

# STEETON PRIMARY SCHOOL



## Parent Information

### Special Educational Needs and Disabilities (SEND)

### Steeton Local Offer and SEND Information Report

January 2021

**SENDCO:** Miss Jade Wilson

**SEND Governor:** Mrs Sue West

**Named Persons for Child Protection:** Mr K Wheeler (Head of School), Miss Claire Redman (Deputy Headteacher), Sharmyn Kennedy (Inclusion and Welfare Officer), John Cooper (Executive Headteacher)

At Steeton Primary School, we aim to ensure children with SEND achieve the best possible outcomes to succeed in life.

Our Offer is delivered by staff supported by the Special education needs and disabilities co-ordinator (SENDCo) and the senior leadership team.

## **How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

- We receive information from pupils' parents or carers, previous settings, and also health care professionals where appropriate.
- The progress of all pupils is monitored regularly by class/subject teachers, SENDCo and the senior leadership team, so that when a pupil is not making expected progress in a particular area (cognition and learning, Social, emotional and mental health, communication and interaction, physical and medical, Speech and language) the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Meetings with SENDCo / Head of School and class teachers are scheduled in once per term alongside curriculum / progress meetings to discuss and review the additional needs of individual pupils and to monitor provision and progress.
- If parents/carers have concerns about the needs of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO) as appropriate.
- We follow the statutory guidance set out in the Code of Practice to which schools must adhere, and which provides the definition of 'Special Educational Needs.'  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

We refer to the Bradford Local Offer <http://localoffer.bradford.gov.uk/> and Matrix of Need <https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3465> in order to assess the level of the specific need and to ensure we are providing the correct level of provision and support as recommended by the LA.

## **How will the school staff support my child?**

The school makes a "graduated response" based on the Bradford Matrix of Need

A child who has an identified SEN need will receive either Quality First Teaching Support, SEND Support, SEND Support + or they may have an EHCP (Education, Health and Care Plan).

### **Quality First Teaching**

- The class teacher will plan suitable learning activities to address the need but mostly the child will be working on similar objectives to others in the class. The child's teacher will review progress and the provision being made and discuss it with parents.
- Some examples of Quality First Teaching Provision are listed below and would be used appropriately according to a child's specific SEN need.

- This may include: differentiation in some subject areas; modified tasks; scaffolding and additional resources; differentiated questioning/level/pace; alternate forms of recording; occasional additional individual or small group support.

### **SEND Support**

- A child who requires SEND Support may require further support within the classroom. This support may be: considerable differentiation in most subject areas; further modification of level, pace, amount of teacher talk; advice from external agencies; very structured or multi-sensory approach to learning; pre/post teaching to further learning; regular targeted small group support.

### **SEND Support +**

- A child who is on our SEN register as SEND Support + may require additional support within school. This may include: considerable differentiation and modification in all subject areas; practical tasks, repetition and reinforcement; access to regular support; regular targeted small group support for large parts of the curriculum; regular small group/1:1 intervention linked to personal targets.

### **EHCP**

- A few children will have an Education, Health and Care Plan (EHCP). It will include SEN, health and social care provision, in one document and will be fully reviewed every year, with parents.
- Children typically with an EHCP will require considerable differentiation/modification in all subject areas.
- The school employs trained Teaching Assistants who support the teacher in providing a high quality of care, guidance and support to ensure the child does well at school.

### **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.
- If your child is placed on our SEN register then a termly review between parents and the Class Teacher will take place for any children who receives Quality First Teaching, SEND Support or SEND Support + provision. This will allow parent/s and class teacher to discuss what is working well for your child,

the support they are receiving and allows both parties to discuss any concerns they may have.

- Any child who has an EHCP, will have an in-depth annual review.

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

- We have a safe and inclusive school with a caring and nurturing ethos.
- They are supported with their social and emotional development throughout the school day, through the curriculum and extracurricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is taught explicitly and through assemblies and themed activities and by visits and visitors such as The Coram Life Caravan.
- We have a Welfare and Inclusion officer to give support with attendance, personal and social issues. The inclusion and welfare officer will support families to overcome educational, personal or social challenges which may prevent children from attending school.
- 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.
- The views of children are sought, listened to and acted upon as appropriate through pupil voice interviews.
- Additional support from specialist staff is arranged as required for individual pupils, both in and out of the classroom; and with their guidance a tailored personal plan may be put in place for pupils with the highest need - for example those requiring a care plan for intimate care or specific medical requirements. This is done in reference to the statutory guidance.

