

## Local Offer

**This is a school where Everyone ‘Reaches for the Stars ‘and Learns to Succeed**

### **WHAT DOES THE COUNCIL AND OUR SCHOOL OFFER CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)?**

We work hard to ensure all pupils become the ‘best they can be’, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

If a child’s progress is significantly slower than others in any area, or has recently slowed or stopped, they may have special educational needs or disabilities which require additional support, sometimes for a short period, sometimes for the longer term.

We use the **Bradford Metropolitan District Council’s Children’s Services for SEND** three range approach, which provides increasing levels of support. This is based on an Assess-Plan-Do-Review structure.

If a child has an ‘Education, Health and Care Plan’, then we provide the support and targets detailed in the plan.

### **SPECIALIST PROVISION THE SCHOOL OFFERS WHEN REQUIRED (WE CONTINUE TO DEVELOPING THIS SPECIALIST PROVISION)**

- Individual Learning Programmes and Additional Teaching
- Teaching Assistants
- Speech and Language Therapy at school (Class teacher support and Specific targeted support from SALT)
- School Nurse – to support family and school with child’s health and medical issues and to link with other health professionals
- Dyslexia Friendly classrooms and support with writing
- Nurture support for individual children when required

### **PARTNERSHIP WITH PARENTS**

To ensure effective communication and partnership, staff work hard to:

- Encourage parents to make an active contribution to their child’s education
- Value the information parents and children have, and their feelings and wishes at all stages

by:

- Holding regular review meetings with parents and children to discuss concerns, what to do and to set targets
- Supporting parents to help their child at home towards these too.
- Holding parental consultation meetings and inviting parents into class to see how their child learns.

Providing support from the Senior Leaders and the SENDCO

#### OUT OF SCHOOL HOURS ACTIVITIES –

We work hard to engage as many children as possible;

After school hours we run clubs such as: Gymnastics, Football, Drama and Basketball



## VISUAL IMPAIRMENT

Early SEN Assessment  
 Language Development Worker  
 Educational Psychologist  
 Outdoor Learning  
 Joint CPD  
 Access to St Edmund's Children's Centre Hub  
 Teaching adapted to individual learning styles (VAK)  
 Small Group Work/1:1  
 Advice and input from outside  
 Educational Professionals  
 Increased opportunities to talk using variety of resources  
 Differentiated learning - allowing for modelling/responses etc.  
 Intervention opportunities

## BEHAVIOURAL, SOCIAL & EMOTIONAL NEEDS

Social Inclusion provision  
 Access to St Edmund's Children's Centre Hub  
 Early SEN Assessment  
 Teaching adapted to individual learning styles (VAK)  
 Small Group Work/1:1  
 Advice and input from outside  
 Educational Psychologist  
 Educational professionals  
 Increased opportunities to talk using variety of resources  
 Regular observations to record triggers, frequency etc.  
 Motivational programmes/charts  
 Consistent and regular reinforcement of school/classroom structures  
 Risk assessments

## AUTISTIC SPECTRUM CONDITIONS

Early SEN Assessment  
 Joint CPD  
 Social Inclusion provision  
 Outdoor Learning  
 Small Group Work/1:1  
 Parental Network of Support  
 Advice and input from outside  
 Educational Professionals  
 Teaching adapted to individual learning styles (VAK)  
 Intervention opportunities  
 Access to St Edmund's Children's Centre Hub  
 Language Development Worker  
 Educational Psychologist

## MODERATE LEARNING NEEDS

Access to St Edmund's Children's Centre Hub  
 Early SEN Assessment  
 Advice and input from outside  
 Educational Professionals  
 Small group work  
 Setting opportunities within year group  
 Social Inclusion provision  
 Intervention opportunities  
 Teaching adapted to individual Learning styles (VAK)  
 Language Development Worker  
 Educational Psychologist

## HEARING DIFFICULTIES

Early SEN Assessment  
 Speech & Language Worker  
 Access to St Edmund's Children's Centre Hub  
 Language Development Worker  
 Educational Psychologist  
 Teaching adapted to individual learning styles (VAK)  
 Social Inclusion provision  
 Hearing Assessment  
 Advice and input from outside  
 Educational Professionals  
 Small Group Work/1:1  
 Advice and input from outside  
 Educational Professionals  
 Advice from hospital Audiology Team

## PHYSICAL DIFFICULTIES

Access to St Edmund's Children's Centre Hub  
 Parental Network of Support  
 Early SEN Assessment  
 Outdoor Learning  
 Advice and input from outside  
 Educational Professionals  
 Personal Educational Plan with regular reviews  
 Adaptations of learning spaces  
 Social Inclusion provision  
 Individual Motor Skills Programmes  
 PE adaptations/modifications  
 Building adaptations  
 Educational Psychologist

## SPEECH, LANGUAGE & COMMUNICATION NEEDS

Access to St Edmund's Children's Centre Hub  
 Social Inclusion provision  
 Early SEN Assessment  
 Visual Assessment  
 Advice and input from outside  
 Language Development Worker  
 Educational Psychologist  
 Educational Professionals  
 Increased opportunities to talk using variety of resources  
 Teaching adapted to individual learning styles (VAK)  
 Small Group Work/1:1  
 Advice/resources from Visual Impairment Team



## MULTI-SENSORY IMPAIRMENT

Parental Network of Support  
 Early SEN Assessment  
 Joint CPD  
 Intervention opportunities  
 Social Inclusion provision  
 Small Group Work/1:1  
 Advice and input from outside  
 Educational Professionals  
 Setting opportunities within year group  
 Teaching adapted to individual learning styles (VAK)  
 Specific programmes eg Toe by Toe, Theorescue handwriting programs etc  
 Access to St Edmund's Children's Centre Hub  
 Language Development Worker  
 Educational Psychologist

## SPECIFIC LEARNING DIFFICULTIES

Parental Network of Support  
 Early SEN Assessment  
 Joint CPD  
 Intervention opportunities  
 Social Inclusion provision  
 Access to Children's Centre  
 Small Group Work/1:1  
 Advice and input from outside  
 Educational Professionals  
 Educational Psychologist  
 Setting opportunities within year group  
 Teaching adapted to individual learning styles (VAK)  
 Specific programmes eg Toe by Toe, Theorescue handwriting programs etc  
 Access to St Edmund's Children's Centre Hub  
 Language Development Worker

