

STEETON PRIMARY SCHOOL

Parent Information

Special Educational Needs and Disabilities (SEND)

OUR OFFER

At Steeton Primary School we aim to make the best provision we can to ensure that every child enjoys their education and reaches their full potential.

Bradford Education supports our school and their offer is found on Bradford Schools Online <https://localoffer.bradford.gov.uk> in a document entitled The Local Offer.

IDENTIFICATION of SEND

How does the school know if my child has additional needs and what should I do if I think my child may have special educational needs?

- ✿ Teachers will know if your child may have a special educational needs
 - if they have a significantly greater difficulty in learning than the majority of children of the same age
 - or if they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- ✿ Teachers regularly assess children's attainment and progress and will discuss any concerns with you.
- ✿ If you are worried and think your child may have a special educational needs, speak to your child's class teacher in the first instance. The Special Educational Needs and Disability Coordinator (SENDCo) or Key Stage leaders will listen to any further concerns you may have.

ADDITIONAL PROVISION AND SUPPORT

How will the school staff support my child?

The school makes a "graduated response" according to the level of need. Your child's needs will be described within a range of 1 to 4.

Range 1

- ✿ When a child's additional needs are identified, your child's class teacher will discuss the need with you, explain any different or additional approaches being used and ways in which you can help. He or she will plan suitable learning activities to address the need but mostly your child will be working on the same objectives as others in

the class. Your child's teacher will review progress and the provision being made, with you.

Ranges 2 and 3 SEN Support

- ✿ Other staff members or outside agencies may collaborate with the class teacher. (For further information about the ranges of provision, see the guidance from Bradford Schools Online, SEND section. Some additional provision will be made to address the area of need. Children may share adult group support in class or be involved in a special programme of work or intervention group for a short time in their day.
- ✿ You will be actively involved in the provision made for your child and your involvement will be recorded on the child's "provision map". You will be invited to an additional consultation meeting by the class teacher or SENDCo.
- ✿ The SENCO may also, with your prior consent, access other services e.g. health, educational, social care, as needed.

Range 4

- ✿ A few children will have a My Support Plan (MSP) or Education Health Care Plan (EHCP). These include SEND, health and social care provision in one document.
- ✿ The school employs trained Teaching Assistants who support the teacher in providing a high quality of care, guidance and support to ensure your child does well at school.
- ✿ The Senior Management Team will ensure appropriate additional support if needed, is made available to your child e.g. to complete additional programmes to boost attainment.

Effectiveness of provision

- ✿ School will know how effective its provision is for children with special educational needs by tracking and monitoring progress and the impact of any interventions.
- ✿ Children are assessed and a "stage" given each term for reading, writing and maths.
- ✿ All children have targets to work towards and these are reviewed at the meetings with you.

CURRICULUM

How will the curriculum be matched to my child's needs?

- ✿ The school offers a creative curriculum where all subjects and other aspects of learning are linked to ensure it is meaningful and appropriate to the age of the child.
- ✿ Teachers are aware that children do not all learn in the same way and members of staff are skilled in employing a range of teaching and learning strategies which enable them to meet all children's needs.

- ✿ Teachers make smart use of assessments on a daily basis to plan for the next steps in learning. Tasks given to children are differentiated and matched to their individual needs.

COMMUNICATION

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

- ✿ The School is committed to working with parents and sharing information.
- ✿ As well as the usual opportunities to consult staff, at ranges 2 and 3, a meeting will be arranged by the SENCO for you as parent, the class teacher and any other professionals involved with your child, to attend. The meeting will update you on the progress your child has made and give you an opportunity to share your views or concerns. This opportunity will enable you to know how you can best help your child's learning at home.
- ✿ We will give you a copy of the issues discussed at the meeting (Provision Map).
- ✿ You can ask the teacher for a meeting to be arranged to discuss your child at a mutually convenient date and time.
- ✿ If appropriate, staff will discuss with you ways in which we can share with you things that have happened in school or ways that you can inform us about events at home that may affect her/his day in school.

WELL BEING

What support will there be for my child's overall wellbeing?

