

Silsden
Primary School

Young Minds, Free Spirit, Great Future

Silsden Primary School

SEND Policy

Adopted: July 2025

Review Due: July 2026

Contents

1. Legislation and Guidance	P3
2. Our School Values	P4
3. Our SEN and Disabilities Policy Aims and Objectives	P4
4. Definition of Special Educational Needs	P5
5. Definition of Disability	P5
6. EAL (English as an Additional Language)	P5
7. The 4 Areas of Special Educational Need	P5
8. Identifying Special Educational Needs	P6-7
9. The Graduated Approach to SEN Support	P8-9
10. Our School Based SEN Provision	P9-10
11. Effectiveness of our SEND Provision	P10
12. Standard Attainment Tests (SATs)	P10
13. Roles and Responsibilities	P10-13
14. Training	P14
15. Budget and Funding	P14
16. Our Partnership with Parents	P14
17. External SEN Support For School	P15
18. Links With Other Schools and Transition	P15
19. Admission Arrangements and Access	P16
20. School Information Report	P16
21. Storing and Managing Information	P16
22. Complaints Procedure	P16
23. Safeguarding	P17
24. Review of the SEND Policy	P17

1. Legislation and Guidance

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:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

[The Equality Act 2010 \(section 20\)](#), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

[The Public Sector Equality Duty \(section 149 of the Equality Act 2010\)](#) which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

[The School Admissions Policy](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

2. Our School Values

The purpose of this policy is to address the needs of pupils with Special Educational Needs and pupils who have disabilities (SEND) and outline the successful inclusion of pupils at Silsden Primary School.

We are dedicated to helping every child reach their full potential, fostering their happiness in the process. Happy children grow into confident and effective learners! We value and celebrate the diverse backgrounds of all our students, treating each child with equal care and respect. Our commitment is to deliver the highest quality education within a nurturing and supportive environment. At Silsden Primary School we provide a curriculum designed to support and promote the best possible progress for every pupil, and have the same high expectations of all pupils, regardless of their needs or abilities.

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)

3. 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 that 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.

4. Definition of Special Educational Needs

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.'

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Definition of 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.

6. EAL (English as an Additional Language)

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 difficulties that they have in the classroom are due to limitations in their command of English or arise from SEND.

7. The 4 Areas of Special Educational Need

The needs of pupils with SEND are grouped into 4 broad areas of need as listed in the SEND Code of Practise. Pupils can have needs in more than 1 area, and their needs may change over time. Silsden Primary provides support for children across all four areas of need listed in the SEND Code of Practice:

- **Cognition and Learning**
Despite appropriate differentiation, pupils in this area often struggle to learn at the same rate as their peers, have difficulties with organisation and could have weak memory skills. Pupils may have a specific difficulty affecting one particular part of their learning performance in English or Maths and may require additional support. (i.e Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, moderate and severe learning difficulties)
- **Communication and Interaction**
Pupils with this need may have difficulty understanding and using language, expressing themselves clearly and engaging in social interactions. (i.e. Speech and Language Difficulties, Neurodevelopmental profile).
- **Social Emotional and Mental Health difficulties**
Pupils with this area of need may find it difficult to understand and manage emotions, form positive relationships, and cope with social situations. Pupils may have difficulty making or keeping friends, low self-esteem or confidence, difficulty following rules or accepting authority and may become easily overwhelmed or withdrawn. (i.e ADHD, ADD, Pathological Demand Avoidance (PDA), Attachment Disorder, eating disorders, anxiety and depression)

- **Sensory and/or Physical needs**

Pupils with this need may have differences in how they process sensory information (like sound, touch, light, or movement). This area of need can affect movement, coordination, and access to learning or daily activities. (i.e Hearing impairments, visual impairments, multi-sensory impairments, physical impairment)

8. Identifying Special Educational Needs

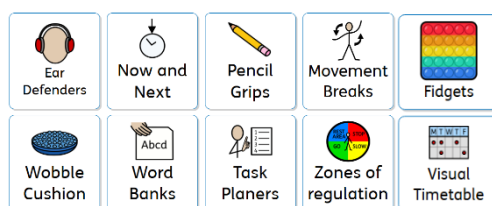
At Silsden Primary School, we identify children with Special Educational Needs and Difficulties as early as possible. Some children will have already been identified as having needs, before they start at Silsden Primary School, in which case, we work in partnership with the professionals that already know them to support their learning.

