



Silsden  
Primary School

# Silsden Primary School School Information Report

**Written: February 2020**

**Review Date: February 2021**

## **Our approach to support pupils with SEND.**

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 at their level'.

Children may have special educational needs that require additional support when progress has slowed or halted. We implement an approach based on the guidance from Bradford Metropolitan District Council's Children's Services for Education and Learning following an Assess, Plan, Do, Review approach.

## **Identification of Special Needs**

We follow guidance from Bradford Metropolitan District Council's Children's Services for Education and Learning - SEND. This is a graduated approach following the Assess, Plan, Do, Review cycle.

*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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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.* (Special Educational Needs Code of Practice: 0-25, January 2015)

The first response to all children at Silsden Primary School is to offer high-quality targeted teaching by the class teacher who may be supported by a teaching assistant.

Where progress continues to be less than expected the class teacher will discuss their concerns with the Assistant Headteacher for Inclusion (AHT – Inc). The AHT – Inc will offer advice to the class teacher and monitor the child's progress. Parent/carers may be invited in to further discuss their child's needs. If, following the school's Assess, Plan, Do, Review cycle, the child still isn't making progress then parent's will be invited in to meet with the class teacher and AHT – Inc. A discussion will be had and information will be gathered from all areas. If it is felt that the child has additional needs and would benefit from further investigations or support then they will be placed on the SEN Register with the parent's consent.

We will continue to follow the Assess, Plan, Do, Review cycle and where necessary initiate further assessments, this may include outside agencies such as health, psychology or support services from the Local Authority.

## **How will my child be supported in school?**

### **Quality First Teaching – Class teacher input through specially targeted teaching**

- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of the child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned to help a child meet their personalised targets or to fill an identified gap in knowledge or understanding.
- Teaching considers a child's preferred way of learning and may include additional equipment to support them.
- The use of specific strategies (possibly identified by the AHT – Inc or outside agencies) to fulfil the child's needs.

### **Specific small group work or 1:1 work**

- An intervention run by a teacher or teaching assistant which is specially focused on helping a small group of children/child to meet their individual targets.
- This may take place outside of the classroom.
- The adult leading this group will be trained and will have a clear understanding of the children's strengths and difficulties.
- It will be planned by a teacher to fill an identified gap in knowledge or understanding.
- It may include the use of additional equipment and will consider the child's learning styles.

### **Support from Outside Agencies**

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and/or specific small group interventions, advice may be sought from professional agencies.

This might include:

- Local Authority bought in services such as the Specialist Teaching Service, Educational Psychologists etc.
- Agencies such as the Speech and Language Therapy Service (SALT)
- Medical Professionals such as the School Nurse or Paediatric Consultants.

### **Specifies Individual Support**

Where your 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 Education, Health, Care Plan (EHCP) may be applied for.

### **Specific Provision for SEMH needs**

As a school we are able to offer Nurture Provision on both sites during the afternoon sessions. This is to support children with social and emotional needs. If we feel that your child would benefit from this then we would contact you to discuss this further.

We are also able to offer Play Therapy to pupils at both sites.

### Specific Provision for Medical needs

Where a child has a specific medical condition then staff will receive appropriate training. Please contact school to discuss this further.

### Staff training and expertise

All staff undertake general training within school on supporting children with a range of SEND.

- Individuals also receive specialist training where necessary to meet the needs of particular children.
- We currently have staff with specialist training and/or expertise in supporting children on the autism spectrum, with attachment difficulties, specific health care needs and with physical difficulties.
- In addition to using our staff expertise, we work with a range of outside agencies from education, health and social services to support a wide range of special educational needs.
- Through the Two Valleys Collaborative we work with ten other local primary schools to ensure that our practice is up to date and to procure extra specialist support.

### Adaptations to the curriculum and the learning environment

All teachers at Silsden Primary School match the tasks, support and resources to the differing needs of the children within their class. They also adapt their classroom layout and displays to meet the needs of the children in their class.

