



Harden Primary School
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Head Teacher: Mrs K Hutchinson

Inclusion Lead: Barbara Merriman

Distribution: Parents (website), governors, current staff, induction of new staff, Ofsted, local authority and partner schools

SEND Information Report Date: September 2020

For information about Harden Primary School SEND policy and our SEND local offer, please see the school website.

SEND General Statement Harden Primary School recognises the achievements and abilities of all of our children. We value the contributions that each child can make and welcome the diversity of culture, religion and learning styles of individuals. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs and abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs and Disability (SEND) are valued, respected and equal members of the school. As such, provision for children with SEND is a matter for the school as a whole. SEND provision at Harden Primary School is overseen by the Senior Leadership Team (SLT) and co-ordinated by the SENDCO. SEND provision is regularly monitored, reviewed and evaluated by the SENDCO and the school's governing body receives regular updates on how individual needs are being met and how SEND funding is spent. All pupils at Harden Primary are treated according to their individual needs and teaching staff, with the support and guidance of the SENDCO, plan an appropriately differentiated curriculum for pupils with SEND to ensure quality first teaching. Clear Provision Maps are put in place including Individual Education Plans (IEPs) and Educational Healthcare Plans (EHCPs), which are shared with relevant staff and regularly reviewed and adjusted as children progress. Regular assessment and feedback are used to inform these reviews. Children's opinions are also gathered, ensuring that they are directly involved as a partner in their learning.

What is the role of the SENDCO?

Harden Primary School's SENDCO is Mrs Barbara Merriman who is responsible for inclusion overall. Mrs Merriman is an experienced SENDCO within the school with clearly delegated responsibilities and the authority to act independently when key issues arise.

A requirement of the role is to analyse specific data for specific pupils and groups to identify trends and support interventions and provision. It is also to generate reports for SLT, governors, the broader staff group and parents as appropriate.

The SENDCO can be contacted by telephone on 01535 273847 or via the school email: office@hardenprimaryacademy.co.uk

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

We address a wide range of needs for vulnerable groups and individuals: including cognition and learning; physical and medical; hearing and visual impairments; specific learning difficulties; communication and interaction difficulties such as Autistic Spectrum Disorder; specific learning difficulties; social, emotional and mental health needs and speech, language and communication needs such as delays with speech sound, expressive and receptive language.

We also make a significant contribution to other key areas including LBGT, PREVENT anti-radicalisation, equality issues, disability act etc.

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

Identification

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

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 and agree with you what we will do next and what you can do to help your child.

If our teachers think your child may have a Special Educational Need or Disability, the class teacher will discuss this with you in the first instance. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why)

Our teachers and SENDCO will look at areas of need, agree SMART targets and identify tailored interventions on a provision map. This will be monitored closely and shared with you.

The progress of all pupils is monitored regularly (half termly). We look at: - Current assessment of the pupil or attainment on entry - Any information provided by previous setting, parents or involved agency - Use regular teacher assessment to monitor progress - Progress in comparison the peers - Speak to parents/carers and the pupil about their views - Seek advice from external agencies where appropriate - Use graduated response (BSO) All teachers follow the Early Identification of Need flow chart.

We will monitor interventions carefully to ensure that: - Your child's progress is similar to that of their peers starting from the same baseline - Progress matches or better the child's previous rate of progress - Attainment gap between the child and their peers is closing - We prevent the attainment gap growing wider

Harden Primary School will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary, re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

How could my child get help in school?

Children in school 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 the school.

Staff may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder (ASD), Behaviour Support Services, Learning Support Services or Visual Impairment Team.

We have a commissioned Speech and Language therapist who supports children fortnightly in school to support with speech sounds, receptive and expressive language.

Our School Nurse is available to discuss concerns and discuss referral relating to health

How can I let the school know that 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 not making progress.

Regular meetings will be scheduled to monitor progression and impact.

If you continue to feel your child is not making enough progress, you should speak to the Head teacher or the SEND Governor

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

Regular communication between school and home. Meetings will be arranged where concerns can be discussed and targets can be agreed.

Parents' evenings are held twice a year. Provision maps are reviewed termly. At these points, parents of children with SEND have the opportunity to speak to the class teacher about their targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENDCO or class teacher to speak about their child (contact details at the end of document).

