



Ashlands Primary School Local Offer for SEN

We are a fully inclusive school which aims 'for all pupils to reach their highest level of achievement and attainment in all areas of the curriculum.'

1. Identification of Special Needs

We follow guidance from [Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on a graduated approach and an assess, plan, do and review structure.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. (Draft Special Needs Code of Practice: for 0-25 years October 2013)

Once we have identified a pupil with SEN we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child's progress or needs then please talk with the class teacher initially. They will then direct you to the SENCO if this is appropriate.

2. How will my child be supported?

School Action:

The class teacher will be aware of your child's needs and provide for them within normal differentiation. The class teacher will have identified strategies and activities or interventions that should help your child to progress in their area of need. But for most of the time, your child will be working towards the same objectives as the other children in the class.

School Action+

The school makes a graduated response according to the level of need. At School Action + other staff members may collaborate with the class teacher and external advice may be sought if appropriate. The relevant external advisers (e.g. Educational Psychologists, Speech Therapists or Learning Support Teachers) will be consulted, and will recommend strategies to support your child. You should have chance to discuss your child's needs with these specialists. Children who need additional support will spend a small proportion of their time working on special activities, often in a small supported group. However, they will still spend most of their time working within the class, on tasks at the appropriate level.

Education and Health Care Plan - EHCP

Your child's class teacher will be responsible for overseeing and working with your child on a daily basis. His or her role will be to ensure your child has access to a broad, balanced and differentiated curriculum to meet his / her individual needs. In addition, the school employs trained learning support assistants who support the teacher in providing a high quality of care, guidance and support to ensure your child does well at school. You should be aware of the main adults who work with your child. The aim of the support adult is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at regular reviews (usually one per term). You may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist). Each school year there will also be a formal Annual Review/EHCP meeting, at which the terms of the EHCP will be reviewed and amended as required. You will be invited to attend this meeting and to contribute a written report.

Note: Parents are often concerned about their child missing key aspects of the curriculum when working on special interventions. The class teacher will timetable your child's activities in a way that matches their learning priorities. Often, for example, social, emotional or communication needs affect learning across the curriculum, so need to be given a very high priority.

Effectiveness of provision

Interventions are monitored and evaluated by the Assessment Co-ordinator, SENCO and staff. A Provision map is produced which tracks interventions, targets and all areas of provision for each child with SEN.

SEN Governor

We have a SEN Governor who liaises with the SENCO and meets to discuss implementation of SEN across school. Any policies or legislation pertaining to SEN are authorised by the Governing Body.

3. Curriculum

Class teachers differentiate work for children in class according to their abilities. Any further individual differentiation and delivery of interventions is facilitated in discussions with the SENCO. Support is timetabled in to meet individual needs.

4. Communication

Twice yearly parents' evenings are held one in the Autumn and one in the Spring term. A written report is produced in the Summer term. Additional to this your child's targets will be shared with you and children will be encouraged to set their own targets in discussions with their teachers. You will also be invited for further meetings throughout the year as appropriate.

5. Well Being

If your child has a medical need staff will receive appropriate training. Advice can be sought from outside agencies to cater for behavioural support, physical needs and for pastoral care.

A range of policies underpin our SEND offer.

6. Specialist Help

Special Educational Needs Coordinator (SENCO)

Liaising with parents/ carers, school staff and external agencies, the SENCO is responsible for coordinating the support of all children with SEND in school.

Head Teacher

The Head Teacher is ultimately responsible for SEND policy and provision.

External Agencies

Different children have different needs. Schools can seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below. (your permission will always be sought)

Educational Psychology Team (EPT): provides assessment and advice about the whole range of special needs that can affect learning.

Learning Support Service (LSS): Learning Support Teachers help to identify children's areas of learning strength and of relative delay, and suggest strategies to support them. This team includes specialists in physical difficulties, medical difficulties, and visual and hearing impairment.

The AS (Autism Spectrum) Team forms part of the Communication and Interaction Service of Learning Support Service.

Social, Mental and Emotional Health: can advise and help schools and families with identifying and addressing social/emotional/behavioural needs.

Speech and Language Therapists (SALTs): 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.

Occupational Therapists (OTs) and Physiotherapists: these health professionals work with children who have physical difficulties, ensuring that their physical development is promoted alongside their academic learning.