We respect diversity in our setting and do our very best to meet the needs of all our learners and their families. When a child (or parent/carer) has complex SEN or a disability, the school will comply with its duties under the Equality Act 2010:

- The school has two sites both of which are accessible to wheelchairs.
- We have toilets at both sites designed for use by disabled children and adults.
- We have an Access Plan and the school aims to continue to improve access over time.
- Low hand-rails are available at some exits on the EYFS/KS1 site.
- Reasonable further adjustments will be made to enable access to all areas of the school and curriculum for individual pupils with disabilities.
- Where there are concerns about the safety of an activity for a particular child, risk assessments are carried out and adaptations are made to the planning in consultation with the child's parents/carers.
- If necessary and manageable, additional staff members are provided to ensure that pupils with SEND can be included in all activities and trips.
- On the rare occasion where an individual cannot access an activity for safety reasons, a suitable alternative is provided.
- Key SEN documents will be made available on request at the school office in enlarged font or a language other than English.

### **Effectiveness of the provision**

The impact of SEN provision on the progress and outcomes for children on the SEN register is

measured through:

- Progress against individual targets
- analysis of pupil tracking data and test results at pupil progress meetings
- use of additional specific assessment tools (where appropriate), such as SDQ, Salford
- informal feedback on progress and wellbeing from teachers and teaching assistants.

The schools' leadership team will also monitor SEN progress through Pupil Progress Meetings, observations and book scrutinies. Outside services may also be brought in to monitor provisions and advise on next steps.

Progress and outcomes are fed back to the Governors at half-termly Standards and Pupil Welfare meetings.

### **Consulting with parents**

Twice yearly parents' evenings are held one in the autumn and one in the spring term where the AHT – Inc is available for appointments. A written report is produced in the summer term. In addition to this, parents of children on the SEN Register at School Support Plus and above will be invited in for a termly meeting to discuss their child's progress and set targets. Children with EHCPs will also have an Annual Review.

Parents are able to arrange to see the AHT – Inc at any point during the year through drop-in or appointment.

### **Pupil Views**

Pupils views are sought before each termly review and One Page profiles created.

### **Transition and transfer**

If your child has identified SEND before starting at Silsden Primary School then a member of school staff will be in contact with your child's early years practitioners. The AHT – Inc will contact you in order to gather information about your child. Silsden Primary School staff will work with the people who already know your child in order to plan a smooth transition in to school and the level of support needed to ensure they remain inclusive. We will also offer a home visit if your child is not in a pre-school setting.

For all new entrants with SEND, we will invite you and your child to visit school before starting at Silsden Primary School. We can provide children with SEND with a phased start to school to allow them to get used to surroundings, staff and routines.

When children are moving between year groups or phases, we may provide them with books about their new class and adults and we will arrange extra sessions for your child to visit their new classroom and teacher.

Children leaving Silsden Primary School in Year 6 will have a transition plan discussed with parents, AHT - Inc, teachers, any outside agencies involved and the secondary school.

### **Who can you speak to in school?**

Please contact your child's class teacher in the first instance to discuss any concerns they will then direct you to appropriate person. Alternatively, you can speak to:

#### Assistant Head – Inclusion

Miss Jennie Hudson – 01535 210666

[Jennie.hudson@silsden.bradford.sch.uk](mailto:Jennie.hudson@silsden.bradford.sch.uk)

#### Head teacher

Mr Karl Russell

#### Assistant Head – EYFS/KS1

Mrs Alison O'Hara

#### Named Governors

Mrs Lynda Whitton or Mrs Susan Griffiths

Please contact the school office.

### **What to do if you are unhappy.**

We urge parents/carers with concerns regarding the SEN policy or the provision made for their child at Silsden Primary School to speak to us as soon as possible. In the first instance, they should speak to the class teacher or the AHT – Inc. If they feel that their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to use the Bradford Parent Partnership service or engage with the school's complaints procedure.

### **Other useful local contacts**

**AWARE** – Autism Support – Based in Addingham

Phone: 01535 661275

Email: [info@aware-uk.org](mailto:info@aware-uk.org)

**LS29** – A support group for families with children with additional needs

Phone: 01943 609861 or 07976015134

Email: [ls29groups@yahoo.co.uk](mailto:ls29groups@yahoo.co.uk)

**Bradford SENDIASS** – Support for parents

<http://barnardos.org.uk/bradford-partnerships-services/information-advice-and-support.htm>

**Bradford Local Offer** – *Details of the Local Authority provision of children with SEND*

<https://localoffer.bradford.gov.uk>