



SEND Information Report

The SEND Information Report has been written according to the SEND Code of Practice 2014 guidelines. It also reflects our SEND Policy (which can be found on our website and Bradford Council's Local Offer)

Aims

Our Federation aims to be fully inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our federation.

What types of special educational needs are provided for?

SEN is categorised into four broad areas of need.

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

SEND Code of Practice 2014

Every child is treated as an individual and careful consideration is always given to their needs within the four broad areas. We also recognise that a child may have needs in one or more area.

How do we identify pupils with SEND and assess their needs?

A child has SEN 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.

SEND Code of Practice 2014

Initial concerns about a child's progress or development may come from:

- Staff – The staff within school may express concerns about the progress and development of your child and that they are finding learning, or any other aspect of school life especially difficult
- Previous educational settings - When pupils have identified SEND (Special Educational Needs and Disabilities) before they start, we work with the adults who already know them and use the information already available to identify what provision will be needed to meet the child's needs in our setting.
- Your child - Your child may express concerns about their own learning, development or progress.
- You – You may be concerned about your child's learning, development or progress.

Following initial concerns, the SENCO and class teacher will consider all of the information gathered from within the school about your child's progress, alongside national data and expectations of progress. The SENCO will then arrange for appropriate support to be put in place and/or arrange for additional assessments and observations to be carried out based on your child's broad area of need and strengths and difficulties.

We will share with you what we find, agree with you what we will do next and what you can do to help your child.

Who is involved?

Head teacher: Mrs Jo Wilkinson
Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Deputy Head teacher, Inclusion Leader and SENCO:

Mrs Helen Ryall

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school and implement and monitor our provision.

Class Teacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing children's Range Maps and keeping them up to date.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

	<p>Learning Support Assistants may be allocated to some pupils with SEN and or disabilities</p> <p>A learning support assistant may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</p> <p>Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.</p> <p>SEN Governor: Ron Pegelly</p> <p>Responsible for:</p> <ul style="list-style-type: none"> • Monitoring the effectiveness of SEND provision in the school. <p>Additional federation staff may be involved in providing specialist advice and support/working with your child and liaising with parents and carers</p> <ul style="list-style-type: none"> • Senior Leader in Education (for SEND) – Mrs Beth Farrar • Family Support Worker – Mrs Helen Mawer • Play Therapist – Mrs Elizabeth Midgeley
<p>What is our approach to teaching children with SEN?</p>	<p>All our teachers are teachers of children with SEN and provide for the diverse needs of all pupils. The approach to teaching children at Glenaire Primary school is based on a four part cycle, known as the graduated approach and involves assessing, planning, teaching and reviewing a child's needs and progress on a termly basis. This is in-line with the SEND Code of Practice 2014. We also use the Federation range guidance for a number of different special education needs to support this cycle.</p> <p>Our approach to teaching children with SEN includes some or all of the following:</p> <ul style="list-style-type: none"> • Adjusting teaching methods and adapting resources to meet the child's needs • Adapting the classroom environment to help the child overcome barriers to learning • Additional provision and appropriate interventions in groups and/or on a one to one basis. More intensive work with our learning support staff may be put in place. This will be co-ordinated by the SENCO and class teacher. • Advice from/referral to external agencies if significant progress has not been made. • A place at one of the authority's alternative settings, so that more intensive assessments can be carried out. <p>If a child's needs are complex and multi-agency support is required, a request for an Education, Health and Care Plan assessment will be submitted by school. If approved, additional funding will be allocated</p>

