

SEND INFORMATION REPORT

ASHLANDS PRIMARY SCHOOL



This information report has been reviewed and **updated in October 2025** in line with the revised SEND Code of Practice 2015.

INTENT

Our SEND Information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Ashlands Primary School we are committed to offering a curriculum which allows for the best possible progress for all our children whatever their needs or abilities. We are a fully inclusive school which strives to ensure that all pupils achieve their potential: personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, social background, religion, sexual identity, ethnicity, physical ability or educational needs. We have high expectations of all our children and we want them to feel that they are a valued part of our school community.

We provide a broad, creative and balanced curriculum and we are committed to supporting children in accessing this to the best of their ability by removing barriers to learning or participation and making reasonable adjustments where necessary.

At Ashlands Primary School our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Through our high-quality planning, teaching and provision we:

- Strive to ensure both early identification and intervention for SEND ensures that progress and opportunities are maximized.
- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Develop children's independence and life skills.
- Regularly monitor the progress of children with SEND, using a child-centred approach.
- Provide good quality and relevant training for all staff members supporting children with SEND.
- Work in partnership with parents and carers.
- Engage and work closely with external agencies and other professionals to hone and develop our provision for children with SEND.

IMPLEMENTATION

This document is intended to give information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. We are committed to early identification of SEND through a range of assessment tools, and to collaborate with all agencies and stakeholders and will continually develop and modify our provision to meet the changing requirements for individual pupils.

1. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

2. Definitions

A child or young person has SEND if they have a learning difficulty or disability, which calls for additional and different provision to be made for them.

Children are identified as having a special educational need:

- *if they have a learning difficulty or disability which calls for special educational provision to be made for him or her*
- *has a significantly greater difficulty in learning than the majority of others of the same age*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*

(SEN and Disability Code of Practice: 0 to 25 years Guidance 2015)

Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child.

3. Roles and responsibilities

The class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Discussing any initial concerns with parents/carers and highlighting these concerns to the school's SENDCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Writing, evaluating and reviewing Individualised Education Plans (IEPs) for pupils who need them and sharing these with the parents/carers each term.
- Ensuring they follow the SEND Policy.

The SENDCO is responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities and the Information Report.
- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Having day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support
- Being the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaising with the Moorlands Learning Trust regarding funding, resources and support.
- Ensuring the school keeps the records of all pupils with SEND up to date
- Facilitating support and training for teachers and teaching assistants so that they can help all children to reach their potential.
- Ensuring that parents are:
 - Made aware of any concerns regarding the pupil's progress
 - Involved in supporting their child's development
 - Involved in evaluating and reviewing their child's progress towards set targets
 - Liaising with outside agencies to support their child's development
 - Updated on the schools SEND register if their child is added or removed
- **The SENDCo is Miss Joanna Archdale**

The Governing Body is responsible for:

- Helping to raise awareness of SEND issues at governing board meetings.
- Monitoring the quality and effectiveness of SEND and disability provision within the school
- Working in cooperation with the Headteacher and SENDCo to determine the school's approach and provision for children with SEND.
- Overseeing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- Authorising policy and legislation relating to SEND where relevant
- **The designate governors for SEND is Mrs Annett Nottingham**

The Headteacher is responsible for:

- Working with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Having overall responsibility for the provision and progress of learners with SEND and/or a disability
- Keeping the Governing Body informed of any issues related to SEND.
- **The Headteacher is Mrs Donna Russell.**

The Local Authority (LA) has a responsibility for the identification, statutory assessment and provision for pupils requiring Education Health and Care Plans (EHCP) and for annual reviews of those EHCPs.

4. Ashlands Primary School SEN Information Report 2025-2026

4.1 Identifying pupils with SEND and assessing their needs

At Ashlands Primary School we follow guidance from [Bradford Matrix of Need | Bradford Schools Online](#). This is based on a graduated approach and an assess, plan, do and review structure.

