

All Saints' CE Primary School



Vision

Learning hand in hand together with God.

Values

All Saints' is a:

- Hopeful school through honesty, forgiveness and trust
- Achieving school through resilience, respect and ambition
- Nurturing school through care, compassion and friendships
- Developing school through wisdom, faith and fun
- Sharing school through kindness, celebration and love

Special Educational Needs and Disability Policy

Written by: L King

Written: February 2022

Reviewed by: C Falconer

Ratification by FGB on: February 2022

Reviewed date: February 2023



Statement of Intent

At All Saints CE Primary School, we welcome everybody into our community. We believe that our community should reflect God's wish that every child is welcomed and should be provided with the opportunity to achieve his or her full potential.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs of the child.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' (referred to as 'The SEND Code of Practice')
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Single Equalities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Policy
- Accessibility Plan



What do we aim to do?

To create a safe environment that provides a child centred package of education, health and social care, to meet their needs.

To ensure that the special educational needs of children are identified as early as possible, through the graduated approach. (Assess, Plan, Do, Review)

To keep families involved in the on-going assessment and provision of their child.

To identify the roles and responsibilities of staff in providing for children's special educational needs.

To enable all pupils through their package full access to all elements of the school curriculum unless stated within their Education Health Care (EHC) plan.

Curriculum

Through appropriate curriculum provision, we respect pupils' different needs and aspirations require a wide range of strategies for learning. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Teachers respond to children's needs by:

- Providing relevant support where needed in class and the wider school environment.
- Helping individuals to manage their emotions, particularly in times of trauma or stress, to enable them to access the learning environment successfully.
- Planning to develop children's understanding with all available resources. For example our well being lounge, equipped with light and sound sensory resources. **(Appendix A)**
- Planning a pupil's admission to All Saints' CE Primary and their individual package for full participation in the school community. *See our Local School Offer.* **(Appendix B)**

Keeping Children Safe In Education 2020:

At All Saints we are aware that behaviours, moods and injuries may relate to possible abuse and not just linked to a pupil's SEND. We consider these issues and offer extra pastoral support with our pastoral worker. (See current Safeguarding/Child protection policy)

Definition of Special Educational Needs

Section 20 of the Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she "has a learning difficulty or disability which calls for special education provision to be made for him or her".

At All Saints' the child is at the centre and we support them with a range of provision. This will be in conjunction with the family and many outside agencies including;

- Parents and Family
- Social, communication, Interaction and Language team (SCIL)
- Low Incidence team (Hearing or Visual impairment teams)
- Speech and Language Therapists (SALT)
- Children and Adolescent, Mental Health Service (CAMHS)
- Social Care



- Health services – Paediatricians, GP's Health and School Nurse team
- Educational Psychologist

The Role of the Special Educational Needs Co-ordinator (SENDCo)

- The Special Educational Needs Co-ordinator will:
- Oversee the day-to-day operation of the schools SEND Policy
- Co-ordinate the provision for and manages the responses to children's special needs
- Support and advises colleagues
- Maintain the school's SEND register
- Liaise with, advising and contributing to the in-service training of all staff
- Liaise with the relevant designated teacher where a Looked after Child or Post Looked after Child has special education needs
- Advise on the graduated approach to providing support
- Ensure all records of special educational needs pupils are kept up to date
- Liaise with parents of children with special educational needs
- Manage and completes all documentation required by outside agencies and the local authority
- Liaise with and being a key point of contact for pre-schools and outside agencies, promoting information sharing across multi-agency networks
- Monitor and evaluates the special educational needs provision and liaises with the SEND governor who reports to the governing body, ensuring school meets responsibilities of the Children's and Families Bill, (2013) the updated Keeping Children Safe In Education document for schools, (2020) and the Equality act (2010)

The Role of the Governing Body

The Governing Body shall appoint a suitably qualified and experienced teacher who has the additional responsibility of Special Educational Needs Co-Ordinator (SENDCo).