The SENDCO may also contact the parent/carer at other times during the year to speak about their child's need, for example, if an external agency is coming into school, they may wish to discuss this with parents or hold a parental meeting with the external agency.

Are there any support services available to the parents of children with SEND?

Harden Primary School has a range of interventions in place which may be used when we identify a need for additional support.

When the school identifies the need for additional interventions to enable a pupil to make expected progress, this will be recorded on a Provision Map. Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.

This support will normally be within Bradford's Matrix of Need

Provision maps are used to write targets for children at SEND support and above

A breakdown of how Harden Primary School can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each range can be found in our Local Offer on the school website.

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 report from the SENDCO on the progress of pupils with SEND

Teaching is adapted to meet the needs of children. 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. 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 use simplified language and/or pictures to support them to understand new vocabulary.

Support staff will support with 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 will be adapted on a daily basis if needed to meet your child's learning needs.

We continue to seek support and guidance in partnership with yourself, from external agencies and ensure their recommendations are in place to meet the needs of your child.

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. The school environment as a whole is reviewed as part of our Disability Access Planning.

All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.

SEND Action Plan

The plan is prepared annually and reviewed termly.

How do we support children with SEND as they move between phases of education?

We use a flexible approach, promote independency, and are sensitive to individual pupils and parent's needs. Personalised pathways to learning is developed.

Parents of children with SEND are able to seek advice on secondary school transition. Harden Primary staff can accompany the child on extra visits. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. This includes SEND liaison. Additional pre-transfer visits and familiarisation can be arranged for pupils with special ne

. How do we involve pupils with SEND in their education?

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future.

Children with a statement or EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

. How does the school train staff and secure specialist expertise?

Training in SEND, forms part of the continuing professional development planned for all staff meetings and training days.

Other training for individual members of staff or groups of staff is provided according to identified individual need.

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, Schools Psychological Service, School Nurse, Child Development Centre, Hearing and Visually Impaired Services, and parent advice groups.

The SENDCO keeps up-to-date with Local and National developments and attends meetings half termly with the Exceed Lap to discuss this. Meetings put on by Bradford LA are also attended regarding SENDCO updates.

Class teachers have in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended, the class teacher will attend this to support their teaching and understanding of the needs of their children.

Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it.

Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

The SENDCO also acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, Educational Psychology, School Health, Physiotherapy Therapy, Hearing and Visually Impaired Services, and parent advice groups.

How do we evaluate the effectiveness of the provision for children with SEND?

Provision maps are evaluated and re-written each term. At this point, the SENDCO looks at the provision evaluations and the effect this provision has had on progress.

Pupil progress meetings take place every term. These also look at interventions put in place for individual children and how this has impacted upon progress.

Annual reviews are held for children with a statement or EHCP and provision and targets are reviewed and rewritten.

Provision is also monitored by the SENDCO through lesson observations, planning, learning walks and reviewing assessment data. Assessment

All children are assessed through the use of summative assessment on a daily basis at Harden Primary

Formal assessments of learning take place termly and provision maps are assessed and reviewed termly. Assessment is a continuing process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review.

Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately.

To assess the type of need of the pupil and the range, teachers and the SENDCO use the range guidance published on Bradford Schools Online.

On a termly basis, the Assessment Leader and the SENDCO look at the data of all SEND children and uploads it into a monitoring assessment tool developed by the SENDCO. This information is then used to monitor progress and provision and helps the SENDCO put new provision in place.

. How do children with SEND access in activities in school with children who do not have SEND?

ALL activities are open to children with SEND and reasonable adjustments will always be made to help children with SEND to participate.

.How do we support improving emotional and social development?

Harden Primary School takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best.

Where a child needs an Individual Behaviour Plan, we work closely and co-operatively with parents and other partners to address any issues.

Pupil interviews and questionnaires are carried out each year at Harden Primary to ensure that these children have the chance to express their views about their education and the school.

We have a school council in school and children have the opportunity to make suggestions to their class members to take to school council meetings.

How do we handle complaints?

Most complaints are resolved readily. If further advice is required or Senior SEND officer is Kash Rajput: kash.rajput@bradford.gov.uk