerns in more detail, and talk through what can be done to help and support the child and family.

Graduated Approach to SEN Support

This section of the policy outlines the process which will take place to identify and manage the needs of the pupils who have additional, or special educational needs. It takes the form of a graduated approach.

Ordinarily Available Provision (Quality First Teaching)

The class teacher is responsible for planning differentiated lessons and provision which meet the needs of all pupils. The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. This 'ordinarily available provision' approach is continually monitored by the individual subject leaders and the leadership team of the school, through lesson observation, planning and book scrutiny, and also termly pupil progress reviews, in which the Senior Management Team meets with each member of staff to regularly and carefully review the progress made by each pupil, and the quality of teaching provided for all pupils. This ensures we can identify early any pupil who may be at risk of underachievement and / or social exclusion. It also directly influences the professional development opportunities offered to staff in terms of enhancing their practice, improving their understanding of classroom strategies and increasing their knowledge of the special educational needs which are most frequently encountered in our setting.

Due to the high level of Quality First Teaching that is ordinarily available to all of our pupils, it is likely that fewer pupils will require SEN Support provision.

Special Educational Needs Provision

All teachers and teaching assistants in our school are teachers of children with special educational needs. Therefore, at Silsden Primary School we adopt a 'whole school approach' which involves all staff adhering to a model of exemplary practice.

Teachers will discuss specific concerns about a pupil with the SENDCo and the parents/carers. Together they will consider all of the information gathered around the pupil's progress, against national data and expectations of progress. Following this high quality, formative assessment the pupil may partake in a more specific intervention, for example to target motor control, language development, social skills, or specific literacy / maths support sessions.

The staff are committed to providing for the needs of all children through adaptive teaching in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught in the classroom with their peers, only being withdrawn for short periods of time for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Reasonable adjustments might be needed for some pupils with SEND. Adaptive teaching responds to the needs of pupils at the time through the use of scaffolding, explicit instruction, flexible grouping, cognitive and metacognitive strategies (such as chunking) and technology. Where necessary, adaptations may be made for individuals or small groups of pupils through the use of well-chosen resources, the level of additional support and through additional practice.

Below Age Related Expectations / Monitoring

This is an informal stage when class teachers or teaching assistants identify a concern about the needs, and/or academic progress of a pupil. Areas of concern will be identified along with the current interventions being used. Pupils may be flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings.

A child identified as needing support may only require differentiation of the plans for the whole class in order to make progress. This differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

In addition to progress in attainment, teachers, TAs, and parents play a vital role in raising concerns about other barriers to learning, such as communication, physical, social and emotional matters. These pupils may not be considered to have SEND but may require specific interventions and strategies.

If a child requires specific interventions at this stage, a one-page profile will be written to highlight our concerns and they will be added to the 'children working below' list. Parents will also be informed that we are 'monitoring' their child and the child's strengths and areas for development will be shared with the parent. Notes of this meeting with parents will be recorded on Edukey.

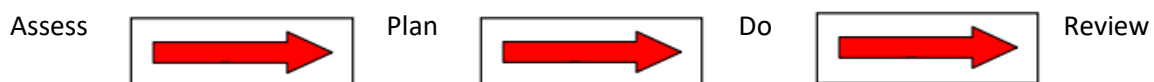
SEN Support

A review of the children will be held termly and this might lead to the conclusion that the pupil requires special educational provision to be made based on the four areas from the Code of Practice. The teacher or SENDCo will consult with parents / carers and obtain permission before we add their child to the SEN register at 'SEN support'.

The SENDCo and class teacher will refer to the Bradford Matrix of Need to ascertain the level of need. Where further support with this process is required, appropriate specialist teams from Bradford will be invited to assess the pupil. The Matrix of Need can be found here:

https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2_2%20RD260421.pdf

Where a child is identified as needing SEN provision, we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:



Assess

When a child has been identified as needing SEN Support the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services.