The position of SENDCo shall carry with it entitlement to a Teaching & Learning Responsibility Point at Level 2 (TLR2), a place in the Senior Management Team and time allocation for the carrying out of duties as per the job description. The appointment of the SENDCo will be in line with the school's recruitment policies and procedures.

The governing body will do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are made aware of the importance of providing for these children.



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The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The SENDCo will be named in the school prospectus and the School Profile, so that the parents can know whom to approach with general questions about Special Needs provision. The current SENDCo is Miss L King.

The Governors will appoint a member of the body to oversee Special Educational Needs, on a yearly basis.

Complaints

These are likely to be voiced in the first instance in the normal day-to-day meeting with class teachers. Complaints about Special Needs provision should be dealt with in accordance with procedures laid out in the School Complaints Policy found on the website.



Appendix A

Wellbeing lounge intention

All Saints' CE Primary understands that all pupils learn differently, and we endeavour to cater for these differences – that is why we have established a wellbeing lounge. The aim is to help ensure our curriculum is accessible to all our pupils. In the lounge, pupils are provided with a safe and engaging space in which they can develop their mental health and wellbeing through sensory activities and discussion, in a calm relaxed area.

It is our aim to ensure the continuous development of our curriculum offering, so that all pupils have equal opportunities to learn in a calm, supportive and stimulating learning environment.

Aims and objectives of the wellbeing lounge

The room will be used to:

- Create a calming environment where pupils can learn in a stimulating environment.
- Provide an uncluttered and engaging environment where pupils can develop their sensory and social skills.
- Enable all pupils to access the curriculum based on individual needs, which will ensure they can reach their full potential.
- Help stimulate and maintain pupils' curiosity and enjoyment in their education.
- Help pupils with social, emotional and mental health difficulties, in line with the school's Social, Emotional and Mental Health programme.

Our room focusses primarily on the following senses:

- Touch
- Vision
- Sound

To focus on these areas, the sensory room includes the following features:

- Bubble tube
- Small ceiling light projector
- Tube lighting
- Music playing
- Small light-up toys
- Sling swing



Curriculum

Pupils with SEND can benefit greatly from using sensory lounge, as sensory learning is often a vital tool for learning.

While the sensory lounge will be used primarily for pupils with SEND, the school understands that many pupils are likely to benefit from its use. As such, the well-being lounge will be used by all pupils, as deemed appropriate by staff.

The well-being lounge will aid teachers in delivering a broad and balanced curriculum by:

- Helping to provide speech and language therapy
- Providing a controlled area in which teachers can reduce or subdue conflicting sensations to enhance a pupil's concentration capability
- Providing a space that aims to cater for the individual needs of all pupils



Appendix B

All Saints CE Primary School SEND Information report; 2021-2022

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 four Broad Areas of Need; Communication and Interaction, Cognition and Learning, Sensory and Physical, Social, Emotion and Mental Health.

All Saints' CE Primary School aim to provide ***'all pupils with the appropriate education that is suited to their needs and promotes high standards and the fulfilment of potential, to enable them to;***

- ***reach their highest level of achievement and attainment in all areas of the curriculum.***
- ***become confident individuals living fulfilling lives and***
- ***make a successful transition into adulthood.'***

1. Identification of Special Needs

The guidelines set out in the Code of Practice with regard to identifying pupils in school who have a Special Educational Need are as follows:

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. *Children have a learning difficulty if they:*

- *Have a significantly greater difficulty in learning than the majority of children of the same age.*
- *Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.*
- *Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (SEND Code of Practice 2014)*

At All Saints CE Primary School we identify the needs of pupils by considering the needs of the whole child, not just the special educational needs of the child. We also take into consideration needs which may not in themselves constitute a special educational need, but which may impact on progress and attainment;

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as Additional Language
- Being in receipt of Pupil Premium or Pupil Premium Plus Grant
- Being a Looked After Child / Special Guardianship Order
- Being a child of Serviceman/woman Identifying behaviours.



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Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which we, the staff at All Saints' CE Primary School, will endeavour to recognise and identify clearly through our knowledge of the child and with support from the Local Authority specialist services.

