



# SEND Information report

September 2018

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# **SEND Information Report**

## **September 2018**

### **What kinds of Special Needs and Difficulties do we cater for at Harden Primary School?**

We cater for a wide range of needs that include:

- cognition and learning; specific learning difficulties
- physical and medical
- hearing and visual impairments
- dual and multisensory impairment
- communication and interaction difficulties for example: Autistic Spectrum Disorder
- social, emotional and mental health needs
- speech, language and communication needs

### **How do we identify children with Special Educational Needs and difficulties?**

There are a range of ways in which we identify children with Special Educational Needs and Difficulties. Some children will have already been identified in their previous setting before joining Harden Primary School, in which case we work in partnership with the professionals that already know them to support their progress and learning.

The progress of all our children is monitored half termly, and children are identified during Pupil Progress meetings when their progress has been less than expected.

In most cases, children are identified by our very experienced teaching and support staff team. If any member of staff feels that a child may have an additional need then they will speak to the SEND team and parents in the first instance. The child will then be assessed and observed to discover what is happening and why. Support can then be specific and tailored to their needs. If appropriate, school will then invite in external professionals to offer additional support.

### **How could my child get help in school?**

Children in school with SEND will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in school. Specialists may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder Team (ASD) or Learning Support Services (see information at the end of the report - Other Agencies). Children can also be supported by an external Educational Psychologist.

### **How do parents and staff work together to discuss provision and what our next steps should be?**

We believe strongly in working together with parents. Parents are told about their child's progress and we try to work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve their full potential.

Views and agreed roles are recorded when individual provision maps are updated and copies are shared and sent home termly. Informed parental consent is obtained before referral to any outside agency.

Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are welcome to discuss concerns at any time, initially with the teacher but also with the SENDCO.

### **How is extra support allocated to children and how do they move between the different ranges?**

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. The Head Teacher and the SENDCO discuss all the information they have about SEND across school, including the children getting extra support already and the children who will need extra support.

The children who have been identified as not making as much progress as expected may be allocated additional resources/support where needed.

All resources and support are reviewed regularly and changes made as needed.

### **How do we consult children with Special Educational Needs and Difficulties and involve them in their Education?**

As part of additional assessment by the SENDCO and to inform individual plans, pupil voice is important when they are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped.

Views are sought from all parties involved and recorded more formally within any EHCP process and in formulating Individual Provision Maps.

The School Council also represents pupils' opinions and wishes.

### **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 teacher initially. The concerns may need referring to the SENDCO if your child is still not making progress. If you continue to feel that your child is still not making progress you should speak to the Key Stage leader or Head teacher.

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

When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO and then discuss this with you. As with all staff, the SENDCO operates an open door policy and actively encourages all staff to discuss their concerns about children whenever necessary.

There are half-termly reviews and then subsequent pupil progress meetings involving the senior leadership team and class teachers to ensure all children are making good progress. This is another way your child may be identified if they are not making as much progress as initially thought. If your child is then identified as not making adequate progress, the class teacher will discuss this with you in more detail and listen to any concerns you may have too.

### **How will the teaching be adapted for my child with learning needs?**

Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that your 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 are able to make 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 act on advice and recommendations from specialists. They will adapt their teaching and use simplified language and/or pictures to support them to understand new vocabulary.

Support staff will support your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and/or in groups. Planning and teaching may be adapted on a daily basis if needed to meet your child's learning needs.

Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.

### **How will Harden Primary School support my child?**

Harden has a range of interventions in place in our school which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress this will be monitored and reviewed by the SENDCO. This is then discussed by the year group teacher and the Assistant Head Teacher and/or Headteacher at the half termly Pupil Progress meetings.

If necessary, an Individual Provision map will be created to support children that fall into the Bradford Ranges 2, 3 and 4. All children will be supported by the delivery of Quality First Teaching. We 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. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a comprehensive report from the SENDCO on the progress of pupils with SEND.

### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by his/her teachers and the Senior Leadership Team. His/her progress is reviewed formally every half term and a milestone level is given in Reading, Writing, Maths and Science. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age

At the end of Reception, Key Stage 1 and 2 the school is required to report attainment externally for your child. This is something the government requires all schools to do and the results are published nationally.

The progress of children with an Education, Health and Care Plan (EHCP), (at Bradford's Range 4 to 7) is formally reviewed at an Annual Review with all adults involved with the child's education.

### **How will both you and I know how my child is doing and how will you help me to support my child's development?**

Annual reports and Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual Reading, Writing and Maths targets and any behavioural, emotional or social difficulties.

When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupil voice will be sought and when appropriate, they may attend all or part of any meeting.

### **How does the school train staff and secure specialist expertise?**

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need.

Circumstances include:

- The SENDCO's need to keep up-to-date with local and national developments
- A class teacher's need for in-depth knowledge to assist a child in their class with more complex barriers to learning
- Teaching Assistants' needs to be instructed in delivering specific intervention strategies

The SENDCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, CAMHS, School Health, Educational Psychological Service, Child Development Centre, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

### **What support will there be for my child's/young person's overall well-being?**

The well-being of all of our pupils is our primary concern at Harden Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning are integral to our curriculum and ethos of the school.

We have many staff that receive first aid training and paediatric first aid training.

If a pupil has a medical need, then a detailed Care Plan is compiled with support from the School Nurse/medical professionals in consultation with parents/carers. These are discussed with all staff who are involved in supporting the pupil at any point during the school day.

Relevant staff are trained to support medical needs and in some cases staff receive training. We have guidance on procedures for administering medicines within our health and safety policy. Where necessary, and in agreement with parents/ carers, prescribed medicines are administered in school, but only where a signed medication consent form is in place to ensure the safety of both child and staff member.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal provision map and care plan may be put in place for pupils with the additional needs.

Our Positive Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and used consistently across school. We regularly monitor attendance. We support pupils returning to school after absence and take the necessary actions to prevent prolonged or unauthorised absence where possible. Pupil voice is sought through school council and other forums.

### **What specialist services and expertise are available at or accessed by the school?**

All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. At appropriate times, schools will contact and seek advice from a

range of educational outside agencies, Outreach Services and health professionals (refer to list at end of this document). We also work with Children's Social Care.

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

We would like you to talk to your child's teachers regularly, so we know how they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.

The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. If necessary, homework will be adjusted as needed to your child's individual needs.

### **How will my child be included in activities outside the classroom including school trips?**

We actively try to ensure that all our extra-curricular activities, including residential, are adapted for children's specific needs where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible.

### **How have we made sure Harden Primary School is accessible to children with SEND? (including after school clubs etc.)**

As a school we are happy to discuss individual access requirements. At present we have the following facilities: wheelchair access into school and a disabled toilet. We ensure that equipment and resources used are accessible to all children regardless of their needs. Visual prompts are used across the school to support learning where necessary.

### **How do we support improving emotional and social development?**

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils. Occasionally, a child may require an Individual Behaviour Plan. However we work closely and co-operatively with parents and carers to address issues.

### **How will we support your child when they are leaving this school? Or moving to another Year group?**

We recognise that transition between different settings and year groups 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 coming to us or moving to another school we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. The SENDCO 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.

When moving years in school, information about your child will be shared with their new teachers. Children will all have opportunities to meet their new teachers and work in their new classrooms. If your child would be helped by a personalised plan for moving to another year, we will put this in place.

**How does Harden Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?**

There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. A good place to start is the Bradford Parent Partnership, whose website can be found at <http://www.barnardos.org.uk/parentpartnershipservice.htm> (phone: 01274 481183). The SENDCO is available to help parents locate organisations that can offer more specialist advice.