Plan

Where it is decided to provide a pupil with SEN Support, parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's Individual Education Plan (IEP) which outlines personalised targets and any teaching strategies or approaches that will be required to support the child to make progress throughout the term. Some children with Social, Emotional, Mental Health needs may also have a Crisis Plan and/or Risk Assessment written to help support their behaviour.

Do

The class teacher is responsible for working with the child on a daily basis, ensuring relevant strategies and interventions are implemented. Where the interventions involve group or one-to-one time away from the main class teacher, they still retain responsibility for the pupil. Teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly IEP Review meetings. Pupil and parent views will feed into these meetings and will contribute to the future planning of whether to continue with the targets set on the current IEP or set new targets for the following term, and whether the expertise of outside specialists is required.

Funding for SEND Support

Funding for provision from 'Below Age Related Expectations' to 'SEN support' comes from within the school's allocated budget.

EHCP

An EHCP brings together the health, education and care needs for children and young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet their individual needs

If the child or young person has not made expected progress despite following the graduated approach above, the SENDCo will discuss with parents whether to progress in requesting an Education, Health and Care Plan (EHCP) Assessment by the Local Authority. To apply for an EHCP, the child must have been through at least 2 terms of the 'plan, do review' cycle, so we have evidence that provision

has been put in place, but more is required to enable the child to progress. This is in line with the guidance in the Code of Practice. (p.87 section 6.37 onwards.) Progress grids for reference can be found on Bradford Schools Online by following the links below.

Early Years: EY SEN Progress Grid

<https://bso.bradford.gov.uk/userfiles/file/EPT/EY%20SEN%20Progress%20Grid%20181121RD.pdf>

School age children: School Age Progress Grid with ARE

<https://bso.bradford.gov.uk/userfiles/file/EPT/School%20Age%20Progress%20Grid%20080917RD.pdf>

Parents and the pupil will be involved in these discussions and the assessment, at all times and evidence will need to be provided by school and external agencies to support the application.

Following a request for an assessment, the Local Authority must determine whether an EHC Needs Assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful, the Local Authority will provide a finalised EHCP for a child or young person from the age of 0 – 25 years. This would mean that a child is within 'EHCP provision' in terms of having their needs met. The plan is a legal document that ensures a certain level of funding to support the school in meeting the needs of the young person.

Where an Education, Health and Care Plan Assessment is not successful, children with special educational needs will have their needs met through the ordinarily available provision in school, as outlined in this policy.

If the EHC application is successful, the class teacher and SENDCo, is then responsible for ensuring appropriate provision is in place to meet the outcomes set out in the plan.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer-term aspirations. They must be reviewed by the school, parents and Local Authority at a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate. If there are concerns about the progress of a pupil with an EHCP, then an annual review can be held at any time during the year and more than one can be held in the course of a year. The annual review can be used to request additional support or changes to the EHCP.

Note: Parents/Carers are often concerned about their child missing key aspects of the curriculum when working on interventions. The SENDCo and class teacher will timetable the child's activities in a way that matches their learning priorities. Often, for example, social, emotional or communication needs affect learning across the curriculum, so need to be given a very high priority.

Interventions

The term 'intervention' applies to a time specific, skill focused programme. Examples of this include 'Alphabet Arc', 'Literacy Gold', 'Colourful Semantics', 'Right from the Start' fine motor skill programmes, and the 'How to Tame Little Monsters' behavioural programme. These intervention sessions run for a specific duration of time with a targeted group of pupils. The impact from start to end is measured by the lead adult and monitored and evaluated with the SENDCo. Parents/carers will be informed of their child's participation in these, by the class teacher. Please refer to Bradford 'Best Endeavours' grid. <https://bso.bradford.gov.uk/content/senddocumentation>

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

External Agencies

Where we (the parents or carers, class teacher / leadership team and SENDCo) feel there is a higher level of need, we will draw on more specialised assessments from external agencies and professionals from the Local Authority. In Bradford we are fortunate to still have access to a range of specialist services, including Educational Psychologists. These are never involved without express parent/carer

consent, sometimes this in the form of a written agreement, dependent upon the agency involved and the role they will play. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress.

