



Silsden Primary School

School Information Report 2026

Young Minds, Free Spirit, Great Future



Introduction

The following document is an information report detailing relevant information about Special Educational Needs and Disabilities (SEND) at Silsden Primary School.

The information contained within this report is also to be considered alongside the schools SEND Policy and Local Offer.

Our School

Silsden Primary School takes great pride in being a highly inclusive community. 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.

All staff at Silsden Primary School 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.



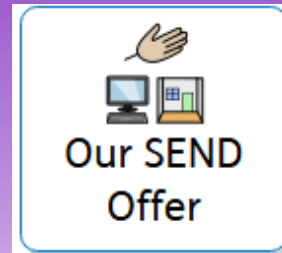
Meet our SENDCo's

Silsden Primary school has two SENDCO's, Mrs O'Hara and Miss Gregson, who can be contacted via the SEN email address – SEN@siltsden.bradford.sch.uk or by telephone (01535 210666).





What Is Our Offer To Children With SEND?



At Silsden Primary School, we value every child by providing equal access to a broad and balanced curriculum, which is carefully tailored to meet individual needs and abilities. Every effort is made to ensure children with SEND are integrated into all aspects of the school and we do this by:

- Having high expectations of all pupils, through differentiated and adapted lessons.
- Having high expectations of our teachers, to provide Quality First Teaching (QFT).
- Ensuring children are taught alongside their peers in flexible teaching groups, whenever possible.
- We ensure that SEND considerations are integrated into all curriculum areas and every aspect of teaching and learning, both inside and outside the classroom.



- SENDCO's supporting teachers to provide additional resources to individual children to access their learning.
- Enhancing the knowledge and skills of our staff to address the needs within our school. To ensure high quality support, we provide training, involving specialists when necessary.
- We have an effective graduated approach cycle that allows us to monitor, review and plan the next steps for pupils.
- Having successful communication between teachers, children with SEND, parents of SEND children, intervention groups and outside agencies.
- We involve outside agencies in supporting our children with additional needs. In addition to this we have a commissioned Educational Psychologist service, an NHS Speech and Language therapist 2 days a week, and our own qualified Play Therapist.
- Working with our Specialist Teacher from Bradford's SCIL Team to develop Quality First Teaching strategies and provision, in addition to informing bespoke/ individual support for the more complex learners.



How do we align with the Bradford local area partnership strategy?



Communication and Engagement

We will share information that can be understood, via all channels available including the Local Offer, newsletters, parent/carers groups and contact with professionals.

Our Send Journey

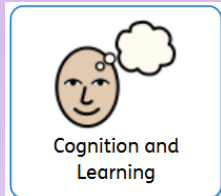
We will work together to use all relevant information and resources and hold ourselves to account to/make sure we meet your needs.

Developing Services and Support

We will involve service users when developing, shaping, and reviewing services, to ensure they are able to meet needs and will work to ensure SEND families experience positive relationships with professionals.



What areas of Special Educational Needs do you provide for?



Silsden Primary provides support for children across all four areas of need listed in the SEND Code of Practice:

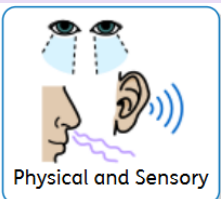
- **Cognition and Learning** (Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, moderate and severe learning difficulties)



- **Communication and Interaction** (i.e. Speech and Language Difficulties, Neurodevelopmental profile).



- **Social Emotional and Mental Health** difficulties (SEMH) (including ADHD, ADD, Pathological Demand Avoidance (PDA), Attachment Disorder, eating disorders, anxiety and depression)

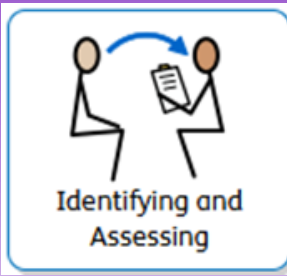


- **Sensory and/or Physical needs** (hearing impairments, visual impairments, multi-sensory impairments, physical impairment)

These four broad areas give an overview of the range of needs that we plan and provide for.

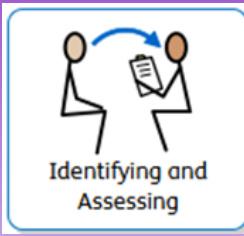


How do we identifying and assess need?