School Nurse (SN): provide 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.

7. Training

Training is accessed by all members of staff through the year in a range of Special Educational Needs and Disabilities. Recent training has included the Team Teach approach, Dyslexia awareness, working with children on the Autism Spectrum and working with children with a visual impairment. Training of support staff for a range of interventions has taken place,

Firstclass@number for both Key Stage 1&2, Addacus number intervention, Elklan Speech and Language programme, Time to Talk and Socially Speaking, Black Sheep Narrative language development programme, Precision teaching. We also deliver a number of other intervention programmes across both Literacy and Maths.

8. Inclusion

Parents and carers are consulted about trips and adaptations are made to ensure all children can access school trips and residentials at a level appropriate to their needs.

9. Access

Our building is a flat site and allows full access for wheelchairs. We have a disabled toilet and changing facilities. If necessary, we support any pupil for whom English is an additional language by accessing support from Bradford.

10. Transfer

Children with additional needs already identified who join school in our Nursery or Reception class will participate in the full transition programme. This may be enhanced with additional visits before your child starts to determine what needs to be put in place to ensure a smooth transition. Children joining school in other year groups will be

given the chance to visit and meet staff and meetings with parents may be held to plan for their needs. Transition within school is facilitated with transition meetings and books and visits to new classrooms. Children will get to meet staff who are going to support them or transition with the same staff if it is appropriate. Transition at the end of Year 6 is well supported by the local grammar school and ambassador programmes are in place for vulnerable children. Information is passed to the new schools and visits are carried out during the Summer term. Discussions about appropriate Secondary school places are held during the preceding year and parents are encouraged to visit schools to assess suitability.

11. Resources

Teaching assistants are allocated to classes to support children with additional needs. Children who currently hold EHCP may have staff allocated to them in accordance with the need outlined within the EHCP.

12. Decision Making

At School Action and School Action+, the SENCo in discussion with the Assessment Co-ordinator and class teacher assess your child's needs and follow guidance from outside agencies on the amount of and type of support needed. Interventions recommended are implemented and staff deployed accordingly. Staff evaluate termly to monitor the effectiveness of interventions and your child's reactions to them. Adjustments are made from these outcomes. A Provision map is updated termly which provides a record of all support. EHCP set out what provision is required and how it will be monitored, these are reviewed annually.

13. Involvement

A meeting is held during the Autumn term to review how your child has settled into their new class and to discuss targets and needs. Throughout the year regular meetings are held to review progress, feedback from reports and discuss any other issues. Permission is always sought before any decisions are made. If your child has an EHCP this will be reviewed regularly as detailed in the plan. An annual review will be held which involves all relevant agencies involved with your child.

14. Contact

School telephone number 01943 609050

Head teacher Mr Andrew Soutar

SENCO: Mrs Sarah Clewes

Local Authority: Margaret McMillan Tower, Prince's Way, Bradford, BD1 1NN

01274 435750

Email:sen@bradford.gov.uk

Where can I get support?

You can find support groups for almost any kind of special need by searching the internet. However, there are some particularly helpful local support groups:

AWARE - Based in Addingham but covering a wide area this group offers support, advice and activities for children on the autistic spectrum. jo.galasso@tesco.net

LS29 - a registered charity support group for families with children who have additional needs. <https://www.ls29group.co.uk/> Contact- 01943 609861 or 07976 015134

Downs Syndrome Training and Support Services - based in Bradford and offering courses, educational groups, advice and family events.

Email- office@downsyndromebradford.co.uk

Bradford Parent Partnership - SENDIASS- Is an independent support service for families of SEND children. It is supported by Barnardos

<https://www.barnardos.org.uk/what-we-do/services/bradford->

[sendiass#:~:text=Bradford%20SENDIASS%20is%20for%20parents,and%20for%20their%20children%20too.](https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass#:~:text=Bradford%20SENDIASS%20is%20for%20parents,and%20for%20their%20children%20too.) 01274 513300

Bradford Families Information Service- a good place to get information on the ranges of services and support you can access 01274 437503

Gr8 Minds is a new initiative from the Wharfedale, Airedale and Craven Alliance providing great support and advice on children's mental health-

<http://wacalliance.co.uk/gr8-minds/>