



## All Saints CE Primary school offer.

We are a fully inclusive school which aims 'for all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.'

### 1. Identification of Special Needs

We follow guidance from [Bradford Metropolitan District Council's Children's Services for SEN](#). (See the Guidance of Prime Needs.) This is based on a graduated approach and an assess, plan do and review 3 range structure.

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

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Draft Special Needs Code of Practice: for 0-25 years October 2013)

Once we have identified a pupil with SEN we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child's progress or needs then talk with the class teacher who will then direct you to the SENCO if this is appropriate.

### 2. How will my child be supported?

#### Range 1: Initial concern

The class teacher will be aware of your child's needs and provide for them within normal differentiation. The class teacher will have identified strategies and activities or interventions that should help your child to progress in their area of need. Therefore most of the time, your child will be working towards the same objectives as the other children in the class, with quality first teaching strategies in place.

#### Range 2&3: SEN support



Through the graduated approach in school, staff may feel further advice is needed. The relevant external advisers (eg Educational Psychologists, Speech Therapists or Learning Support Teachers) would then be consulted if we felt necessary. They will discuss concerns with SENCo and teacher, observe your child further, and assess your child. A report would normally follow with recommended strategies, to support your child. You may sometimes have chance to discuss your child's needs with these specialists.

Children who need SEN support, spend a proportion of their time working on special activities, often 1:1 with an adult or in a small supported group. However, they will still spend most of their time working within the class, on tasks differentiated to the appropriate level.

#### **Range 4: Statement/Education and Health Care Plan**

Children with Statement/EHCP have allocated hours for support to enable them access the curriculum at their personal level. You should be aware of the main adults who work with your child. The aim of the support, is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at review meetings. You may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP multi agency meeting. The terms of the Statement/EHCP of SEN will be reviewed and amended as required. You will be invited to attend this multi-agency meeting and to contribute your views at a pre-meeting with your child and SENCo.

**Note:** Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The SENCO and class teacher will timetable your 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.

#### **Effectiveness of provision**

Interventions are monitored and evaluated by the SENCo and phase leaders. A Provision map is produced, which tracks interventions, targets and all areas of provision for each child with SEN.

#### **SEN Governor**

We have an SEN Governor who liaises with the SENCo meeting to discuss implementation of SEN across school and attending the annual reviews. An annual report is delivered to Governors by the SENCo. Any policies or legislation pertaining to SEN are presented to and authorised by the Governing Body.

#### **I LEARN BY:**

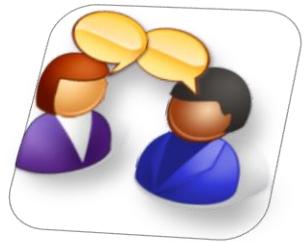


#### **3. Curriculum**

Class teachers through quality first teaching, differentiate work for children in class according to their abilities. Any further individual differentiation and delivery of interventions is facilitated in discussions with the phase leaders and SENCo. Support is then timetabled in to meet the individual needs

#### **4. Communication**

Twice yearly parents evenings are held one in the Autumn and one in the Spring term. A written report is produced in the Summer term. Additional to this, your child's targets will be shared with you. Children will be encouraged to set their own targets in discussions with their teachers. You will also be invited for meetings during the year with the SENCo and class teacher, as appropriate. In addition to the above, throughout the year, there will be parent training and coffee sessions, to attend if you wish.



#### **5. Well Being**

If your child has a medical need, staff will receive appropriate training to administer appropriate medication, from the school nursing team and where necessary Care Plans will be drawn up and implemented.

Advice can also be sought from outside agencies to support staff to cater for behavioural, physical and for pastoral care needs. A range of school policies underpin our SEN offer. Our in school 'Pupil and Parent support worker', will implement many programmes, with pupils and where necessary families, who need further support to enhance their overall wellbeing.

#### **6. Specialist Help**

##### **1. Special Educational Needs Coordinator (SENCo)**

Liaising with parents/carers, school staff and external agencies, the SENCo is responsible for co-ordinating the support of all children with SEN in school.

##### **Head Teacher**

The Head Teacher is ultimately responsible for SEN policy and provision.

##### **2) External Agencies**

Different children have different needs. Schools can seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below. (Your permission will always be sought)

**Educational Psychology Team (EPT):** provides assessment and advice about the whole range of special needs that can affect learning.

**Cognition and Learning team (CL):** Learning Support Teachers help to identify children's areas of learning strength and of relative delay, and suggest strategies to support them. This team includes specialists in physical difficulties, medical difficulties, and visual and hearing impairment. The **AS (Autism Spectrum) Team** forms part of the Communication and Interaction Service of Learning Support Service.

**Social, Mental and Emotional Health:** can advise and help schools and families with identifying and addressing social/emotional/behavioural needs.

**Speech and Language Therapists (SALTs):** these professionals can identify underlying difficulties in speech, language and communication (including social communication), and provide training for school staff with appropriate activities and strategies.

**Child Development Centre (CDC):** these professionals will work with school and other agencies including CAMS where necessary. They will see pupils in clinic at Airedale Hospital and advice school and agencies when appropriate.

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

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

## 7. Training

All members of staff have ongoing training in a range of Special Educational needs and disabilities. The majority of staff have been trained in ELKLAN enabling school to be an accredited



Communication friendly school. As part of this status, we offer schools across Bradford the Speech and Language Forum meetings.