For pupils at SEN Support any one or more of the following agencies may be involved: - Educational Psychology Services, The SCIL Team, Education Welfare Service and Speech and Language services.

Links with Other Services: Social Services, Community Health Service and Parent Partnership Service

Supporting Pupils with Medical Conditions

The school database is updated as and when information comes into school. Any major changes are passed on to the class teacher straight away. Updated medical information is passed on to the teacher each term. Where necessary staff will be trained to support a child's medical condition.

Monitoring and Evaluation of SEND

We regularly and carefully monitor the quality of provision we offer all our pupils. The SENDCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The effectiveness of our provision for pupils identified as having special education needs will be determined by their progress which prevents the attainment gap widening and by assessing children's behaviour and their social and emotional skills. The SENDCo is involved in supporting teachers in setting appropriate provision. The SENDCo monitors provision in classrooms by class observations, book looks, pupil voice, monitoring of IEP targets, and feedback from parents. In addition, the SENDCo and the named governors with responsibility for special needs also hold regular meetings.

Roles and Responsibilities

The Local Education Authority (LA)

The LA has a responsibility for the identification, statutory assessment and provision for pupils requiring Education, Health and Care Plans (EHCP) and for annual reviews of those plans.

The Governing Board

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of practice 2014. They determine the school's approach and provision for children with SEND, establish appropriate staffing and funding arrangements and maintain a general oversight of the school's work. At Silsden Primary, we have a two SEND Governors, who monitor SEND provision, liaise regularly with the SENDCo and evaluate the success of the provision termly. Any policies relating to SEND are authorised by the Board of Governors. The named governors for SEN are Neil Whitaker and Louise Baxendale-Hughes.

The Headteacher

The Headteacher, Mr Karl Russell, works with the SENDCo and SEN governor to determine the strategic development of the SEN policy and provision within the school. He also has overall responsibility for the provision and progress of learners with SEN and/or a disability. Other responsibilities include:

- Ensuring the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure that the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure that the school fulfils its statutory duties with regard to the SEND code of practice.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The Assistant Head – Inclusion (SENDCo)

Miss Jennie Hudson, who is the school's named SENDCo, works closely with the Head Teacher, Senior Management Team and fellow teachers and is closely involved in the strategic development of the SEND policy and provision. Other responsibilities include:

- The day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHCP's.
- Give professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise staff and parents about the graduated approach to providing SEN support.
- Advise on the deployment of the schools delegated budget and other resources to meet pupils needs effectively.
- Contributing to the professional development of staff, with regard to SEN knowledge.
- Liaising with local secondary schools, to ensure that the school meets its' responsibilities under the Equality Act 2010, so that support is provided for Y6 pupils as they prepare to transfer.
- Ensuring that children's SEND files are forwarded to their new school, when they transfer to secondary or an in-year transfer to another primary school.
- If a child transfers to Silsden Primary School from another school and has SEND needs, the SENDCo's from each setting will make contact to discuss the child's needs and appropriate provision
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND register.

For those children within the Years 1 – 3, Mrs Alison O’Hara – Assistant Head will oversee the identification and provision for children with SEN. She will work closely with the SENDCo to liaise with parents, and outside agencies, completing relevant paperwork.

Class teachers

Teachers have the responsibility for the teaching, learning and progress of all children in their class including those with SEND. They ensure that they set suitable learning challenges in a continuous cycle of planning, teaching and reviewing which takes into account the range and diversity of individual needs. This includes looking carefully at classroom organisation, teaching materials and teaching and learning styles to ensure all children can access the curriculum. Teachers are responsible for adapting their teaching methods accordingly, planning interventions, drawing up and monitoring individual plans (where necessary) and managing support staff appropriately. They also work closely with teaching assistants or specialist staff to plan support and assess the impact of it.

Teaching Assistants

All teaching assistants across school will be involved in the education of pupils with SEND, both within the classroom setting and through the running of bespoke interventions. In the first instance they will be directed by the class teacher and SENDCo.