Initial identification is usually through comments or concerns brought by school staff working directly with the child or by the child's parents. If parents do feel that they need to raise a concern about their child's progress, they should speak to the class teacher in the first instance. These concerns may be based on the child's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.

Early identification is paramount, and therefore staff working in school, monitor the children's progress carefully. The SENDCo will first offer advice on **quality first teaching** strategies, for the class teacher to implement.

8.1 Ordinarily Available Provision (Quality First Teaching)

The class teacher is responsible for planning differentiated lessons and is accountable for the progress of all pupils in their class. 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 Phase Leaders, the SENDCO's, and the leadership team of the school, through lesson observation, planning and book scrutiny. This ensures we can identify early any pupil who may be at risk of underachievement and / or social exclusion. Some examples of Ordinarily Available Provision include:



Silsden Primary School have been assigned a Specialist Teacher from Bradford's Cognition and Learning team (SCIL), who collaborates closely with the SENDCOs to enhance Quality First Teaching in our classrooms, and provides tailored support for learners with more complex needs.

If limited progress is being made, the child will then be placed on '**Monitoring**', and further strategies are implemented.

8.2 Children on our Monitoring Register – Additional and Different Provision

Some children require additional support beyond the classroom and these needs are addressed through carefully planned interventions and small group work. Each session is planned by a teacher to meet your child's needs and is taught either by the teacher or teaching assistant who has had training to run the intervention. Progress is tracked through evaluations to assess the effectiveness of the focused learning. This may include interventions such as regular 1-1 reading, Literacy Gold, Sensory Circuits or regular social stories. For children on our monitoring register, a Pupil Passport will be written by the class teacher documenting the strengths, needs and provision for the child.

8.3 Children on our SEND Register – Additional and Different Provision

When we review the interventions put in place and provision in the classroom for a child, the child may still be presenting with concerns to us. If this is the case, parents will be invited into a meeting to discuss putting the child on the **SEND** register. **Parents must consent to their child going on the SEND register.**

8.4 Children on our SEND+ Register - Personalised Provision:

Children will be moved to **SEND+** on the SEND register if the pupil's needs cannot be met through the additional and different provision we have put in place (as detailed above). These pupils will have an Individual Learning Plan (IEP) with SMART targets to help them achieve their potential and a Pupil Passport, which will document the child's specialist interventions and provisions. This type of support is available for children with specific barriers to learning that cannot be overcome through ordinarily available provision or through small intervention group work. SEND+ children's targets will be reviewed by class teachers half-termly and parents will be consulted termly with regard to their child and their targets. Within our Pupil Passport, pupil voice is captured to support expressing their views on their learning and how adults can support them.

After at least 2 terms of the 'plan, do review' cycle, we have evidence, that more specific intervention is required to enable the child to progress, the school may, in consultation with the pupil's Parents/Carers, request a statutory assessment of SEND through Bradford SEND team to look at an Educational, Health, Care Assessment (EHCA).

This is in line with the Bradford Matrix of Need :

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

8.5 Children with an Education Health Care Plans (EHCP)

Some individual pupils will require an EHCP which outlines the specific individual 1:1 support they require at school to support their learning journey. 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 an EHCP is issued, the plan will detail the level of support that needs to be put in place. This will be within either a mainstream or a resourced / specialist provision, as identified through the assessment process and in line with parental preference. It will also have medium and long term outcomes set out in the plan. This will be reviewed yearly through an annual review taking into account the views of the pupil, parents/carers and school. If changes are required to the EHCP in relation to outcomes and provision this can be done with support of external SEND agencies such as Educational Psychologists and Bradford specialist teachers reports.

9. The Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, and consent has been given for them to be on the SEN Register at Silsden Primary School, we will take action to remove any barriers to learning and put effective special educational provision in place (as described above). This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.



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

Through termly 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 Pupil Passport which outlines 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. All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

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 review meetings. Pupil, teacher and parent views will feed into these meetings and will contribute to the future planning of interventions and provisions.

10. Our School Based SEN Provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

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.

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

10.1 Education, Health and Care plan (EHCP)

Pupils who need more support than is available through the school's SEN provision, may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E

10.2 Social and Emotional Provision

There are strong support systems in place across school to ensure the wellbeing of all children. The Inclusion Team consists of, the two SENDCo's, Welfare Inclusion Coordinator, Play Therapist and Mental Health Champion.

Our Wellbeing Inclusion Co-Ordinator -Hannah Hodgson, provides support to children and their families experiencing difficulties with emotional and social development. In addition to Hannah, we have a Play Therapist, who runs 1:1 therapy and Theraplay groups for children who require additional SEMH support.