Where a parent or carer has concerns about their child with regards to SEND, they should in the first instance pass on their concern to the class teacher. This will then be passed on to the SENDCo and a meeting will be arranged to discuss the concerns in more detail, and talk through what can be done through our graduated approach, to help and support the child and family.

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?

It is the role of the SEND Co-ordinator to oversee the effectiveness of the provision offered by our school to meet the needs of pupils identified with SEND. The Bradford document 'The Matrix of Need' <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3465> alongside additional guidance on delivering Quality First Teaching and 'Best Endeavours' are used to support this process in the first instance.

We also refer to the Bradford Local Offer <http://localoffer.bradford.gov.uk/> in order to assess the level of the specific need and to ensure we are providing the correct level of provision and support as recommended by the Local Authority.

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 will be offered specific to their needs. The class teacher will have identified specific strategies and activities, which should help support your child to make the progress and meet age expectations. Therefore most of the time, your child will be working towards the same objectives as their peers in the class.

SEND support

Pupil's will have moderate persistent difficulties with learning, working well below their age expected level. Through the graduated approach in school, staff will identify further targeted interventions on a more regular basis, following their Individual Provision map with specific targets linked closely to their needs. Staff will be able to access further advice from the authority in person or through the Hub sessions and external agencies if 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



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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

We (class teacher, SENDCo, leadership team) will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Interventions are monitored and evaluated regularly by the SENDCo and phase leaders. An individual Provision map is produced following these discussions. The plan highlights interventions, and specific targets for each pupil, linked to their personal SEND. The decision is made to add the pupil to the school SEND register only at the point at which despite following this process they do not make adequate progress or where progress is steady but not in line with their peers. This is in line with the guidance in the Code of Practice. (p.87 section 6.37 onwards.)

Progress grids for reference can be found on Bradford Schools Online, follow the links below. Early Years:

[https://bso.bradford.gov.uk/userfiles/file/EPT/EY%20SEN%20Progress%20Grid%20September%202017%20RD040917\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/EPT/EY%20SEN%20Progress%20Grid%20September%202017%20RD040917(1).pdf)

School age children:

[https://bso.bradford.gov.uk/userfiles/file/EPT/School%20Age%20Progress%20Grid%20080917RD\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/EPT/School%20Age%20Progress%20Grid%20080917RD(1).pdf)

How the SEND Governor supports the SENDCo.

We have an SEND Governor who liaises with the SENDCo termly. They meet to discuss implementation of SEND across school and future developments for inclusion. The SENDCo delivers in person an annual report to Governors, as well as a termly update. Any policies or legislation pertaining to SEND are presented to and authorised by the Governing Body.

3. How will my child access the Curriculum?

It is clearly understood by staff that children do not all learn in the same way. Teachers and other staff are highly skilled in employing a range of teaching and learning strategies, which enable them to meet the needs of all children. All teachers are provided with information on the needs of individual pupils so that they can adapt approaches according to needs and interests, then plan the learning within our curriculum to ensure that all pupils are able to access the curriculum and make the relevant progress. 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 are facilitated in discussions with the phase leaders, SENDCo and outside agencies if needed. Support is then timetabled in to meet the individual's specific needs.

4. How will school communicate with me, as parent/carer?

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 within school (Covid safe) to attend if you wish.



5. What support will there be for my child's overall Well Being?

The well-being of all of our pupils is our primary concern at All Saints CE Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extracurricular activities. Personal, Social and Health Education (PSHE) and Safety, Caring, Achievement, Resilience, Friendship (SCARF) are integral to our curriculum and are also taught explicitly on a weekly basis.

Additional support from schools' specialist staff is arranged as required for individual pupils, both in and out of the classroom, also small groups; and with their guidance a tailored personal plan may be put in place for pupils with the highest need.