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.



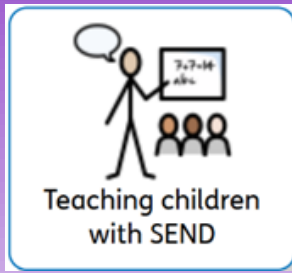
Early identification is paramount, and therefore staff working in school, monitor the children's progress carefully. When a teacher has a concern, they will complete a Pupil Support Form for the SENDCo. Following this, the SENDCO will observe the child in class and offer advice on quality first teaching strategies, for the class teacher to implement. If limited progress is being made, the child will then be placed on the 'Monitoring' register and further strategies implemented. If your child is still a concern to us parents will be invited into a meeting to discuss putting the child on the SEND register. Parents must consent to this.

We will continue to follow the 'Assess, Plan, Do, Review' cycle and where necessary initiate further assessments from outside agencies to support us in ensuring that we are offering the best support we can. A Pupil Passport will be written by the class teacher documenting the strengths, needs and provision for the child.

Children who require a higher level of support, will be identified as SEND+ and will have an Individual Learning Plan (IEP) with SMART targets to help them achieve their potential.



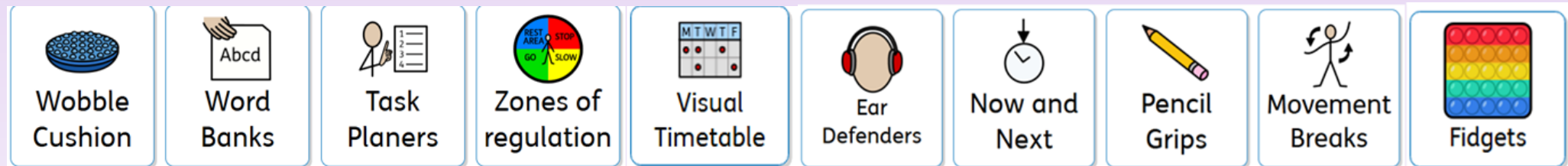
What is our approach to teaching children with SEN?



We are an inclusive school and believe that all children have an equal right to a full and rounded education, through a curriculum which excites and ignites children to want to learn and enable them to achieve their full potential. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with Special Educational Needs and Disabilities. Our approach to teaching pupils with SEND varies depending on individual need:

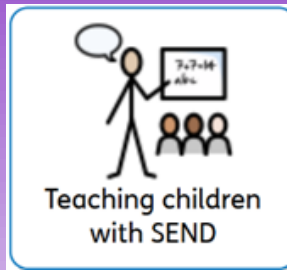
Quality First Teaching (QFT) – this can be defined as the provision made for children whose needs can be met through good quality classroom teaching and includes:

- High quality, inclusive teaching, which takes into account the learning needs of all the children in the classroom.
- Teaching is based on building on what your child already knows, can do and understands.
- A range of different methods of teaching are in place so that your child is fully involved in learning in class.
- There may be some specific strategies in place, suggested by the SENDCo to support your child's learning as seen below.



Children on our Monitoring list:

- Some children require additional support. 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.



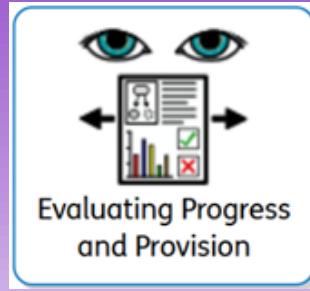
Children on our SEN list - Personalised Provision:

- We may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through ordinarily available provision and small group work.
- These children will usually be put on our SEN list as we are using strategies over and above Quality First Teaching.
- Specific individual support (1:1) is usually provided when an Education, Health and Care Plan (EHCP) is in place. If an EHCP is in place your child will usually need specialist support from professionals outside the school as well as support from the SENDCo.
- School may make a referral to external agencies and we will work with them to implement the recommendations provided. This may include making adjustments to the level of adult support provided and access to specialist equipment/resources, an adapted curriculum, as well as specific personalised interventions.

We 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.



How do we evaluate progress?