- ✿ The school has a caring and nurturing ethos and places much emphasis on personal, social, emotional and health development. The curriculum includes Personal, Social, Health and Citizenship objectives which encourage every child to discuss issues and know what to do if difficulties arise.
- ✿ The School Council regularly addresses the children in assemblies and elected members are clearly identifiable by uniform. They are trained and available to listen to children.
- ✿ Some members of support staff have particular roles designated to helping children with personal and social issues.
- ✿ Children who require long term medication or medication for life threatening illness will have in place a care plan. Nominated members of staff including first aiders and lunchtime supervisors are appropriately trained by health professionals.
- ✿ The school has a positive behaviour policy which is consistently applied through the day to make sure that school is a safe place for all.

- ✿ Attendance is given high priority and full attendance is actively encouraged. The administrator monitors attendance daily and follows up any concerns by contacting parents when a message has not been received.
- ✿ The views of children are sought, listened to and acted upon as appropriate
- ✿ The School regularly offers a nurture group for selected children, to build confidence and self - esteem.

SPECIALIST HELP

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

- ✿ Many school staff members have received training in a wide range of areas and subjects. These include: speech and language, autistic spectrum, behaviour management; first aid and curriculum based training e.g Literacy and Numeracy in order to deliver intervention programmes for children to improve access and attainment.
- ✿ The school works with many external professionals and enlists their help and support on behalf of children, families and staff. Bradford Education is currently reviewing support teams and looking toward developing integrated local teams.

Cognition and Learning Team: Support Teachers help to identify children's areas of learning strength and of relative delay, and suggest strategies to support them. The **AS (Autism Spectrum) Team** forms part of the Communication and Interaction Service. There are schools distributed across the area which provide a "hub" of expertise for others to access.

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

Physical and Medical . This team includes specialists in physical difficulties and medical difficulties, **Sensory Services-** visual and hearing impairment.

Speech and Language Therapists (SALTs): these health professionals can identify underlying difficulties in speech, language and communication (including social communication), and may provide information for school staff on appropriate activities and strategies. There is a "drop in" service for children under 6. Parents of children in Foundation Stage are encouraged to access this.

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

School Nurse (SN) Service: provides staff training and care plans to help us support children with medical needs. Nurses check hearing, height and weight of all children. They also support schools and families in identifying and addressing emotional and social needs. They have links to the "Early Help" service and CDC (Child Development Centre)

SENDIASS can provide additional support for parents and carers and can be contacted

using their website or Bradford Schools Online. It provides **Information, Advice and Support** around a range of topics, including provision in schools, assessment processes, conversion of statements to Education, Health and Care Plans, reviews, transitions, exclusions, transport, specialist provision/support services, appeals, local policies, Special Educational Needs code of practice.

TRAINING

What training have the staff supporting children with SEND had?

- ✿ Training is organised and accessed throughout the year focusing on a range of SEND areas. This is accessed through Education, Health and other organisations. Staff supporting individual children with specific conditions will receive training from the relevant professionals.
- ✿ Whole staff training is accessed via Bradford Education to ensure all staff understand a range of needs. Learning Support Assistants meet weekly with members of the leadership team.
- ✿ The SENDCo meets several times a year with her counterparts in other local schools to share knowledge and expertise. (Two Valleys Collaborative) She updates teaching staff at staff meetings.

INCLUSION

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

- ✿ Whatever your child's needs are they will be addressed and supported both in and out of school. Your child will be supported to ensure their enjoyment, safety and participation in school outings and extra-curricular activities. Children are fully included in all opportunities school offers.
- ✿ Risk assessments are drawn up for every trip.
- ✿ As parents you will be consulted and involved in the planning for school residential visits to ensure your child's individual needs and requirements are in place. Please talk to teachers if you have any concerns.

ACCESS

How accessible is the school with regard to both buildings and language?