Initial concerns about a child's progress or development may come from:

- The class teacher expressing concerns that a child's progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- The school's rigorous assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous educational settings such as previous schools, nurseries or Children's Centres.
- Parents approaching school with their concerns about a child's development.
- The child expressing concerns about their own learning or development.
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

4.1.1 *Assessment and Identification in Foundation Stage*

At Ashlands Primary School we recognise that some children enter school with verbal, cognitive and social skills that are below those expected for their age, and that they may need time to adjust to the demands of school-life. Unless there is a specific learning or physical difficulty already identified, children's progress towards the Early Learning Goals will be closely monitored during the Nursery/Reception year. The class teacher and the SENDCo will discuss any concerns about the progress of identified children and parents/carers will be informed. The class teacher and SENDCo will review the child's progress and, if the child is still developing below age-related expectations, a decision will be made whether to place the child on the SEND register.

4.1.2 *Assessment and Identification in Key Stage 1 and 2*

Communication and interaction need including Autistic Spectrum Condition

Pupils with Communication and Interaction needs may have additional needs in one or more areas of speech, language or communication; including difficulties in understanding language or in making themselves understood. Where there are concerns about a child's verbal skills or understanding of language, parental support will be sought in order to refer to Speech and Language Therapy.

Autistic Spectrum Disorders (ASD) are a range of complex conditions which may affect social interaction, communication and understanding of the world. Where an Autistic Spectrum Disorder is suspected the SENDCo in cooperation with parents may refer to other health professionals such as the Child and Adolescent Mental Health Services (CAMHS) to seek a formal assessment.

Cognition and learning needs

Children with difficulties with Cognition and Learning need may need longer than their peers to learn and retain new information. They may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. We have rigorous assessment and progress monitoring procedures in place and children are assessed at least termly. Where there is concern that a child's progress has slowed or stopped or that they are falling behind their peers, teachers will, with support from the school's SENDCo, will begin to consider what barriers to learning a child may have and what 'additional provision' may need to be put into place to help a child to progress. A decision will then be made as to whether further provision is needed and whether to add the child to the school's SEND register.

Social, Mental and Emotional Health

Children who have Social, Mental and Emotional Health need may have difficulty with their social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

The class teacher, with support from the SENDCo, will usually identify where a child's social or emotional difficulties prevent them from learning or developing healthy relationships. Where this is identified the focus of provision will be to develop social skills, self-esteem and emotional literacy with a view to developing learning readiness.

Ashlands Primary School recognises that behavioural difficulties do not necessarily mean that a pupil has SEND; where these are apparent, assessment will be used to determine whether these are the result of unmet learning or communication difficulties. If a learning or communication difficulty is identified, appropriate targets and provision will be put in place following the graduated approach.

Where there is concern that a child's behaviour may be the result of mental health problems, the school, with parental consent, will consult specialist agencies for support.

Sensory and physical needs

If a child is identified as having Physical Difficulties or Sensory Impairments, referral for support from external agencies will be made by the SENDCo with parental consent.

4.2 Consulting with and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We are considerate of the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents will formally agree if their child is to receive SEND support.

We firmly believe that provision for children with SEND cannot be completely effective without cooperation with children and their parents/carers, and we value their unique knowledge of the child's needs.

Through our target setting approach, pupils are encouraged to evaluate and contribute to their own learning needs. This is extended throughout the graduated approach to SEND through Intervention Plans and Individual Education Plans (IEP). Where appropriate, children will be involved in agreeing the provision that is to be put into place to help them to meet set targets, along with their parents and teachers.

These targets and provision will be shared with parents/carers at least termly. This is usually done at Parents' Evenings where parents will be given the opportunity to share their views on their child's needs, targets and provision put into place.

For children with an EHC plan, an Annual Review will be held in addition to these meetings. This gives an opportunity for Parents/Carers, the school and other relevant professionals to discuss a children progress, provision and targets. The child's views will be sought prior to the Annual Review and where appropriate, the child will be invited to attend the review.