	<p>to school and your child will be allocated a key worker to support them with their learning. All Education, Health and Care Plans are reviewed formally once a year, where all parties involved discuss the plan and make necessary amendments.</p> <p>If you require further information about the range guidance or our approach to teaching children with SEN, please contact the SENCO.</p>
<p>How do we ensure that parents of children with SEND are consulted in their child's education?</p>	<p>Involving parents/carers and learners is central to our approach. We do this through:</p> <ul style="list-style-type: none"> - reviews of termly targets set in school pupil progress meetings and at statutory annual EHCP review meetings. - informal conversations with parents and children are often held on a weekly basis. - parents' evenings at key times throughout the year.
<p>How do we consult with young people with SEND and involve them in their education?</p>	<p>Children are involved in assessing their learning on a daily basis, i.e. commenting on what they understand and what they feel they need further help and support with.</p> <p>If concerns are raised about a child having a special education need, staff will complete a pupil voice session which will enable us to gather more specific information about the child's strengths and difficulties. Parents may also be asked to support school in this process.</p> <p>When a child's needs are more complex, external agencies may undertake more in depth assessments with the child and this will help them gain a better understanding of their needs.</p> <p>If a child has an Education, Health and Care Plan their views and feelings are taken into account using the 'This is Me' approach. This is reviewed and updated on a yearly basis.</p>
<p>How do we adapt the curriculum and learning environment for pupils with SEN?</p>	<p>The teacher will have the highest possible expectations for your child and all pupils in their class.</p> <p>A child may require 'additional to' or 'different from' provision beyond the differentiated curriculum and the quality of their provision is relevant and matched to their individual needs.</p> <p>Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.</p> <p>Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <p>All teaching is based on building on what your child already knows, can do and can understand.</p> <p>Differentiation is planned for groups and individuals according to their need.</p>

	Specific resources and strategies (advised by the school SENCO/staff from external agencies) will be used to support children individually and/or in groups.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	All children with SEND are included in all school activities. All our activities including extra-curricular activities, school trips and residential trips are adapted for children's specific needs. Risk assessments are carried out and procedures are put in place to enable all children to participate. This will include 1:1 support for a child if required. However, if it is deemed that an intensive level of one to one support is required, a parent/carer may also be asked to accompany their child during the activity.
How do you know how your child is doing? How do we evaluate the effectiveness of the provision made for pupils with SEN?	Your child's progress is continually monitored by their class teacher, learning support assistants, the SENCO and Leadership Team using the Assess, Plan, Do and Review approach (SEND Code of Practice, 2014) and includes the following: <ul style="list-style-type: none"> • Progress and attainment is assessed and reviewed on a half-termly basis for all children. • A class provision map may be used to identify additional group and one to one support your child may receive. This has more specific targets and clear entry and exit data will be included. This is reviewed and updated on a termly basis. • If your child has more complex needs, an individual range map will be written. This is reviewed every term and will be shared with you at parents' evening when the SENCO will also make an appointment to meet with you. • The progress of children with an Education and Health Care plan is formally reviewed at an Annual Review with all adults involved with the child's education. • A range of ways will be used to keep you informed. These may include home/school diary and reading records, parents' evenings, additional review meetings when appropriate. <p>If you require any additional information about the assess, plan, do and review approach please contact the SENCO.</p>
How do we support pupils moving between different phases of education and preparing for adulthood?	Transition and moving on can be difficult for all children but particularly if your child has SEN. We take steps to ensure that your child is supported at key transition times and any transitions run as smoothly as possible. <p>When your child is moving classes:</p> <ul style="list-style-type: none"> • Information will be shared with new teachers and time allocated to discuss each child • You may be invited into school to discuss any specific concerns that you have • Some children will make their own transition booklets which contain key information, eg staff, routines, new classroom. • Some children will put together information about themselves, to help their new teacher get to know them. This may include questions they have for their new teacher. • If your child has more complex needs, we will write a personalised transition plan for them.