Progress is monitored daily during lessons as part of Quality First Teaching by Class Teachers and this informs lesson planning. More formal assessments are used termly to identify gaps in learning and this is discussed and reviewed at a termly Pupil Progress meeting with the Senior Management Team.

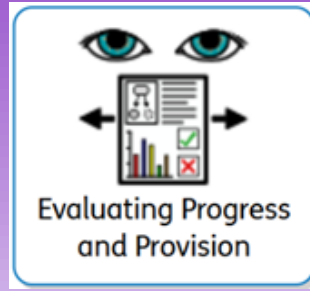
Children with an Individual Education Plan (IEP) have personal targets, which are closely monitored by the SENDCo's, Class Teachers and Teaching Assistants. These are reviewed half termly by the Class Teacher. We use BSquared as an Assessment tool for our SEN learners to track their small steps of progress and inform us of their next steps for their IEP targets.

Parents and Children's views are considered when setting new targets and adjusting provision, as we aim to ensure the child's well-being remains central to their Individual Education Plan.

In addition to a termly IEP meeting, children who are on an Education, Health Care Plan (EHCP) will have an Annual Review meeting to celebrate the progress the child has made and create new targets / change provision if required. The views of the child, parent, teachers and external agencies will be considered.



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How do we support children's SEMH needs?



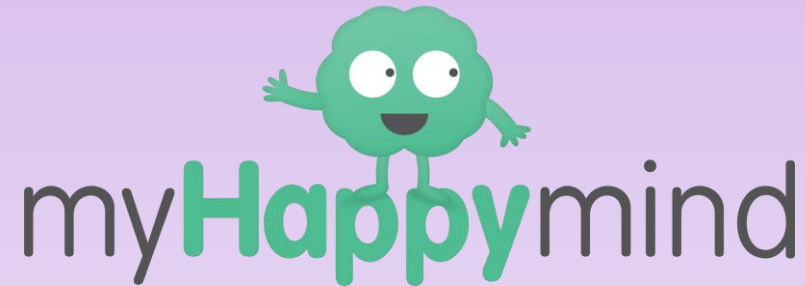
There are strong support systems in place across school to ensure the wellbeing of all children.
The Inclusion Team consists of, the two SENDCo's, Welfare Inclusion Coordinator, Play Therapist and Mental Health Champion.

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.



How do we support children's SEMH needs?

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.

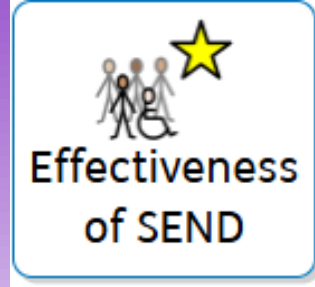
How do we include children with SEN needs?

We include all children in all activities, unless there is a chance of a pupil harming himself or herself. The inclusive approach to our children's education means that all children take part in all parts of school life that are available to them.

We encourage every child to participate in extra curricular activities, events such as sports day, school competitions, assemblies, performances, workshops, and more. We also want all children to participate in our trips, including residential. If adaptations need to be made to allow for this full inclusive approach, then we will try our best to meet the child's needs.

Where there are concerns about the safety of an activity for a particular child, risk assessments are carried out and appropriate measures put in place to ensure the child can take part, in consultation with the child's parents /carers. If a health and safety risk assessment indicates the need for intensive 1:1 support, a parent or carer may be asked to accompany their child, alongside the usual school staff. On the rare occasion where an individual cannot access an activity for safety reasons a suitable alternative is provided.

Children are also encouraged to apply for roles of responsibility within the school, such as school council, science leaders, and house captains. No child is ever excluded from these activities due to their SEN or disability.

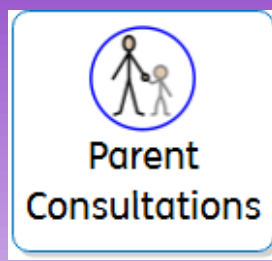


How do we evaluate our SEND provision?

The school evaluates its own effectiveness, and this is monitored through a variety of processes. The Headteacher reports on all aspects of the school to governors, and we have two governors responsible for SEND provision. The SENDCo's meet with the SEND governors to keep them up to date about the needs of and provision for pupils in school. The school also buys external monitoring to provide governors with an independent view of the school.