4.2.1 Parental Concerns

If a parent has concerns regarding their child's progress, they should in the first instance talk with their child's class teacher as it is them who will know the child best in school. Following this, if a parent felt that they needed additional support or advice then they should contact the school's SENDCo (Special Educational Needs Co-ordinator: Joanna Archdale) via the office email (office@ashlands.mlt.co.uk).

Appointments can be arranged in person, by phone or by email.

4.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the *graduated approach* and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

With parental permission, the child may be placed on the SEND register. A SEND register is kept by the school and SENDCo. Through consultation with parents/ carers, children can be added to or removed from the SEND register at any time. A child being on the register is recognition of the extra support the child needs above and beyond his/ her peers.

4.4 Supporting pupils moving between phases and preparing for adulthood

Ashlands Primary School recognises that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

4.4.1 When moving to another school:

- Contact will be made with the school SENDCo to ensure he/she knows about any special arrangements or support that need to be made for the child.
- All records about the child are passed on as soon as possible.

4.4.2 When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All IEPs and relevant documentation about the child will be shared with the new teacher.
- Children will also visit their new class in the summer term – meeting all of the staff who will be working with them.

4.4.3 In Year 6:

- The class teacher and SENDCo will meet with and discuss the specific needs of the child with the SENDCo of their secondary school, and pass on any and all relevant documentation.
- Focused learning about aspects of transition to support understanding of the changes ahead will be completed.
- There will be multiple opportunities for both for the pupil to visit the new school and staff from the new school to visit Ashlands Primary School.
- Some children will be offered extra small group or individual visits to the new secondary school if it is felt that this will be beneficial in discussion with their SENDCo.

4.5 Our approach to teaching pupils with SEND

The Graduated Approach in practice overview

At Ashlands Primary School we are committed to setting personalised development targets for all pupils. Pupils and their teacher meet termly to review progress and to set targets for the coming term. Where a child has been identified as having a Special Educational Need or Disability using the Bradford MDC Matrix of Need, these targets will be carefully tailored to address the child's primary area of need. Quality First Teaching is carefully adapted to suit the child's preferred learning style and specific strategies are employed to help the child to meet these targets.

'All teachers are teachers of children with special educational needs.'

(SEND Code of Practice 2015)

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching adaptive is our first step in responding to pupils who have SEND.

4.5.1 Quality First Teaching

- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned to help a child to meet ARE (age-related expectations) or to fill an identified gap in knowledge or understanding.
- Teaching considers all children's preferred way of learning and may include the use of additional equipment.

4.5.2 Specific small group work

It may be considered appropriate to place the child in a small intervention group with children who have similar needs. The intervention will be carefully planned to address the children's needs and will be led by a trained adult. The effectiveness of provision and children's progress towards set targets will be monitored regularly. These interventions will:

- Be an intervention run by a teacher or teaching assistant which is specially focused on helping a small group of children to meet their individualised targets.
- Take place in or out of the classroom.
- Led by an adult with the knowledge to do so and whom will have a clear understanding of children's strengths and difficulties.
- Be carefully planned to fill an identified gap in knowledge or understanding.
- Include sometimes use additional equipment and will consider pupil's preferred learning styles.
- Be monitored by a child's class teacher with the support of the SENDCo to consider the outcomes and impact of the intervention.

If the child's progress remains limited, the class teacher will consult with the SENDCo, parents/ carers and all other adults involved to make a joint decision about the next stage. This may involve keeping the child at the same level of a graduated approach or seeking specialist support or advice from external agencies. To support this, the class teacher will be asked to collate observations, assessments, test results and any other relevant records of on-going progress.

4.5.3 *Support from ‘Outside Agencies’*

This might include:

- Local Authority Services such as the SCIL Team (Social, Communication, Interaction and Learning Team) Learning Support Services, Educational Psychologist etc.
- Agencies such as the Speech and Language Therapy Service (SALT).
- Medical professionals

Where a child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school, an Educational Health Care Plan (EHC plan) may be applied for. This will be done with the consent of the parents/carers and in collaboration with other professionals. The EHC Plan will give in-depth details of the child’s needs and provision.

