



Saltaire Primary School

- OUR LEARNING JOURNEY -

SEND Information Report

January 2018- J. Oates

This SEN information report has been written in response to the SEND Code of Practice (2014). It reflects our SEND Policy, which is also available on our school website and Bradford's Local Offer <http://localoffer.bradford.gov.uk>.

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What types of SEN do we provide for?	At Saltaire Primary School, every child is considered individually and careful consideration is given to the types of need they have. A child may or may not have needs in more than one specific area. Special Educational Needs are broadly categorised by four primary areas of need: <u>Communication and Interaction</u> • Children may have speech and language delay, impairments or disorders, or an autistic spectrum disorder. <u>Cognition and Learning</u> • Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder. <u>Social, Emotional and Mental Health</u> • Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours. <u>Sensory and Physical</u> • Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.
How do we identify pupils with SEND?	• Early identification of children with Special Educational Needs is vital and all children's progress is monitored closely. The SEN Code of Practice sets out a graduated approach to the process of ASSESS-PLAN-DO-REVIEW, by which our school identifies and manages provision for children with SEN. • Teachers will discuss initial concerns with parents/carers, relevant Leaders of Learning and the SENCO. The teacher and SENCO consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessments, using effective tools and early assessment materials. • If a child is not making sufficient or expected progress for a child of his/her age, the teacher will refer the child to the 'Every Child a Learner Team' (ECAL Team), who will more carefully and diagnostically assess the child's strengths and difficulties, so that support can be carefully targeted to their needs. A partnership with parents and carers is encouraged to form a joint learning approach and concerns are discussed. If a child is regarded as having SEN, no time is wasted in placing them on the SEN register. We would then provide appropriate support or request more specialist assessments from specialist agencies if this is appropriate. • When pupils have identified SEND (Special Educational Needs and Disabilities) before they start at Saltaire Primary School, 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. • If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– 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.