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

- SCIL team (Social, Communication, Interaction and Learning)
- Physical and Medical Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychology Team
- Bradford Speech Therapy
- CAMHS (Child and Adolescent Mental Health)
- School Nursing Team

## **What training have the staff supporting children and young people with SEND had or are having?**

- We regularly invest time and money in training our staff. This training is provided at 3 different levels:
  - To improve provision for all students
  - To develop enhanced skills and knowledge to deliver short term support interventions or use specific equipment
  - Specialist training for individualised support and interventions.
- Our Special Educational Needs Co-ordinator (SENDCo) is a qualified and experienced teacher, and receives on-going SEN training in specific areas. In addition to the LA training, SEN Coordinators from across the area maintain regular contact and meet several times a year as part of the 'Two Valleys Collaborative' in order to undertake training, share resources, good practice, and work to continually support and improve the provision we can offer in our area and our school.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND.
- The majority of staff undertake annual training in the emergency use of epipens, and we have several members of staff who are trained in paediatric first aid. We work closely with the school nursing team and other health colleagues to ensure the appropriate staff are knowledgeable of conditions which require specific medical or physical assistance in school.

## **Will my child be included in activities inside and outside the classroom including school trips?**

- Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning, and may be asked to attend the visit

## **How accessible is the setting/school/ environment?**

- The school has an accessibility plan and makes reasonable adjustments to improve access.

- There are four school buildings on the site, two of which are over 100 years old. 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 EHCP level and Health, who work closely together to ensure appropriate provision.

### **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. 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.

### **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. In addition a child's need may be significant and complex and require high needs funding which is provided by the Local Authority (known as top up funding). The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programmes, staff training etc. This funding is in addition to Pupil Premium. Schools are funded to

support children with presenting needs. Additional funding is sourced through the EHCA when needs are presenting at SEND support +.

More information On funding can be found here:

<https://localoffer.bradford.gov.uk/Content.aspx?mid=25>

- The SENDCo maintains information on the progress and welfare needs of children with SEND. The funding is managed by the Head Teacher, ensuring the funding available is spent wisely to support the needs children who require additional support.
- Our finances are monitored and audited regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs.
- There is designated governor for Special Educational Needs who monitors provision and reports at every Governing Board meeting.

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

- Parents of SEND children are involved with planning and reviewing the progress of their child at least termly.
- 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 has a “Steeton Friends” volunteer group which welcomes all to join and help with social and fundraising events. Please reach out to us if this is something you would like to be involved with.
- Parents are represented on the school’s governing body.

### **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](http://www.awareuk.org) (Airedale and Wharfedale Autism Resource) The group meets regularly at Airedale Hospital.

**The National Autism Society** is also a great resource which can be accessed by parents.

**LS29** – a support group for families with children who have additional needs.

[www.ls29.org.uk](http://www.ls29.org.uk)

email [ls29groups@yahoo.co.uk](mailto: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](mailto: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.

### **Bradford Family Hub**

<https://www.bradford.gov.uk/children-young-people-and-families/family-hubs/what-is-a-family-hub/>

Family Hubs can help you with:

- Supporting your child get ready for school
- Activities for children under five and their families and for older children and young people
- Parenting support from birth to 18 or up to 24 with a disability
- Health advice for young people and families such as maternal health and mental health
- Getting early education and free childcare
- Supporting children and young people attend school

Family Hubs also include the support provided through the 0-18 Public Health children's services team. This includes health visitors and school nurses:

- to support parents on their parenting journey, from getting ready to be parents and giving birth, to child's toddler years and starting school
- help parents with issues like baby's sleeping pattern, teething and toilet training
- help parents to look after themselves
- work within schools, other education providers and the local community to support children and young people of school age, and those who care for them
- work together with people to offer support and advice about healthy living

### **CONTACT AND LOCAL OFFER**

**Who can I contact for further information?**

**Please contact any of the following by post, phone call or email**



Steeton Primary School, Market Street, Steeton, Keighley BD20 6NN West Yorkshire  
Telephone 01535 653315 Email [office@steeton.bradford.sch.uk](mailto:office@steeton.bradford.sch.uk)

Executive Head Teacher	Mr. J. Cooper
Head of School	Mr. K. Wheeler
Deputy Head Teacher	Ms. C. Redman
SENDCo:	Ms J Wilson
SEN Governor	Mrs S West
LA Senior SEN Officer:	Mr Tom Scaramuzza

Website: [www.steetonprimary.co.uk](http://www.steetonprimary.co.uk)

## \*Covid 19 Restrictions

Any actions in the above offer that involve face to face meetings, visitors into school or visiting other establishments( such as Transition) will be subject to National Guidelines and Steeton Primary Covid Risk Assessment.