For pupils with an EHC Plan, short term targets on an IEP will be updated by the class teacher using the long term objectives from the EHC plan as guidance. These will be completed in collaboration with the child where appropriate and parents/carers will be invited to express their opinions on targets, provision and progress. An Annual Review will be held by the SENDCo for children with an EHC plan, to which all relevant parties will be invited.

4.5.4 *Specified Individual Support*

This will be implemented as part of the Graduated Approach when the child has been identified as needing a high level of individual support. Where necessary, the school will seek external support from specialist professionals will have been involved in trying to meet the child’s needs.

The school (or parents/carers) can apply to the Local Authority for a statutory assessment of the child’s needs. This is a legal assessment in which parent/carer views and those of professionals who have worked with the child will be considered.

If the Local Authority agrees that the child’s needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan. The parents/carers and the child will be asked to contribute to this.

An EHC plan will have long and medium-term goals for the child. It will set out the specific targets, how support should be used and what strategies will be used to help the child to meet their goals.

If the Local Authority do not agree that the child’s needs are severe and complex enough to require a Statutory Assessment then the school will be asked to continue to provide personalised support.

4.5.5 *Well-Being; pastoral, medical and social support*

We are an inclusive school that holds a child’s emotional development as a priority.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.

- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the class teacher initially. The SENDCo will provide guidance and materials needed.
- Ashlands has appointed a Mental Health Champion who has participated in Local Authority led training.
- Our school uniform is gender neutral and we have 3 gender neutral toilets.

4.5.5.1 Administration of medicines

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.
- Many staff hold first aid qualifications, which are updated regularly.

4.5.6 SEMH (Behavioural) Support

At Ashlands Primary School we have worked collaboratively to develop a Positive Behaviour Policy (available on the school website) and all staff follow the principles outlined in the Policy.

- Where it is recognised a child has significant behavioural difficulties, the SENDCo will be involved and a regulation support plan will be written.
- Targets will be set with a view to identifying and addressing the underlying reasons behind the behavior.
- The school may seek the advice or involvement of Bradford Education Authority's Social, Emotional and Mental Health support team.
- The school works closely with Early Support services. This may be requested by or for families who need support outside school and is a good way to involve and coordinate professionals working with the family.
- The school are also able to support families in contacting other agencies who can provide appropriate support.

4.6 Adaptations to the curriculum and learning environment

At Ashlands Primary School, all children follow a broad and balanced curriculum. Teachers have high expectations of all our learners and a teacher's in-depth knowledge of a pupil's strengths and difficulties help to create a personalised way of learning.

When a pupil has been identified with special educational needs, we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it. This may include grouping children, incorporating 1:1 work, adapting the teaching style and altering the lesson content.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger fonts, etc.
- Adaptation of teaching. This may include giving longer processing times, applying pre-teaching of key vocabulary, reading instructions aloud or providing extra resources.

- Handover meetings take place with the current and new class teachers and relevant information, along with assessment scores, help to plan a differentiated curriculum within the classroom.
- High quality continuing professional development (CPD) for staff ensures that specialist pedagogy and processes within SEND are used to inform curriculum planning.

4.7 The Securing of equipment and facilities

Our school is a single level primary school with no steps anywhere in the school and our Accessibility Policy is available on the school website.

- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the car park.
- Accessible toilet facilities are available by the main reception, near the Year 6 entrance and at the lower end of the school on the KS1 corridor.
- There are 2 hygiene rooms – one in nursery and another in the KS1 corridor.
- If we require equipment loaning for a pupil, we work with the SEND Department at Bradford Children's Services. When equipment is in school this is securely stored in locked rooms when it is not in use.