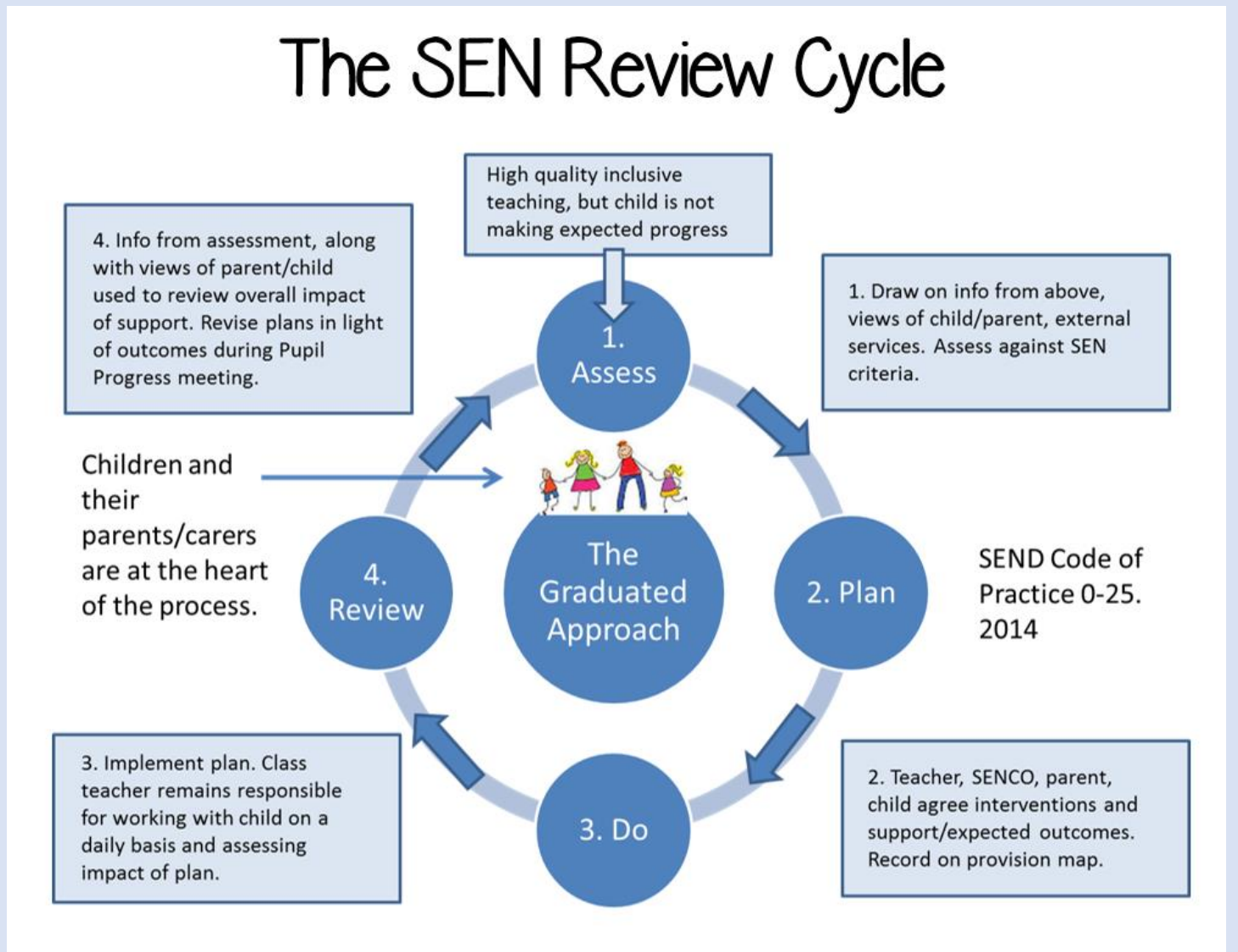
Who is our Special Educational Needs Co-ordinator and how can he/she be contacted?	Our Special Educational Needs Co-ordinator is: Mrs Jenny Oates Assistant Headteacher for Inclusion Saltaire Primary School Telephone: 01274 584093 Email: office@saltaire.bradford.sch.uk
What is our approach to teaching children with SEND?	Saltaire Primary School is an inclusive school. Our aim is to ensure that all children achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). All teachers at Saltaire Primary School are teachers of SEND, who successfully provide for the diverse needs of pupils. At the heart of the teachers' work is a continuous cycle of assessing, planning, teaching and reviewing, which takes into account the range of children's individual needs descriptors as follows: <u>Range 1- Quality First Teaching</u> From assessment information, the teacher adjusts teaching methods and adapts resources to meet the child's needs. If necessary, they will adapt the classroom environment to help the child overcome barriers to learning. Provision/interventions are planned using the class provision map. Parents are informed of extra support given. <u>Range 2</u> If no significant progress has been made after two review cycles, then additional and different provision is increased through more specific assessment by the SENCO. Provision/interventions are planned using the class provision map. External agency advice may be sought at this stage. Progress is more closely monitored. Parents are informed of extra support given and progress is discussed at Parent's Evenings or by making an appointment with the Assistant Headteacher for Inclusion/SENCO. <u>Range 3</u> If the child continues to make inadequate progress, the SENCO and class teacher take advice from assessments made by external agencies with permission from parents/carers. This may include advice from an Educational Psychologist, specialist teachers or health professionals. Individual and small group interventions are identified on an individual provision map for the child, which is discussed with them in child friendly terms. Clear entry and exit criteria/outcomes are established for interventions. The main provision is provided by class teacher, taking into account the support and advice from the SENCO and any external agencies. Additional adult help is directed by the class teacher and additional training is provided where necessary. Presentation of tasks are specialised and specific to meet the needs of the pupil. There is increased parental involvement and contact is made by the Assistant Headteacher for Inclusion/SENCO, by way of letter or telephone call, for review meetings and appointments with outside agencies. <u>Range 4</u> An assessment for an Education, Health and Care Plan is requested if there is a complexity of need requiring a multi-agency approach to assessing that need, planning provision and identifying resources. A decision will be

