
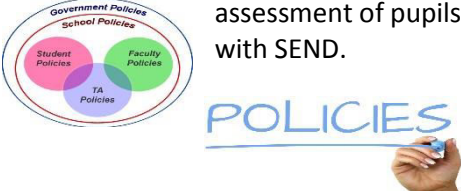













SEND Information report 2018.

For the more in depth information report follow the link;

<p>1.The kinds of Special Educational Needs provided for at All Saints CE Primary School , Ilkley.</p> 	<p>Here at All Saints CE Primary we provide support for pupils across the 4 areas of need as laid out in the SEND Code of Practice 2014:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and/or Physical needs
<p>2. Information about the school’s Policies for identification and assessment of pupils with SEND.</p> 	<p>When pupils are identified as having SEND, their needs will be assessed, through a variety of methods:</p> <ul style="list-style-type: none"> • Transition information passed on from Nursery/previous schools; • Foundation scores/KS1 results, or Baseline testing and Progress data; • Observations and feedback from teaching staff; • Interventions not showing the impact expected; • Referrals/concerns from parents; • Pupil referrals.
<p>3a Evaluating the effectiveness of the provision made for pupils with SEND</p> 	<p>Impact tracking is carried out on a termly basis and adaptations to provision made in light of these findings. School uses the assess, plan, do review format. Progress and evaluation is discussed with teachers then reported to the Governor with responsibility for SEND. Annual report to the Governing Body and SEND Information Report posted on the Web site.</p>
<p>3b Arrangements for assessing & reviewing pupils’ progress towards outcomes, including opportunities available to work with parents & pupils as part of this assessment and review</p> 	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress using schools tracking system • Termly meetings with staff and SENDCo • Support plan and ECHP reviews • Observations and follow up with teaching staff • Discussion with parents about pupil’s next steps in their development and learning.

<p>3c The school's approach to teaching pupils with SEND, with adaptations to curriculum and environment.</p> 	<p>Provision and adaptations for pupils with SEND may include:</p> <ul style="list-style-type: none"> • Quality first teaching, with appropriate differentiation of resources and teaching styles • Extra adult support in classrooms where/when appropriate • Reduced class sizes and groupings that target specific levels of progress, where appropriate • Personalised provision through time limited programmes • Personalised provision through adapted resources and interventions • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and or examinations.
<p>4 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p> 	<p>Parents meetings;</p> <ul style="list-style-type: none"> • Termly additional to parents evening. These are with your pupil's teacher and SENDCo if staff or parents request • At EHCP annual reviews or interim reviews if needed • Meeting with Family support worker if needed • Early help meeting with a Bradford council representative
<p>5 Support that is available for improving the social emotional and mental health of pupils with special educational needs</p> 	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • A strong focus on safeguarding and close liaison with their class teacher/support/SENDCo. • An anti-bullying policy that is supported by a specialist trained member of staff. • Regular interventions on Cyberbullying and other areas relating to individual emotional and or mental health needs • A social, emotional and mental health support that provides programmes such as small nurture groups, anger management, self-esteem building, resilience, perseverance, grief etc. • Targeted support for individual pupils • We eat elephants programme • Jenby's support programme • School Council • Pupil Voice both in person or through the questionnaire
<p>6 Information about how equipment</p>	<p>Information can be found;</p>

<p>and specialist help to support children with special educational needs</p>	<ul style="list-style-type: none"> • Local Authority SEND website • Local Offer • Support Services • Charities. (See School offer document for full list of charities in our area)
<p>7 Information about the expertise and training of staff in relation to children with SEND, including how specialist expertise will be secured.</p> 	<p>Audit of staff expertise in SEND undertaken annually via questionnaire;</p> <ul style="list-style-type: none"> • SENDCo has B.Ed Hons and SENDCo qualification • Effective use of adult support for Literacy and Mathematics • Individual training re : Dyslexia , ADHD, ASCD, Specific learning difficulties • Staff engaged in diploma qualifications for communication needs. <p>Specialist expertise engaged from external services – ASCD Team, EP support, Visual impairment support, CAMHS Counselling, Jenby's etc.</p>
<p>8 How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>Parents and carers are consulted about trips, residentials and adaptations are made to ensure all children can access all aspects of school life, where appropriate to their needs.</p>
<p>9 How pupils are able to independently move round school.</p> 	<p>School is a 2 floor site with;</p> <ul style="list-style-type: none"> • Lift to first floor • Evac chair for evacuation in event of fire • Disabled toilet on ground floor with changing/washing facilities with accessibility for visitors with a disability • Disabled parking near to school entrance with same level entrance and exit to building • Ramps have replaced the two steps into school to ensure the site is accessible to all • A medical room has been provided in order to enable a safe place for insulin testing/injections • Nurture space has been developed to improve facilities for a quieter space for vulnerable pupils.
<p>10 How pupils are transferred between settings.</p> 	<p>School works closely with settings during transition times;</p> <ul style="list-style-type: none"> • Specific meetings with settings and staff involved with pupils • Visits to new settings, specific to pupils and their needs. • Staff and parents meet.

<p>11 The contact details of support services for the parents of pupils with special educational needs.</p>	<p>Pupils will be supported by staff on a range of different levels depending on their needs. Resources are available from outside agencies depending on needs. Education authority currently offer services for high and low incidences; (See Bradford local offer) Further details of all support services on School Offer.</p>
<p>12/13 The <i>arrangements</i> for consulting young people and parents with special educational needs about and involving them all in, their education.</p> 	<p>Parents can contact staff via;</p> <ul style="list-style-type: none"> • Telephone • Email office • In person at start and end of the day • Parents Evenings • Family Support worker
<p>14 In relation to Mainstream Schools the Name and contact details of SEND Co-ordinator Name of the SEND Governor</p> 	<p>To contact SENDCo; Miss L King, contact school office on 01943 607852 or email. To contact SEND Governor; Mrs C Stewart, contact same as above school office.</p>
<p>14a Information on where the local authority's Local Offer is published.</p>	<p>Bradford Schools on line. Bradford Council Website.</p>
<p>14b Information on independent support organisations</p> 	<p>Local support agencies;</p> <ul style="list-style-type: none"> • For full list of agencies see School offer