



***Parent Information on our SEND Local Offer
Updated June 2017***



All Bradford maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible, where families want this to happen.

This document aims to provide guidance on the offer at Burley and Woodhead Primary School. Further information about the offer to all Bradford schools can be found by visiting <https://localoffer.bradford.gov.uk/> or by clicking the links on our school website SEN information page.

Who are the best people to talk to at Burley Woodhead CE Primary School about my child's difficulties with learning Special Educational Needs and Disabilities (SEND)?

Your child's class teacher

Responsible for:

- Checking on 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 letting the SEND co-ordinator know as necessary.
- Writing pupil passports which outline provision for catering for your child's needs, setting individual learning targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- 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.

The SEND Coordinator (Mrs Melissa Gadsby)

Responsible for:

- Coordinating all the support for children with special educational needs and 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 Therapy, Educational Psychology 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 excellent 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.

Headteacher (Mrs Joanne Siddall)

Responsible for:

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

SEN Governor (Mrs Mary Brooks)

Responsible for:

- Liaising with the SENDCo, meeting to discuss implementation of SEND across school. An annual report is shared with Governors by the SENDCo. Any policies or legislation are presented to and authorised by the Governing Body.



What are the different types of support available for all children, including those children with SEND at Burley Woodhead CE Primary School?

Class teacher input via targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SEND co-ordinator or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school will be getting this as a part of normal classroom practice when needed.

Specific group work within a smaller group of children

This is often called **Intervention** by schools and will:

- Be run by a teacher or a Teaching Assistant who has had training to run these groups. They are often run in addition to the normal English and Maths lessons, to ensure that this work enhances Quality First Teaching instead of replacing it.

Specialist provision from outside agencies e.g. Speech and Language Therapy or Occupational Therapy

- Pupils who have an identified area of need that cannot be addressed through Quality First Teaching or targeted intervention undertake additional assessments and may be referred for extra specialist support in school from a professional outside the school.

For your child this would mean:

- Your child will have been identified by the class teacher/SEND co-ordinator (or you will have raised your worries) as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to target support in school.



- The specialist professional will work with your child to understand their needs and make recommendations.

These may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set clear targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with an outside professional

Specified individual support – My Support Plan or Education Health and Care Plan (EHCP)

- **My Support Plan** can be applied for if short term intervention/support is needed to help pupils who are meeting Range 4 criteria of Bradford's Guidance to reach specific outcomes.
- Pupils with ongoing needs, who require a level of consistent intervention to access mainstream education can be supported via an **Education, Health and Care Plan (EHCP*)**.

This means your child will have been identified by the class teacher and SEND co-ordinator as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

- Usually your child will also need specialist support in school from professionals outside the school. This may be from:

Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an Education, Health and Care assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- School collects evidence to support the application
- Any other reports which are relevant to the application are included – e.g. Speech and language reports, Occupational Therapy reports, Paediatrician's reports, specialist support service reports etc...

*EHCP – Education, Health and Care Plans replaced Statements of Special Educational Needs from September 2014.



- The local Authority reviews the application: at this point there are three possible outcomes:
 1. Continue with the application for **EHCP** – A JAM meeting (Joint Assessment Meeting) is arranged and all the relevant agencies working with your child are invited to contribute. After this meeting, the application goes to the panel at Bradford Authority who publish a draft of the EHCP for consultation.
 2. A **My Support Plan** meeting is arranged – it is a way of supporting schools to develop a graduated approach for children with SEND. My Support Plan aims to ensure that children and young people’s needs are met in a timely way and lead to the production of a clear plan of what needs to happen to improve outcomes for the young person. This also allows school to access additional funding in order to put in place additional provision. Funding will be allocated for 20 weeks and will then be reviewed towards the end of this period, to monitor progress against the agreed outcomes and decide next steps. At this point a decision will be made as to whether to request a continuation of the funded MSP (maximum 2 cycles), to request an EHCA (Education, Health and Care Assessment) or revert back to school provision. To meet the criteria to apply for My Support Plan the child must be assessed at Range 4 of the Bradford Range Guidance. For more information on Bradford’s Range Guidance click here: <https://bso.bradford.gov.uk/content/sengui>
 3. The application is turned down by the authority and the school continues to cater for the needs of your child at the level at which it is already being provided.
- An EHCP or My Support Plan will outline the individual support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- Additional adult(s) may be deployed to support your child with whole class learning, run individual programmes or run small groups including your child.



How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SEND co-ordinator (Mrs Gadsby) or Headteacher (Mrs Siddall)
- If you are still not happy you can speak to the school SEND Governor (Mrs Brooks)

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as making less than expected progress the class teacher will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may need
- discuss with you any potential referrals to outside professionals to support your child's learning

Who are the other people providing services to children with an SEN in this school?