How do we include parent voice?



It is important that we work closely with all parents. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

To ensure this happens we:

- Hold two parent consultation evenings per year, where parents of children on the SEN register are invited to book an extended 20 minute appointment. In addition to having the opportunity to discuss your child's education with the class teacher, one of the SENDCo's will always be available at parent's evenings, to join in a meeting or to arrange a follow up appointment where required.
- In addition to planned parent evenings the SENDCo's are available for ad-hoc face to face or telephone conversations with parents and will always keep parents informed about any professionals coming in to see their child or any changes in provision for their child.
- For parents of children with an EHCP – you are invited to an annual review meeting with the SENDCo, class teacher and any other professionals who have been involved with your child.



How do we include pupil voice?

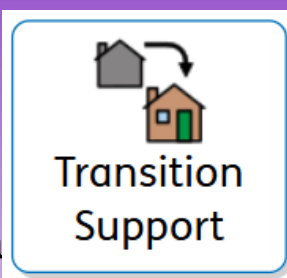


Children who are on the SEND register at Silsden Primary School are regularly consulted in regards to their interests and preferences, so that this information can be used to help support them in their learning.

We involve our SEND children by asking for their input to:

- Pupil voice
- One Page Profile
- Individual targets on IEP's
- EHCP Annual Reviews (some of our KS2 children will attend these meetings depending on their need.)

How do we support transition?



We value the importance of successful transitions between different phases of education and although transition will be designed specifically to meet their needs, we will support pupils by having regular communication with parents/carers, the previous Nursery/School, any professionals involved with the child, and the child if age appropriate.

How we support children with SEND who are starting at our school.

Before starting in Reception, teachers will liaise with the staff at the child's current Nursery to ensure that we are fully aware of the child's abilities, interests and needs. We have a series of transition visits for new starters and parents so that there are opportunities to become familiar with our school and to meet and talk to the staff as well as the SENDCo. Pupils can also be provided with transition booklets which include photos of the teacher, TA and classroom environment.

How we support SEND children moving between classes at Silsden Primary School.

Class teachers (and SENDCo if required) meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans and pass on additional information. Children are given the opportunity to meet their new teachers and spend time in their new classroom. If required the SENDCO will arrange a meeting with the parents and the new class teacher in the first two weeks of the child joining their new class.

How we support SEND children leaving our school.

Children with SEND are given an extensive level of support before they move to their new school. We work closely with parents and the SENDCo at the school of their choice to make transition as smooth as possible. As well as having visits from the SENDCo at the new school, there are opportunities for extra transition visits and usually a named person to act as a point of contact. The new school will be invited to attend SEN review meetings in the summer and all relevant paper work will be passed to the new school. In the Summer term, our Play Therapist delivers workshops around the transition to a small group of children who we feel will find transition difficult. These are selected by the SENDCo and Class Teachers.

How we support Mid-Year new starters with SEND.

When we are informed that pupils joining us from other settings have identified Special Educational Needs, we arrange a meeting with the family to better understand the support required and the child's likes / dislikes. We also contact their current school to arrange for us to observe the child in their current setting (if the school is local) and speak with the SENDCo and current Class Teacher to find out what support and strategies are effective for the child. We can provide children with SEND a phased start to school should this be required.



How do we ensure our staff have the skills to meet your child's needs?



At Silsden Primary School, we are committed to professional development and strive to ensure all our staff have the knowledge and skills needed to support your child.

Training in SEND, forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff is provided according to need.

