

All Saints CE Primary School SEND Information report.



At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By **learning hand in hand together with God**, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values (**HANDS: Hopeful, Achieving, Nurturing, Developing And Sharing**), we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

We are a fully inclusive school and cater for a wide range of needs. These range from Autism, Down's syndrome, Dyslexia, Development Co-ordination Disorder, Attention Deficit condition, Speech and Language difficulties, Visual impairment and Hearing impairment. All the above come within the Broad Areas of Need; Communication and Interaction, Cognition and Learning, Sensory and Physical, Social, Emotion and Mental Health,

We aim ***'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 the Code of Practise. This is based on a graduated approach of assess, plan, do and review, process structure.

School refers to Bradford's' Local Offer; <https://localoffer.bradford.gov.uk/local-offer>. This is a website with all relevant information for parents and schools on Bradford's provision for SEND.

A child or young person has SEND 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 Special Education Needs and Disabilities (SEND), 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 Special Educational Needs and Disabilities Co-ordinator (SENDCo), if this is appropriate.



2. How will my child be supported?

Quality First Teaching: Under the Universal Offer

The class teacher will be aware of your child's needs and provide for them within normal class differentiation and Quality First teaching plus will be offered specific to their needs. The class teacher will have identified specific strategies and activities, which should help your child to progress and meet age expectations. Therefore most of the time, your child will be working towards the same objectives as the other children in the class.

SEND support

Pupil's will have mild persistent difficulties working below their age expected level. The teacher will identify further targeted interventions on a more regular basis, following the Quality First teaching wave of support. Staff will be able to access the Hub support from the authority if they felt it necessary for the individual pupil.

SEND Support plus

Through the graduated approach in school, staff may feel further advice from outside agencies is needed. The relevant external advisers (eg Educational Psychologists, Speech Therapists or Learning Support Teachers) would then be consulted if necessary. They will discuss concerns with SENDCo and teacher, observe and assess your child, if needed. A report would normally follow either verbal or written, with recommended strategies, to support your child.

Children who need SEND support, spend a proportion of their time working on specialised activities, often 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.*

Education and Health Care Plan (EHCP) and Specialist provision if needed.

Children with an 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 EHCP of SEND 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 SENDCo.

Note: *Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The SENDCo 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 SENDCo and phase leaders. A Provision map is produced, which highlights interventions, and targets the areas of provision for each child with SEND.

SEND Governor

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

3. Curriculum

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



4. Communication

Twice yearly parent's 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, progress and provision map will be shared with you as and when appropriate throughout the year. Children will be encouraged to set their own targets in discussions with their teachers. You may also be invited for meetings during the year with the SENDCo and class teacher, as appropriate. In addition to the above, throughout the year, there will be parent drop-in 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 SEND offer. Our school 'Pupil and Parent support worker', will implement many programmes, with pupils and where necessary families, who need further support to enhance their overall emotional and social wellbeing.

6. Specialist Help

In School the Special Educational Needs and Disability Coordinator (SENDCo)

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

Head Teacher

The Head Teacher is ultimately responsible for the SEND policy and provision.

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.

High Incidence team: 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, ASCD (Autism Spectrum condition disorder) Team and Cognition and Learning team.

Low incidence team: Learning support teachers from the hearing and visual impairment team will support teachers with a range of strategies and equipment if needed to aid full inclusion for pupils.

Social, Mental and Emotional Health: can advise and help schools and families with identifying and addressing social/emotional/behavioural needs. We work closely with Jenby's Psychologist Natalie and school have access to training and support from her if necessary.

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 advise 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 (Communication / Speech and Language training package) enabling school to be an accredited Communication friendly school.



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



Spectrum and various training courses have been attended, including Social, Communications, Emotional, Regulation, Transactional, Support (SCERTS). We also work alongside the Autistic Spectrum Communications Disorder (ASCD) team from Bradford.

Training of support staff for a range of interventions has taken place, Elklan Speech and Language programme, Time to Talk, Socially Speaking, Black Sheep Narrative language development programme, the Boxall Profile for Social, Emotional, Mental, Health (SEMH) and IDL (Indirect Dyslexia learning). We also deliver a number of other 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 and after school activities 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 an accessible to all toilet, with hoist and 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 on a more personal level, 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 EHC Plans have staff allocated to them in accordance with the need outlined within the plan. SEND funding is allocated across the school and interventions and skills groups are funded through this.

12. Decision Making

The SEND 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 at the end of programmes to monitor the effectiveness of the intervention and your child's reactions to them. Adjustments are made from these outcomes. A comprehensive Provision map is updated when necessary with staff, during our termly graduated approach teacher meeting. This provides a comprehensive record of all support given. EHC Plans set out what provision is required and how it will be monitored; these are reviewed annually, at Annual review meetings.



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 sessions held each term with the SENDCo. Throughout the year there will also be meetings with teachers 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 an EHC Plan this will be reviewed regularly with staff 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

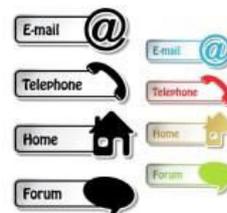
Email: Office@allsaintsilkley.bradford.sch.uk

SENDCO: Miss Lisa King

Pupil and Parent Support worker: Mrs C Murphy

SEND Governors: Mrs E Dawson and Mrs C Stewart

Local Authority: SEND team Margaret Mc Millan Towers, Princes Way, Bradford, BD1 1NN.
Telephone:01274 435750 Email: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:

SENDIASS – Tel: 01274 513300 or Email: BradfordSENDIASS@barnardos.org.uk

Google - www.barnardos.org.uk/bradford-sendiass/information-advice-and-support.htm

AWARE - Covers a wide area this group offers support, advice and activities for children on the Autistic Spectrum. Contact 01535 661275 or Email: info@aware-uk.org

LS29 – a support group for families with children who have additional needs. www.ls29.org.uk
email ls29groups@yahoo.co.uk 01943 609861



Down's Syndrome training and Support service – based in Bingley. Offering courses, educational groups, advice and family events. Contact Wendy Uttley on 01274 561308 or email office@downsyndromebradford.co.uk and website www.downsupportbradford.btck.co.uk

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