- ✿ The school has an accessibility plan and makes reasonable adjustments to improve access.
- ✿ There are four school buildings on the site; most entrances have wheelchair access. The playgrounds are on different levels, one is particularly sloping.
- ✿ Adaptations have been made to the building to improve conditions for children with specific needs and difficulties e.g. handrails, curtains to improve sound quality etc.
- ✿ The school has disabled toilet facilities and a hygiene / first aid room

- ✿ Where parents' first language is not English, they are encouraged to communicate with the help of a family member or friend if possible. Some staff members share the same home language and translate. The LA provides a service that schools can access in supporting communication with parents and carers who speak and write in a range of different languages.
- ✿ Funding for specialist equipment is shared between the school's own budget allocation, the LA top up provision for high level needs at range 4 and Health, who work closely together to ensure appropriate provision.

TRANSFER

How will the school prepare and support my child to join, or transfer to a new school?

- ✿ Members of the school staff visit any pre-school settings to meet the children in their familiar surroundings and to speak with staff.
- ✿ Children with special educational needs are given additional opportunities prior to transfer to become familiar with any new setting by making visits. Parents and carers meet with school staff to discuss the needs of their child. Transition meetings are held well before any transition points, involving new personnel from the next setting or school. The child may complete a "Passport" which provides the new setting with personal information. Comprehensive records are passed on to the SENCO of the next school.
- ✿ Discussions with secondary school SENDCo's are held early to ensure that staff are aware of the child's needs.
- ✿ Transition within school is facilitated by visits for all children in the summer term to new classes. Additional visits may be made for some children.

RESOURCES

How are the school's resources allocated and matched to children's special educational needs?

- ✿ The school receives a budget to support the needs of children with SEND. At range 4, additional funding may be specified on the Statement or EHCP. The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programmes, training.

DECISION MAKING

How is the decision made about what type and how much support my child will receive?

- ✿ The class teacher, the SENDCo and Key stage leaders discuss each child's needs and requirements in detail and match provision to needs. Account is taken of the LA's range provision guidance. <https://localoffer.bradford.gov.uk> See Education.
- ✿ Interventions are timetabled, groups drawn up and staff deployed accordingly.
- ✿ Records of support are held centrally and on the child's individual provision map.
- ✿ There is designated governor for Special Educational Needs who monitors provision made for children.

INVOLVEMENT

How are parents involved in the school? How can I be involved?

- ✿ Parents are represented on the school's governing body.
- ✿ School seeks regular feedback from parents and carers on a range of issues relating to school. Feedback and suggestions continually improve the provision we have on offer and shape the future vision for the school
- ✿ School operates an open door policy and parents and carers have access to school staff on a regular basis.
- ✿ School has a "Friends Group" which welcomes all to join and help with social and fundraising events. Information is provided on admission.
- ✿ Parents of SEND children are involved with planning and reviewing the progress of their child at least termly.

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. www.awareuk.org (Airedale and Wharfedale Autism Resource) The group meets regularly at Airedale Hospital.

LS29 – a support group for families with children who have additional needs. www.ls29.org.uk
email ls29groups@yahoo.co.uk 01943 609861

Bradford Parent Partnership -SENDIASS <https://localoffer.bradford.gov.uk>

3D Centre – Halifax (support for parents of children with Dyslexia, Dyspraxia or Dyscalculia)
<http://www.the3dcentre.co.uk/shop.html>

BRADFORD DISABILITY CYCLING GROUP: sessions for over 8s and free learn-to-cycle sessions for carers and parents of children / young people with disabilities. Bikes and helmets provided. Contact bfddisabilitycc@aol.com or 07903519211

SENDIASS can provide additional support for parents and carers and can be contacted using their website or Bradford Schools Online.

CONTACT AND LOCAL OFFER

Who can I contact for further information?

Market Street, Steeton, Keighley BD20 6NN West Yorkshire Telephone 01535 653315

Executive Head Teacher	Mr. J. Cooper
Head of School	Mr. K. Wheeler
Deputy Head Teacher	Ms. C. Redman
SENDCo:	Mrs. S. Appleyard
SEN Governor	
LA Senior SEN Officer:	Mrs. P. Rybak

Website: www.steetonprimary.co.uk