Dyslexia awareness is an ongoing staff development area and continued training will be undertaken by all staff. Staff across school have worked closely with children on the



Autism Spectrum and various training courses have been attended, including SCERTS. We also work alongside the ASD team from Bradford to host the Autism Hub meetings.

Training of support staff for a range of interventions has taken place, Bradford's Better reading programme, Firstclass@number for both Key Stage 1&2, Addacus and Numicon number intervention, Elkhan Speech and Language programme, Time to Talk, Socially Speaking, and Black Sheep Narrative language development programme. We also deliver a number of other intervention programmes across both Literacy and Maths.

## 8. Inclusion

Parents and carers are consulted about trips and adaptations are made to ensure all children can access school trips, residential at a level appropriate to their needs.

Where necessary the pupil's support will attend the residential to limit the stress this may cause pupils, especially being away from home.

## **9. Access**

Our building is a 2 floor site, with lift and allows full access for wheelchairs. We have a disabled toilet, changing facilities and Evacuation facilities from the second floor in event of a fire.

Equipment is provided by Education Bradford through the Physical Disabilities team, after assessments. All other equipment is funded and provided by school, through our school budget.



## **10. Transfer**

Children joining school in Reception class will participate in the full Induction programme which will be enhanced with additional visits and meetings before your child starts. This will determine what needs to be put in place to ensure a smooth transition. Children joining school later will be given the chance to visit school, meet staff and meetings with parents will be held to plan for their needs.

Transition within school is facilitated with transition meetings, visits to new classrooms and books personally made with the pupil. Children will get to meet new staff who are going to support them, however in most cases transition with the same staff is made.

Transition at the end of Year 6 is well supported by the local grammar school and ambassador programmes are in place for vulnerable children. If pupils are moving to specialised provision, school will have prior meetings with staff, they will visit pupils in school, then an appropriate programme of transition will be drawn up to suit the pupils needs and wellbeing. All information is passed to the new schools and visits are carried out during the summer term. Discussions about appropriate Secondary school places for pupils are held during the preceding year and parents are encouraged to visit schools to assess suitability.

## **11. Resources**

Teaching assistants are allocated to classes and additionally to particular children to support with additional needs. Children who currently hold Statements/EHCP have staff allocated to them in accordance with the need outlined within the statement. SEN funding is allocated across the school and interventions and skills groups are funded through this.



## **12. Decision Making**

The SEN team from Bradford, in discussion with staff assess your child's needs and follow guidance from outside agencies on the amount of and type of support needed. Interventions recommended are implemented and staff deployed accordingly. Staff are asked to fill out evaluation sheets termly to monitor the effectiveness of interventions and your child's reactions to them. Adjustments are made from these outcomes. A comprehensive Provision map is updated when necessary.

with staff, which provides a record of all support given. Statements/EHCP set out what provision is required and how it will be monitored; these are reviewed annually, at Annual reviews.

### 13. Involvement

A meeting is held during the Autumn term to review how your child has settled into their new class and to discuss targets and needs. You can support your child by working alongside school and attending the coffee sessions held each term. Throughout the year meetings with teachers are held to review your child's progress, feedback from reports and discuss any other issues. Permission is always sought before any decisions are made. If your child has a Statement/EHCP this will be reviewed regularly as detailed in the plan. An annual review will be held which involves all relevant agencies involved with your child.

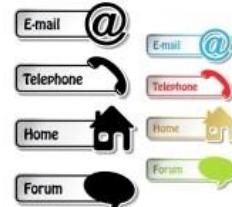
### 14. Contact

School telephone number 01943 607852

Email: [Office@allsaintsilkley.bradford.sch.uk](mailto:Office@allsaintsilkley.bradford.sch.uk)

SENCO: Miss Lisa King

Pupil and Parent Support worker: Mrs Anne Raftery



Local Authority: SEN team Future House, Bolling Road, Bradford, BD4 7EB tel: 01274 385957 Email:[sen@bradford.gov.uk](mailto:sen@bradford.gov.uk)

### Where can I get support?

You can find support groups for almost any kind of special need by searching the internet. However, there are some particularly helpful local support groups:

AWARE - Based in Addingham but covering a wide area this group offers support, advice and activities for children on the autistic spectrum. Contact Jo on 01943 466543 / [jo.galasso@tesco.net](mailto:jo.galasso@tesco.net)

LS29 - a support group for families with children who have additional needs. [www.ls29.org.uk](http://www.ls29.org.uk)  
email [ls29groups@yahoo.co.uk](mailto:ls29groups@yahoo.co.uk) 01943 609861



DOWNS SYNDROME TRAINING AND SUPPORT SERVICES - based in Bingley. Offering courses, educational groups, advice and family events. Contact Wendy Uttley on 01274 561308 or email [office@downsyndromebradford.co.uk](mailto:office@downsyndromebradford.co.uk) and website [www.downsupportbradford.btck.co.uk](http://www.downsupportbradford.btck.co.uk)

Bradford Parent Partnership - Barnardos [www.barnardos.org.uk/parentpartnershipservice](http://www.barnardos.org.uk/parentpartnershipservice)  
01274 481183

3D Centre - Halifax (support for parents of children with Dyslexia, Dyspraxia or Dyscalculia)  
<http://www.the3dcentre.co.uk/shop.html>