A range of school policies underpin our SEND offer and wellbeing, these include;

- **Behaviour Policy;** which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.
- **Medical conditions policy;** If your child has a medical need, relevant 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.
- **Attendance policy;** regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Pupils' views are sought through school council and other forums and acted upon where appropriate. Advice can also be sought from outside agencies to support staff to cater for behavioural, physical and for pastoral care needs. 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. Who can help and advise me?

- **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 specialised support** - 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.
- **Social, Communication, Interaction, Learning (SCIL):** 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.



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- **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. What training have school staff had?

Members of staff have ongoing training in a range of Special Educational needs and disabilities. Training is happening constantly through peer support within school from staff. We also access yearly training on current practise and more specific training when needed. The majority of staff have been trained in ELKLAN (Communication / Speech and Language training package) enabling school to be an accredited Communication friendly school.

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 Authority.

Training of support staff for a range of interventions has taken place, Elklan Speech and Language programme, 20:20 reading intervention, Multi-Sensory Literacy and Positive Handling training. We also deliver a number of other programmes across both English and Maths specific to the pupil's needs.

8. How will my child be included in outside classroom experiences? 'Inclusion'

Parents and carers are consulted about trips and reasonable adjustments are made to ensure all children can safely access and be included on 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. Pupil's are included where reasonable adjustments can be made with all activities, including physical ones, together with pupils who do not have SEND. Staff believe this improves pupil's emotional, mental and social development of pupil's with SEND.

9. How accessible is the school environment?

Our building is a 2 floor site, with a lift and allows full access for wheelchairs. We have an 'accessible to all' toilet, with hoist on the ground floor and changing facilities. We also have Evacuation facilities from the second floor in event of a fire. All equipment is funded maintained and provided by school, through our school budget.

10. How will I apply for a place and school prepare the support my child needs to transfer to a new setting or school to start the next stage of education and life?

As part of the Educational Health Care Plan process parents will be asked to name a school. Schools will then be consulted for a place, checking they can meet the needs of your child. Once the school has accepted the EHCP, then parents will be informed and the school will be named on the Educational Health Care Plan. 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.

- (During Covid, all these induction sessions for both parents and pupils were via online meetings. Teachers provided live and recorded interaction sessions with new pupils and parents.)



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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.

- (During Covid, all these induction sessions for both parents and pupils were via online meetings. Teachers provided live sessions with new pupils and their parents.)

11. How are the school's resources allocated and matched to children's/young people's special educational needs?

The school receives a budget to support the needs of children with SEND. In addition a child's need may be significant and complex and require high needs funding which is provided by the Local Authority (known as top up funding). The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programmes, staff training etc. 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. The funding is managed by the Head Teacher, ensuring the funding available is spent wisely to support the needs children who require additional support.

12. How is the decision made about what type and how much support my child/young person will receive?

Quality First Inclusive Practice is clearly defined in our school and we expect all staff to decide upon the appropriate provision within the classroom and deliver this in the first instance on a daily basis. This includes grouping children for work such as handwriting, times tables, reading or spelling for example. Should significant additional classroom support be required for an individual, such as regular and specific 1:1 or group work, e.g. Early Literacy Support, motor skills, social / speaking and listening groups, this is undertaken after consultation between the teacher, the pupil and their families if necessary. The SENDCo and leadership team monitor the pupils who are undertaking this type of intervention to check the desired outcome is being achieved and progress being made.

A child will be added to the school SEND register by the SENDCo only after consultation with other staff and parents, and after close monitoring of progress and needs. There will then be additional meetings across the year when required, to discuss and review the provision and make any further decisions together.

The SEND team from Bradford in some circumstances, discuss with school staff your child's needs and assess their needs. Following these assessments guidance from outside agencies is given on the amount of and type of support needed. Interventions recommended are implemented and staff deployed accordingly. Staff are asked to monitor the effectiveness of the intervention and your child's reactions to them. Adjustments are made from these outcomes. A comprehensive Individual Provision map is updated with specific targets 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. How will I be Involved in my child's school?

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

SENCO: Miss Lisa King

Pupil and Parent Support worker: Mrs C Murphy

SEND Governor: Mrs C Falconer

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>