Training

All teachers and support staff undertake induction upon taking up a post, which includes a meeting with the SENDCo to explain the systems and structures in place around our SEND provision and practice, and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The SENDCo regularly attends the Bradford Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND. In addition, the SENDCo also attends the local network meetings within the Two Valley’s Collaborative in order to access further training; moderate the provision offered by our school in line with other local schools; share information and best practice and access resources.

Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologist, speech and language therapists, Children’s Services or other special needs practitioners, may be invited in to school to deliver any necessary training to meet staff needs.

Partnerships with parents

We recognise the value of parents and carers knowledge of their children and will seek to use that information in planning support for pupils. Parents and carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem-solving approach can be implemented.

The SENDCo or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENDCo, although parents can also meet with the SENDCo once a half term at the SEN drop in meeting published on the Welfare Newsletter.

We have a Welfare Inclusion Coordinator, Mrs Hannah Hodgson, who can be contacted via the school office should parents / carers have any concerns they wish to discuss, such as behaviour, emotional or financial support.

Local Authority Support for Parents/Carers:

- The Bradford Authority 'Local Offer' can be accessed via the following internet link: <http://localoffer.bradford.gov.uk/>
- Within the local offer many further support services are listed. <https://localoffer.bradford.gov.uk/Content.aspx?mid=126>
- Bradford Council also have a web page with links to information on the support it can offer children, young people and families within the Local Authority Site Navigation | Bradford Council
- Bradford SENDIASS: a service for parents / carers of children with special educational needs. Bradford SENDIASS | Barnardo's (barnardos.org.uk)

Details of these can also be provided by the SENDCo / parental liaison officer upon request.

Links With Other Schools and Transition

We recognise the importance of maintaining close links with all our Pre-school Nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the SENDCo for those children with SEND who transfer at Year 6 or any point in their school career. Information and records are given to primary schools or link secondary schools about pupils with additional needs. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

The SENDCo also maintains links with other SENDCos through the Two Valleys' SENCO network meetings.

School Information Report

In line with the Code of Practice 2015, schools and the LEA must publish a Local Offer which provides clear, comprehensive and accessible information about the support and opportunities that are available to children with SEN and their parents. The school offer has been agreed by our Board of Governors and this has been published on our school website.

Parents, carers and children are welcome to visit the school and they are encouraged to voice any concerns they might have about a child's individual needs and subsequent integration into our school.

Resources

A budget for SEN resources is set annually and the SENDCo is responsible for ordering resources from within this. All staff are encouraged to make suggestions about resources which they might find useful. Provision for children with identified difficulties is planned for on an individual needs related basis, in relation to the school's financial situation as allocated by Bradford Council. There may be identified needs which are best supported with small groups and/or on an individual basis.

Storing and Managing Information

In addition to the usual school records kept on all children, the SENDCo holds a central record to oversee the day-to-day management of special needs. The SENDCo will maintain these records and ensure access to them. The class teacher may also keep copies of evidence relating to a child's special educational needs. Copies of all paperwork relating to a child's SEN will be kept in the SEN filing cabinet in the Assistant Head's office. Documentation on individual pupils is passed on to the receiving school when a pupil moves setting.

Complaints Procedure

Complaints or cause for concern in the first instance should be discussed with the child's class teacher wherever possible. Where this is not appropriate, or the outcome of this is deemed unsatisfactory, an appointment can be made via the office for a meeting with the Head teacher and / or the SENDCo where concerns can be discussed. See the school website for the Complaints Procedure.

Review of the SEND Policy

In line with the recommendations outlined by NASEN, this policy will be reviewed annually. This process involves the scrutiny of the policy by staff and governors in order to ensure it reflects accurately the practice we are required to undertake in school in line with all government legislation. Staff and governors will discuss any need for alteration or change in practice, following reflection upon the previous year. Where significant change occurs in terms of staffing or legislation, the policy will be updated as soon as is feasibly possible.

Review Date – April 2025