	made by a panel of people from education, social care and health professionals about whether a child is eligible for an EHC Plan. The curriculum may be modified to ensure the child can access it at their level. Individual and small group interventions are identified on an individual provision map. A key worker is identified. There is increased support on a 1:1/small group basis. External agencies are used for more specialist assessment and advice. Specialist training is made available for additional adults where required. Specialised equipment may be used and the learning environment may be adapted. Individual targets for therapy programmes are regularly monitored and assessed. Targets are short term and specific. Parents are involved in termly reviews with regular feedback. All Education, Health and Care Plans are reviewed formally once a year, where all parties involved discuss the plan and make necessary amendments. More information can be found on the Bradford School's Online website- 'A Guide for Parents' https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3285
How do we adapt the curriculum and learning environment?	• 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. This is evidenced through teachers' planning, observations, scrutiny of work and provision mapping. • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that the child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils make at least expected progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. • Specific appropriate resources and strategies will be used to support children individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	All children with SEND have access to a broad and balanced curriculum. We actively try to ensure that all our extra-curricular activities, including 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, where possible. However, if it is deemed that an intensive level of one to one support is required, a parent/carer may be asked to accompany their child during the activity or alternative provision made.
How do we consult parents/carers of pupils with SEN and involve them in their child's learning?	• Involving parents/carers and learners is central to our approach. We do this through reviews of targets set in termly individual provision maps and at statutory annual EHCP review meetings. Informal conversations with parents and children happen on a weekly basis. • Parent/carer forums are held regularly throughout the year, where a range of topics related to the running of the school are discussed.
How do we consult pupils with SEN and involve them in their education?	We work closely with the children and involve them at SEN reviews, using pupil questionnaires and interviews. We invite the children to comment on how well they feel they are doing towards their targets and what things they feel could be

improved. We ensure that a child's views are communicated when reviewing their Education, Health and Care Plans.

How do we assess and review pupil's progress towards their outcomes?

A cycle of **ASSES-PLAN-DO-REVIEW** is used to review a pupil's progress towards their outcomes:



	<u>Provision Mapping</u> Provision Maps are used consistently across the school for planning outcomes, reviewing progress and recording the provision made for pupils with additional needs including SEN. They are a living record which tell us exactly what needs have been identified and how barriers to learning will be removed effectively i.e. SPECIFIC information of need and what adjustments/resources/interventions will be in place, MEASURABLE attainment with clear entry and exit data, ACHIEVABLE and RELEVANT outcomes over TIME. It is the class teacher's responsibility for maintaining, evaluating and updating the Provision Maps and evidencing progress according to the outcomes described in the plan. It is the responsibility of the SENCO to ensure that the Provision Maps are being evaluated and kept up to date. The provision maps are reviewed termly and discussed at each Pupil Progress Meeting with the Senior Leadership Team.
How do we support pupils moving between different phases of education?	We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible. • If your child is moving to another school: ○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ The Assistant Headteacher for Inclusion will arrange additional visits to new schools for your child and personalised resources to support transition may be used. ○ Staff from the receiving school may also visit to see your child in their current setting ○ We will make sure that all records about your child are passed on as soon as possible. ○ Teachers will attend any appropriate training around transition arrangements. • When moving years in school: ○ Information will be shared with new teachers and time given to discuss each individual child. ○ Some children will develop their own transition booklets which show key staff, routines and areas in the classroom that can be taken home and discussed during the summer holidays. ○ Some children will put together information about themselves, to help their new teacher get to know them. ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.
How do we support pupils preparing for adulthood?	As a school, we have agreed eight Champion Learning behaviours that will help all our children to experience success and become lifelong learners into adulthood. Try New Things If children are willing to try new things they may well find something they are good at. Even better, they may find something they love doing. We make sure our school curriculum gives lots of opportunity for children to try new things so that they discover energy enthusiasm and motivation in their learning.

	Work Hard No real success comes without hard work. Although we want a curriculum that is fun for children it is important all the activities we plan will make children work hard. Successful people work hard but they also have fun doing it. We do not separate work and fun into two different categories. Concentrate Successful people give their full attention to whatever it is they are doing. We encourage children to focus on things that interest them whilst at the same time learning all of the curriculum content that is required. Understand Yourself and Others Successful people understand others. They communicate in a way that helps others to understand. Our curriculum helps children to realise that collaboration is what the real world is all about. Community harmony is all about understanding each other. Use Your Imagination Successful people have ideas. They use their imagination and are prepared to be wrong. Our curriculum provides children with lots of opportunities to use their imagination, which is the keystone to creativity. Don't Give Up All successful people experience criticism, setbacks, failure and rejection. However they all manage to bounce back. Our curriculum offers all children the opportunity to fail in a safe environment and encourages children to learn to have another go. Help Yourself to Improve Accomplishment in any curriculum subject is not as a result of doing something once and moving on. It comes from lots of tweaks and refinements. We encourage our children to understand great things do not often happen immediately. Successful people are always trying to improve what they do. Challenge Yourself Successful people need to push themselves. They need to push past doubts and laziness. Our curriculum is engaging and relevant and provides children with a need to push themselves because children can see the point of what they are doing.
How do we support pupils with SEN to improve their emotional and social development?	Our school ethos values all children and places great importance on children's social and emotional development. ● Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact. ● The school's behaviour systems are predominantly based on a positive approach. ● The behaviour policy and Every Child a Learner Team identifies reasonable adjustments to ensure the need for

