Bradleys Both SEND Information Report 2026-27

Name of the Special Educational Needs/Disabilities Coordinator (SENCO):

Mrs Claire Ashton

Contact details:

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*Alternatively, an appointment to see Mrs Ashton can be made via the school office and via telephone on **01535 633116***

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1 - Mrs Claire Ashton

Our SENCo and Specialist Teacher

Mrs Ashton is also the SEND advisor for the YCAT trust

The kinds of SEND we provide for at Bradley's Both Primary School.

At Bradley's Both Primary School we provide care, support and guidance for pupils with a range of different needs and difficulties. This is done through a range of different responses depending on a pupil's individual needs and difficulties.

A child is deemed as having Special Educational Needs if he or she has identified needs in one or more area which require provision and advice different or additional from that already in place through quality first teaching within the classroom environment.

A child has learning difficulties if he or she has:-

A difficulty in learning which is significantly greater than other pupils of a similar age. Has a disability which hinders or prevents a child from making use of educational facilities of a kind provided for children of a similar age in other schools.

Is under compulsory school age and falls within the definitions above, or would do if special educational provision were not provided.

Special Educational Provision means:

Educational provision which is 'additional to or different from' the educational provision provided generally for pupils in mainstream schools.

Children will not be deemed as having a learning difficulty solely because of language difficulties where the language they speak at home is different from the language which they are taught in.

All staff at Bradley's Both Primary School are fully aware of, and have due regard for, the SEN Code of Practice, and are aware of their responsibilities in ensuring that the needs of all pupils are met.

Parents/carers will be involved in all stages of their child's educational journey through school and will be involved in all decisions and planning for next steps to ensure provision to meet any additional needs are in place.

Bradley's Both Primary School strives to be an inclusive school and the range of needs supported in school is wide. These include those children who have difficulties linked with hearing, visual and co-ordination impairments, those children with speech and social interaction difficulties, as well as those children with social and emotional difficulties.

Communication and Interaction

We have a number of pupils who experience speech and language difficulties. Consequently, we have teachers and teaching assistants who support children with Speech and Language Difficulties in a 1-1 situation or small group settings. This may include pupils who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have a range of resources and intervention programmes, including VERBO, which are used to support children's Speech and Language development and we work closely with Speech and Language Therapists.

Speech and Language resources for families and schools

Videos to support speech and language difficulties at home

Cognition and Learning

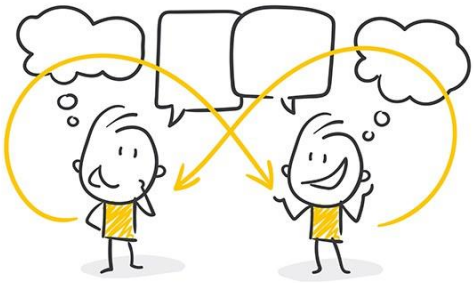
We are experienced in supporting children with Cognition and Learning Difficulties through high quality teaching and effective adaption to the curriculum. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with maths) or developmental coordination disorder (specific

difficulties with coordination). We also support children with moderate learning difficulties and children on the Autistic Spectrum. For example, we support children by breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology or multisensory activities and through providing adult support. We also run a number of interventions. The teachers plan a provision map for each of the children, called an IPM, in their class that require additional support through ordinarily available provision (OAP) and this is monitored by the SENDCo.

Interactive games and resources for children to enjoy at home

British Dyslexia Association support booklet

Social, Emotion and Mental Health Difficulties



For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through pupil mentoring and social skills groups. We involve outside agencies such as CAMHS (Child & Adolescent Mental Health Service) and through Early Help if necessary.

ASD - strategies to support behaviour at home

Self regulation strategies to support children in school and at home

Place2Be parent information on support children's mental health

Sensory or/and Physical Needs

We work closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with outside agencies and parents to review the approaches that are in place.

At YCAT, we endeavour to achieve maximum inclusion for all children whilst ensuring all their individual needs are met.

Teachers provide adapted learning opportunities for all the children within the school and provide materials and resources appropriate to the children's interests and abilities. This ensures that all children have full access to the school curriculum.

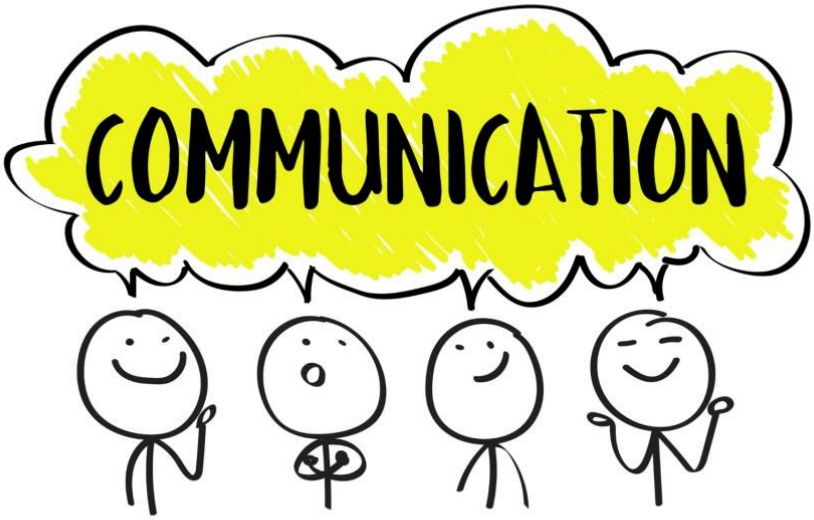
All members of staff in school have a responsibility for maximising the achievement and opportunity of all learners, including those with SEND. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times. YCAT schools provide a very nurturing environment for all children.