If you have specific access queries or concerns please contact the school SENDCo: Joanna Archdale

4.8 Additional support for learning

Classes have access to a learning support assistant to support pupils with their learning. Learning support assistants will deliver interventions and classroom support which are planned and monitored by the class teacher.

Some of our pupils have individualised support in place as outlined in their EHC plans and these members of staff are knowledgeable as to the child's needs.

For some children with special educational needs the involvement of specialist outside agency support will be needed. Parents will be involved in the referral process and referral will only proceed with parental permission.

4.9 Expertise and training of staff

The SENDCo has gained the National Award for SEND Coordination (NASENCo). We have a variety of skills among our staff body, in order to enable us to support children in the best possible way.

We have a team of learning support assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The specific training held by support staff includes: Autism, Dyslexia, Makaton, ELKLAN, TEAM TEACH. For professional development, staff are working alongside a specialist teacher from the SCIL team at Education Bradford. We have strong support for SEND within the Moorlands Learning Trust, with regular meetings between the SENDCo's, to share good practice and arrange shared training opportunities. We have a Trust SEND Outreach Specialist Teacher who is working with staff at Ashlands to support professional development.

IMPACT

Children at Ashlands Primary School will feel included, happy, safe and respected in a setting where diversity is celebrated. They will demonstrate a high level of engagement in activities, developing their academic, speaking, listening and social skills. The children with SEND will make good progress from their individual starting points due to the use of high-quality teaching, resources and small group intervention which meet their identified needs. On leaving Ashlands Primary School, children will have developed good independence and life skills and will be able to make good progress in their next phase of learning.

5.0 Safeguarding Statement

At Ashlands Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Ashlands Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

5.1 Equality Statement

We have carefully considered and analysed the impact of this report on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

5.2 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term, inclusive of those with EHCPs.
- Reviewing the impact of interventions regularly within termly pupil progress meetings
- Monitoring by the SENDCo through termly meetings, observations and CPD opportunities.
- Holding annual reviews for pupils with EHC plans
- Opportunities for communicating regularly with parents/carers; including two parents' evenings annually.

5.3 Enabling SEND pupil engagement

Ashlands Primary School is an inclusive school and actively seeks to promote the inclusion of pupils with SEND. We use our best endeavours to ensure that all pupils with SEND are able to fully participate in the life of the school, both in their learning and in the wider provision and community of the school.

All reasonable adjustments will be made to ensure inclusion. Adaptations and provisions are made for pupils with SEND to enable them to participate in all areas of school, school visits and other out of class activities. This includes wheelchair access and hoists as appropriate, shower room and accessible toilets.

- All pupils with SEND are invited to participate fully in school trips, including four residential visits, sports teams, extra-curricular activities and school committees (e.g. our School Council).
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the very unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis. Some children require 1:1 support at these times.
- Ashlands Primary School Breakfast Club and After School club also offer inclusive and high-quality provision both before and after school.

6.0 Feedback, Compliments or Complaints about SEND provision

If parents/carers of a child with SEND have concerns about progress or provision, they should consult the class teacher first. If parents/carers feel that concerns are not addressed, they can consult with the SENDCo or the Headteacher.

They will then be referred to the school's complaints policy which is available on the school website.

7.0 Contact details of support services for parents of pupils with SEND

Services available in our local area are shared here –

- Bradford Authority's Local Offer Information:
[Bradford Local Offer | SEND Provision in Bradford](#)
- Barnardo's parent partnership
[Bradford SENDIASS | Barnardo's \(barnardos.org.uk\)](#)
- AWARE - a local parent run support group for families with children on the autistic spectrum
[Home - AWARE \(aware-uk.org\)](#)
- LS29 - a local parent run support group for families with children with SEND
[Welcome to The LS29 Group : For the latest news, views, events from the LS29 Group](#)

Please contact the school office if you wish to ask further information about the school and to arrange a meeting with the head teacher.

Tel: 01943 609050

office@ashlands.mlt.co.uk