	exclusion is minimised. • Behaviour Support Plans and Risk assessments are used effectively to ensure that action is taken to increase the safety and inclusion of all pupils in all activities. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about their behaviour. • The school provides effective pastoral care through the Every Child a Learner Team (Assistant Headteacher for Inclusion, Inclusion Officer, Pupil & Parent Participation Officer) • Access to information and support is provided within school for behavioural, emotional and social needs. • External support is sought from the Behaviour Support Services where necessary, and any advice is implemented to support individual pupils' needs. • Pupil voice mechanisms such as the school council and digital leaders have led to changes in school practices and procedures and encourage a greater level of involvement. • Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. • Small group targeted programmes are delivered to children by the Inclusion Officer to improve social skills and emotional resilience. • There is a lunch time nurture group to support vulnerable pupils.
What expertise and training do staff have to support pupils with SEN?	• Our Assistant Headteacher for Inclusion 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 2015. • The Assistant Headteacher for Inclusion regularly attends courses and keeps up to date with current practice and future developments around SEND issues. • We are committed to developing the ongoing expertise of our staff in the area of SEND to ensure that both teachers and support staff effectively meet the needs of the pupils. CPD programmes for training, both outside and within school, are planned on an individual basis through staff appraisal meetings and when needs arise. • The Assistant Headteacher for Inclusion is involved in planning and delivering an ongoing programme of training for Teachers and Support Staff. The school governors are informed of the training provided and invited to attend.
How will we secure specialist expertise?	We regularly secure support from specialist services such as: • Educational Psychology Team • Cognition and Learning Team • Behaviour Support Services • Autistic Spectrum Team

	• Physical & Medical Team • Hearing Impairment Team • Visual Impairment Team • CAMHS • School Nursing Team • Children's Services • Virtual School for Looked After Children • Speech and Language Therapists • Physiotherapists • Occupational Therapists
How will we secure equipment and facilities to support pupils with SEN?	The school budget, received from Bradford LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. All resources, training and support are reviewed regularly and changes made as needed.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	The school works closely with the staff from Bradford Council Support services and other agencies. Advice and expertise is also drawn from Children's Services and Health Authority employees where necessary. We also work in partnership with the Education Welfare Department. We have many links with outside agencies to support pupils and their families. These include: • School Nurse/Community Paediatrician • CAMHS (Child and Adult Mental Health Services) • SALT (Speech and Language Therapy) • ASD Team (Autistic Spectrum Disorders) • Cognition and Learning Team • BESD Team (Behavioural, Emotional, Social Difficulties) • Visual Impairment Team • Hearing Impairment Team • Physical Difficulties Team • Occupational Therapy • Educational Psychologist
How to we evaluate the effectiveness of our SEN Provision?	The Assistant Headteacher monitors the impact of interventions and provision made for children with SEND.
How do we handle complaints from parents/carers of children with SEN about provision made at the school?	At the first instance parents/carers of children with SEND should contact the Assistant Headteacher for Inclusion/SENCO or another member of the Senior Leadership Team, if they are unhappy with the provision being made for their child at the school. The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice 2014 outlines

	additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request. Our school Complaints Procedure Statement is available to download on our school website: http://www.saltaireprimaryschool.co.uk/website/policies_and_statements
Who can pupils and parents contact if they have any concerns?	• The child's class teacher • Any member of the Every Child A Learner Team (Inclusion Officer, Pupil & Parent Participation Officer) • Mrs Jenny Oates- Assistant Headteacher for Inclusion/SENCo • Mr Rob Whitehead- Head of School • Mrs Sally Stoker- Executive Headteacher
What support services are available to parents?	Parents/carers can find information, links and support in the SEN section of our school website; http://saltaireprimaryschool.co.uk/sen .
Where can the LA'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 . There is also an 'Information for Parents' page in the SEND Section on the Bradford Schools Online website https://bso.bradford.gov.uk/Schools.