At Silsden Primary School, we are passionate about supporting children with their mental health and emotional wellbeing. We run a programme called 'My Happy Mind' which enables all children to access learning about how their brain works, what makes them special, developing an attitude of gratitude, understanding positive relationships and setting meaningful goals for themselves.

Should we require specialist support to work with pupils, we can currently access the Educational Psychologist and are able to refer to CAMHs where appropriate. School can also seek advice from specialist teachers for individual pupils from Bradford's SCIL team, where appropriate (with parental

consent), and have actively worked with the Educational Emotional Wellbeing Practitioner Team to provide both individual and group workshops to develop strategies for supporting SEMH development.

10.3 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.

11. Effectiveness of our SEND Provision

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.

12. Standard Attainment Tests (SATs)

Phase Leaders and the Headteacher will work with families to decide whether or not a particular assessment or examination is appropriate and accessible to the individual concerned. For statutory assessments in Year 6, (SATs) the government releases annually the guidance for schools for checking accessibility. This details how schools must assess accessibility with regard to a specific need, such as visual impairment, if they believe a pupil may struggle to access the test. Such screening takes place several weeks prior to the SATs. The outcome may result in a pupil being allocated extra time, a reader, a scribe or a coloured / enlarged text. Where needs are more complex, specialist services such as the Educational Psychologist will provide reports to support decisions.

13. Roles and Responsibilities

13.1 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.

13.2 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 named governors for SEN, they are Neil Whitaker and Louise Hughes. Their duties are:

- To help raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this by meeting with the SENDCo's termly.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Authorise any policies relating to SEND along with the Board of Governors.

13.3 The Headteacher

The Headteacher, Mr Karl Russell, works with the SENDCo's and SEN governors 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.
- Identify SEN professional development needs through Performance Management meetings
- Deploy sufficient resources to meet children's needs and ensure SEN funding is being used appropriately across school
- Have an overview of the needs of the current cohort of pupils on the SEND register

13.4 Deputy Head and SENDCo

Mrs Alison O'Hara (Deputy Head Teacher) and Miss Olivia Gregson are the school's named SENDCo's. They work closely with the Head Teacher, Phase Leaders and class teachers and are 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.
- Informing parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- 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.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- 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.

13.5 The Phase Leader will:

Our Phase Leaders work with the SENDCO's to:

- monitor the implementation of the school's SEN policy across their phase
- ensure that high expectations are shared by all staff in regards to our SEN learners
- ensure that planning is based on assessment and work is differentiated or adapted depending on level and need.
- monitor the curriculum to ensure there is access to a broad and balanced curriculum for **all** pupils.
- help to identify and support professional development needs and inform the SENDCO's

13.6 Class Teachers

Teachers have the responsibility for the teaching, learning and progress of all children in their class including those with SEND. They will:

- Identify the learning needs of pupils through ongoing assessment and the support of the SENDCo's
- Plan and provide high-quality teaching that is differentiated or adapted to meet pupil needs through a graduated approach
- Provide relevant resources to support access to the curriculum
- Be aware of and implement the school's SEN policy
- Keep the SENDCO's informed about children causing concern
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Involve support staff in monitoring and evaluating pupil's progress
- Follow advice and strategies given by outside agencies and Bradford specialist teachers
- Set SMART IEP targets for children and ensure SEN children are working towards their targets, which are reviewed each half term.
- Engage in continuing professional development in regards to their SEN knowledge as appropriate

- Ensure that relevant and appropriate information is available for supply teachers taking a lesson
- Listen to the parents' concerns and liaise with the SENDCO's.

13.7 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. Teaching Assistants will:

- Work under the direction of the Class Teacher
- Keep themselves informed of targets for pupils with whom they work
- Keep records and share information with the teacher about pupil's progress in meeting targets or learning objectives set by the teacher
- Become familiar with teaching strategies and resources to be used prior to the lesson
- Under the direction of the teacher, prepare materials
- Follow school policies
- Maintain confidentiality
- Take part in SEN training and development as required

13.8 Parents or Carers

Parents or carers should always inform the school if they have any concerns about their child's progress. They will:

- Ensure that children attend school punctually and in good health.
- Participate in discussions and decisions about their child's progress and attend termly meetings to review the provision that is in place for their child and to discuss matters with teachers relating to the child's well-being and development.
- Take an active interest in their child's education and support their child's learning as detailed on the IEP.