	<p>When you child moves to secondary school from year 6:</p> <ul style="list-style-type: none"> • Discussions will be held with the secondary school SENCO to discuss the specific needs of your child. • Additional transition visits will be arranged. • A key member of the secondary school staff will visit your child at school. • Your child will have opportunities to learn about aspects of their transition. Additional provision may be used to support this, eg use of social stories. <p>If your child moves to another school:</p> <ul style="list-style-type: none"> • We will contact the school SENCO and ensure that they know about any special arrangements or support your child may require. • We will pass on all records as soon as possible. <p>If your child moves to Glenaire Primary School during the academic year:</p> <ul style="list-style-type: none"> • We will arrange to meet with you and your child to discuss their specific needs. • We will arrange for additional supporting transition visits if required. • We will contact the SENCO from the previous school to discuss your child's provision. If your child has more complex needs, we may arrange a multi-agency meeting to support the transition. • Your child will be supported by all members of staff and may spend additional time with their class teacher/learning support assistants to support their transition. This will enable them to establish friendship groups and discuss any worries they may have.
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>We value the importance of nurture for all children and our policies and practice place great emphasis on children's social and emotional development.</p> <ul style="list-style-type: none"> • We have a positive behaviour policy. We encourage all pupils to make positive decisions about their behaviour. Restorative practice approaches are always used when children's behaviour has been inappropriate. If your child's needs are complex, appropriate adjustments will be made and included in their personal pastoral support plan. A risk assessment may also be written. • Our Federation Senior Leader in Education (for SEND) provides ongoing specialist support for all staff and advises and supports on the most appropriate provision for children with SEND, particularly those children whose primary need is SEMH. • We work closely with the local authority SEND specialist staff for more specific advice to support individual pupils' needs.

	<ul style="list-style-type: none"> • We commission specific training and advice about children's emotional and social development from the Educational Psychology Team. • Small group and 1:1 programmes are arranged for children who may need more intensive support to help improve their social skills and emotional resilience. • The Federation Play therapist may work with your child for a number of sessions.
Expertise and training of staff	<p>We are committed to developing the ongoing expertise CPD programmes for training for all staff.</p> <ul style="list-style-type: none"> • Our Deputy Head teacher (Inclusion Leader) is responsible for all duties as set out for Special Educational Needs Co-ordinator (SENCO) and manages the provision we make for children with SEND. She obtained the National Award for SEND (NASENCo award) in February 2018. • The Deputy Head teacher regularly attends courses and keeps up to date with current practice and future developments around SEND issues. • Training needs for all staff are identified based on the priorities identified on the school development plan, to ensure that all staff effectively meet the needs of all pupils, including those with SEND. • Some training is identified and planned on an individual basis arising from review meetings with staff and through appraisal.
How do we involve other bodies to help meet pupils' SEN and support their families?	<p>We work extremely closely with staff from Bradford Council Education Support Services prior to and following referrals for advice and support. We also work with Children's Services and Bradford NHS for more specific advice and support. Listed below are the teams we consult with.</p> <ul style="list-style-type: none"> • School Nurse/Community Paediatrician • CAMHS (Child and Adult Mental Health Services) • SALT (Speech and Language Therapy) • Occupational Therapy • Local Authority SEND teams for communication and interaction, behaviour, emotional and social difficulties, cognition and learning, visual/hearing impairment and physical difficulties team. • Education Psychology
Who can pupils and parents contact if they have any concerns?	<p>If you have any concerns about your child's development or progress and think they may have special education needs, please speak with your child's class teacher in the first instance.</p> <p>There are also a number of additional people who will be available to speak with you.</p> <ul style="list-style-type: none"> • Deputy Head teacher, Inclusion Leader and SENCO – Mrs Helen Ryall • Head teacher – Mrs Jo Wilkinson
How do we handle complaints from parents/carers of	<p>Please contact the school as soon as possible with your complaint. Depending on the nature of the concern, you may wish, or be asked to, follow the schools' formal complaints procedure.</p>

children with SEN about provision made at the school?	
Where can I or my child get further help, information and support?	<p>SEND Code of Practice Guidance on the special educational needs and disability (SEND) system for children and young people aged 0 to 25. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>Bradford Parent and Young People’s Partnership Services The Information, Advice and Support Service (formerly Bradford Parent Partnership Service) is for parents and carers of children and young people with special educational needs and disabilities (SEND) in the Bradford area - and for their children too. Our staff help parents and children to work together with schools and the local authority so that they have a good understanding of what support is needed and to make sure that it is put in place. http://www.barnardos.org.uk Tel: 01274 481183 Twitter: @BradfordPYPPS</p>
Where can Bradford local authority’s Local Offer be found?	Bradford Council has a local offer for pupils with SEN which can be accessed via their website http://localoffer.bradford.gov.uk .

Helen Ryall - September 2019