- **School Nurse (SN)** provides 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.
- **Cognition and Learning Team (CL):** This team work with pupils who have Speech, Language and Communication Needs, or Specific Learning Difficulties or Moderate Learning Difficulties. These pupils will either already have an EHCP (Range 4) or be at Range 3 where advice is sought to support the EHCP assessment process. Access to our service for these pupils is on a referral basis.
- **Speech and Language Therapy (SALT) service through Coronation Hospital, Ilkley:** 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. If your child is UNDER 6 years of age and you have concerns about their speech and language skills and would like to speak to a Speech and Language Therapist about this, you can attend drop in sessions at the Coronation Hospital, Ilkley. <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3230>
- **Autism Support services from Bradford and Leeds** provide training for staff and Autism Hub meetings. In order to access the service children must have a formal diagnosis of an autism spectrum disorder.



- **Educational Psychology Team (EPT):** provides assessment and advice about the whole range of needs that can affect learning. The EP can be invited into school to observe/assess children and suggest ways in which staff can support their individual learning needs.
- **Occupational Therapy service (OTs) and Physiotherapy service through Airedale Hospital:** these health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning.
- **Visual Impairment Team (VI)** The VI Team provide an assessment, advisory and teaching service for babies, children and young people aged from birth to 19 years of age. The children have an identifiable ophthalmic condition and a reduced level of visual function which, even when corrected by spectacles if appropriate, may have an impact on their learning, access to the curriculum and inclusion.
- **Support Team for Deaf Children** The Team provide qualified and experienced teachers of the deaf to work with both pre-school and school-aged deaf children/students and their families. The aim of this support is to ensure that the individual needs of deaf children are met within the context of home and school. These needs are identified in partnership with the pupil, parents, teachers and other professionals.

Referrals to all outside agencies are made in agreement with parents/carers and school staff.

How will the teaching be adapted for my child with SEND?

- Class 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. Planning and teaching will be adapted as needed to meet your child's learning needs.
- Trained staff from outside agencies can help teachers to adapt their provision to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. Advice from outside agencies will be followed.

How do we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher in line with school assessments.
- His/her progress is reviewed formally every term and assessed against age related expectations in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.



- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children on the SEND register will have specific provision and expectations which are set out in the pupil passport. Targets linked to learning are set and reviewed by the class teacher as part of Quality First Teaching provision. These are addressed on a continual basis – progress with these are evidenced through teacher assessment, marking and feedback. The pupil passport and progress with targets will be agreed and reviewed termly in partnership between parents and class teachers.
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education. Review meetings may be held more frequently.

What support do we have for you as a parent/carer of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SEND co-ordinator is available to meet with you to discuss your child's progress or any concerns/worries you may have. You can contact Mrs Gadsby directly at senco@burleywoodhead.com
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report.
- Targets will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

Where can you get advice/support?

- AWARE - Airedale & Wharfedale Autism Resource
A support group for families affected by autism
- LS29 Support Group for families with children who have additional needs.
<http://www.ls29group.co.uk/>
- Bradford SENDIASS (Barnardos) We provide independent and impartial information, advice and support to parents of children and young people who have or may have special education needs. Children and young people may also access support from the service.
<http://www.barnardos.org.uk/bradford-sendiass/information-advice-and-support.htm>



How is Burley Woodhead CE Primary School accessible to children with SEND?

- All buildings are on one floor and are wheelchair accessible.
- We have a disabled toilet, changing and washroom facilities.
- We aim to ensure that equipment used is accessible to all children regardless of their needs.
- Individual risk assessments are completed where necessary.
- Transition meetings between school and parents are arranged to share information and provision can be put in place accordingly.
- Before and after school provision (Sunrise and Sunset Club) is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- The curriculum is differentiated to allow all pupils to access learning and promote our inclusive ethos.
- Our school community works together in a caring, safe and supportive learning environment. We have a positive behaviour policy which ensures all pupils are treated equally.
- You can find our school accessibility plan here
<file:///burley-woodhead.local/dfs/Userdata/StaffDrives/mgadsby/Downloads/accessibility-plan-2016.pdf>

How will we support your child when they are transitioning between classes/educational settings?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When starting Reception:

- Parents are welcome to make an appointment to look round the school and discuss any concerns with the Headteacher or SENDCo.
- Parents are invited to meet the Reception staff alongside the senior leadership team and SENDCo at our new parents' information evening.
- The Reception staff arrange to visit your child in their nursery setting in the summer term. Information is exchanged between settings to ensure a smooth transition.
- Stay & play sessions together with story times are built in to help children familiarise themselves with their new classroom.
- Parent and teacher meetings can be arranged to discuss specific needs.
- Home visits can take place at parents' request.

When moving classes/ Phases in school:

- Information will be passed on to the new class teacher IN ADVANCE and a planning meeting will take place with the new teacher and other relevant adults. All relevant information will be shared with the new teacher and Phase Leader.



- If your child would be helped by a transition book to support them understand moving on, then it will be made for them.
- Transition visits will be set up and carefully managed by the team, including a meeting with you as the child's parent or carer if this is appropriate.

In Year 6:

- The SEND co-ordinator from the secondary school will contact us to arrange a meeting where the specific needs of your child will be discussed. This is usually followed up with a further meeting towards the end of the academic year.
- Ambassador programmes are in place to support vulnerable children.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- Information is passed on to the secondary placement in the summer term.

If your child is moving child to another school:

- We will contact the school SEND co-ordinator and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If you have any questions about the information in this document please contact the school office by email: office@burleywoodhead.com or by telephone: 01943 862739