13.9 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. The pupil's views will be taken into account in making decisions that affect them, whenever possible. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions through a pupil voice group

14. 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, or other special needs practitioners may be invited in to school to deliver any necessary training to meet staff needs.

The Head Teacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. Staff have the opportunity to request CPD to enhance their role at any point in the academic year.

15. Budget and Funding

Education Bradford advises the school on the SEN allocation annually. Additional funding may be attached to an EHC Plan to meet a child's needs. The head teacher and SENDCo ensures that sufficient resources are deployed to meet children's needs.

Funding is also used across school to support the buying of resources and the training of staff to continue to support our staff in meeting our children's needs. This is implemented based upon the current SEN needs of our school. These decisions are discussed with the headteacher, SENDCo and when appropriate our school governors.

16. Our Partnership with Parents

All Parents/Carers of children with additional needs will have access to a copy of the School's 'SEN Policy and SEND Information Report' via the school website, which provides a guide to provision at Silsden Primary School. Staff and Parents/Carers will work together to support pupils identified as having additional needs.

Termly meetings are held with Parents and Class Teachers for all children on our SEN register. Parent's of children with EHCP's have their plans reviewed annually. This can be done earlier, if appropriate. At review meetings with Parents/Carers we believe it is essential to try to always make sure that the child's strengths as well as difficulties are discussed. The Class Teacher will keep parents informed of the provision their child is receiving by sharing details of additional intervention, and where appropriate individual targets with them. It is important that Teachers also draw on information from Parents about Children out of school, as this allows us to build a whole picture of the child.

Parents/Carers evenings provide regular opportunities to discuss concerns and progress. Parents/Carers are able to make other appointments on request. Teaching staff will work alongside the SENDCO to ensure that information is passed on in transition to the next year group.

16.1 Local Authority Support for Parents/Carers:

- The Bradford Authority 'Local Offer' can be accessed via the following internet link: <http://localoffer.bradford.gov.uk/>
- 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)

17. External SEN Support For School

Sometimes a pupil requires more specialised assessments from external agencies and professionals from external agencies. At Silsden Primary School we work with the following agencies to provide support for children with SEND:

- Bradford SCIL team specialist teachers
- Bradford Education Psychology Service
- Speech & Language therapy
- Visual & Hearing Impairment team
- Physical & Medical team
- CAMHS
- School Nurse
- Virtual School Team
- Barnardo's / SENDIASS
- Social Services
- Medical Needs and Hospital Education Service
- Educational Emotional Wellbeing Practitioners
- Occupational Therapists / Physiotherapists
- Paediatricians

Parental permission must be given before arranging for any outside agencies to come in and work with your child. Once the feedback has been received, we will meet with parents to share the feedback from the meeting and ensure strategies are put in place to support the child.

18. 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 journey. 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.

19. Admission Arrangements and Access

Normal school procedures will apply to the admission of children with SEN. However, the following additional arrangements will be applied:

- Where a statement or proposed EHC Plan is in place, a detailed description of the child will be included. The LA will consult with the school prior to naming it. The head teacher and SENDCo will discuss whether the school can make the provision outlined.
- If a child is admitted directly from home, parents will be invited into school to discuss the child and their needs before admission. All known outside agencies will be consulted by the SENDCO or Headteacher.
- If a child is admitted from a nursery/other school, the SENDCO will gather all relevant information from the feeder school and discuss needs with the parents either before the child is admitted, or once the child has been admitted depending on the child's severity of need.

Following the consultation process the Headteacher and SENDCO will advise the parents how the child's needs can be met within the school. The school will take measures to prepare for the entry of children with particular needs. The school governors have reviewed access and a plan is in place for children with mobility issues.

20. 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.

21. Storing and Managing Information

In addition to the usual school records kept on all children, the SENDCo holds an electronic 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 Deputy Head's office. Documentation on individual pupils is passed on to the receiving school when a pupil moves setting.

22. 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.

23. Safeguarding

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

Any reports of abuse involving pupils with SEND will involve close liaison between the Designated Safeguarding Leads - (Mr Karl Russell -Head Teacher, Mrs Alison O'Hara - Deputy Head Teacher, Mrs Hannah Hodgson - Welfare Inclusion Coordinator) and the school SENDCO's – Mrs Alison O'Hara and Miss Olivia Gregson.

24. 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.

Renewal Date – May 2026

Written by A.Ohara and O.Gregson - May 2025