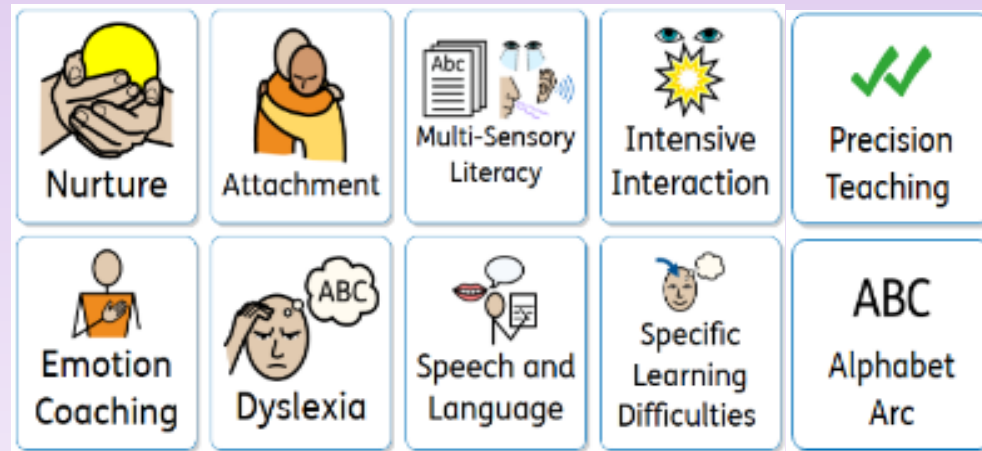
We use the support and expertise of our Local Authority SCIL's teacher to advise us on provision. If a new intervention is suggested as part of a child's provision, we will arrange training for as many staff as feasibly possible, so we have a whole school understanding of the intervention.



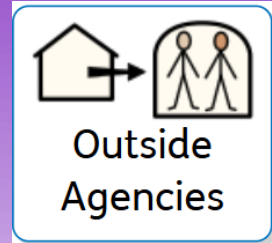
The SENDCo's keep up to date with Local and National developments by attending termly Bradford LA SEN meetings, and by being part of the Two Valleys SEN cluster group of schools who meet every half term to share good practise and hear about SEN updates.

The SENDCo acts as a link to a wide range of other specialist outside agencies such as Speech and Language Therapy, CAMHS, School Health, Child Development Centre, Hearing and Visually Impaired Services etc.

Some of our staff members have received training in the following areas:



Which outside agencies do we work with?

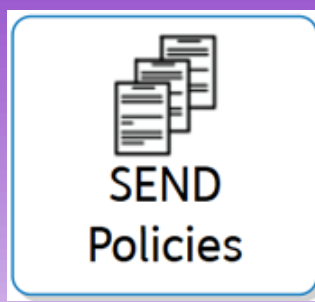


We work with the following agencies to provide support for children with SEND:

- 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
- Barnado's / SENDIASS
- Social Services
- Medical Needs and Hospital Education Service
- Educational Emotional Wellbeing Practitioners
- Occupational Therapists / Physiotherapists
- Paediatricians

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice or work with the professionals.

Which policies refer to SEND?



The school meets the statutory duties set out in the Children and Families Act 2014 (<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)

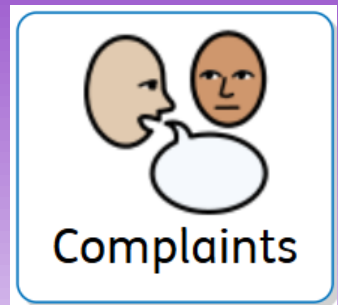
and the SEND Code of Practice: (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).

School policies reflect the school's commitment to the inclusion, safety and wellbeing of all children and can be found on the school's website.

- SEN and Inclusion Disabilities Policy
- Accessibility Plan
- Attendance Policy
- Behaviour and Relationships Policy, including Anti-bullying
- Equality Policy and Objectives and Equality Plan
- Online Safety Policy
- Health and Safety Policy
- Intimate Care Policy
- Medical Conditions Policy
- Safeguarding and Child Protection Policy



What is the school complaint procedure?



Any complaints regarding the provision for children with SEND are usually resolved readily and informally by the class teacher. If the issue remains unresolved, the concerns should be referred to the SENDCo, then escalated to the Headteacher. Beyond this, a complaint may be taken to the governor responsible for SEND/inclusion. In the event that the complaint is still unresolved, the matter should be taken through the general Governors' complaints procedure. A copy of the Complaints Policy is available on the school website or can be obtained from the school office.



How do you contact the Bradford SEND Team?



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

Other contacts include:

- Barnardo's SENDIASS 01274 513300
- Bradford Early Advice Team 01535 661275
- Children's Community Support Team 07582109892 or 07582101003
- Child Development Centre 01535 652511
- Bradford SEND team 01274 435750