How to meet your child's sensory needs

Fine motor skill activities to do at home

A great range of activities to support physical development to do at home

How we consult with parents of children with SEND and involve them in their child's education.



We believe that children do their best when staff, parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. You are welcome to contact the school to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. We involve parents through the following methods:

- Discussions with the class teacher
- Regular review meetings
- During parent's evenings
- SEND parent questionnaires
- Comments on the IPM each term
- Meeting with the school SENCO or senior leaders
- During discussions with other professionals
- Multi-agency meetings
- Secondary transition meetings
- Nursery transition meetings

- Annual reviews

Parents/carers are invited to all review meetings including Annual Review meetings, Parents' Evening and are invited to meetings with regard to their child's Individual Provision Map. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. All information from outside professionals will be discussed with you and the person involved directly, or where this is not possible, in a report.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service, children's centre and other specialist organisations where specific advice, guidance and support may be required. More information is available by following the link to Parent Partnership Service - **North Yorkshire SEND Partnership**

As we have children with addresses in other counties we also signpost parents to:

- North Yorkshire County Council's Local Offer
- Bradford Local Offer
- Lancashire Local Offer
- **SEND parent carer support groups**

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office upon request. These can be adapted e.g. enlarged print or in audio format, if requested.

The school office manager, Headteacher or SENDCo will help parents/carers to complete forms and paperwork when necessary and by signposting to agencies such as the school nurse. Information, advice and guidance for families of children with SEND are available via the SENDCo and/or links on our website and parents/families who have additional needs are supported by members of the school staff. This may include reading documents, supporting with an understanding of official paperwork (whether from within the school or from other agencies) and possibly, in more complex cases, a referral to Parent Partnership Services, as above. The school office manager will also support parents with online school applications if they do not have access to computer or Internet at home.

What arrangements does the school make for consulting with children with special educational needs and disabilities and involving them in their education?

Children who have Individual Provision Maps (IPMs) discuss their progress and targets when these are reviewed, as well as at termly learning review meetings. These meetings are held with the teacher, parent/carer and child, and where appropriate or requested, the SENCo.

Children who have an EHC plan are asked to join the annual review and/or to have the opportunity to contribute their views both in written format and through attendance. Their views will be sought before any review meeting so they have a clear understanding of the purpose of the meeting.

Children in school are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning activities.

All children in school are given the opportunity to be voted onto the school and sports councils, playground buddies, as well as hold other positions of responsibility by their class or teacher.

All children on the SEND register take part in an online pupil questionnaire to make sure their voice is heard surrounding the provision in place and the school environment. These form a large part of the actions for SEND in the following year, on a strategic level as well as on an individual child level.

The child's voice is at the centre of all provision provided for them across all YCAT schools.

How does school assess and review children's progress towards outcomes?

As a school we track and analyse the children's progress in learning against national expectations, and age related expectations on a half termly basis.

The class teacher continually assesses each child and note areas where they are improving, and where support is need. As a school we track children's progress from entry in nursery through to Year 6 using a variety of different methods.

Pupil Progress Meetings are held at least termly between each class teacher and the Head teacher. In these meetings, a discussion takes place concerning children who are not making expected progress, and possible interventions and actions are discussed.

In addition to normal reporting arrangements and parents meetings, parents of children with SEND are invited to attend regular IPM review meetings where there will be the opportunity to discuss children's progress with the class teacher. The SENCo is always available for further discussion and to support parents with any concerns they might have.

Parents/carers can also be involved in supporting their child's education through consultation with the class teacher, which may involve special homework activities, reinforcement tasks linked to classroom learning and other such tasks.

Where specific needs are apparent, the school has a number of different assessments which can be used to explore a child's strengths and areas of difficulties in more depth. School employ the skills and expertise of specialist teachers to undertake assessments and develop strategies to implement to help support the differing needs of children.

The head teacher and SENCo report regularly to the Governing Body. The governor has specific responsibility for SEN meets regularly with the SENCo, as well as attending briefing sessions.

In the Foundation Stage and Years 1 and 2 the assessments used are:

- Baseline assessment at the start of the Foundation Stage year
- Early Years Profile and end of the Foundation Stage year
- Pre Key Stage Assessments
- Termly assessments of progress, summative and formative.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 1 SATs tests - We use these for internal checkpoints only.
- Phonics Screening Check end of year 1
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)
- Autism Education Trust Assessment (AET)

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas
- The Engagement Model for Assessment
- Pre Key Stage assessments
- Termly assessments of progress (summative and formative) including the end of Year
- End of Year Assessments Years 3, 4 and 5
- End of year 4 Multiplication Table Check.
- Annual Teacher Assessment sheets for both core and foundation subjects.
- The end of Key Stage 2 SATs tests
- Progress Indicators for Valued Assessment and Targeted learning (PIVATS)
- Autism Education Trust Assessment (AET)

Assessments to explore SEND needs record

Standard Scores	Date	69 -	70-84	85-89	90-110	111-115	116-130	131+
Test		Well Below Average	Below Average	Low Average	Mid Average	High Average	Above Average	Well Above Average
Cognition and Learning								
Reading								
SNAP SpLD								
SWRT								
YARC								
Writing								
SWST								
Sentence Completion								
Maths								
DYNAMO								
SNAP maths								
Memory								
Digit memory								
Communication and Interaction								
Verbo								
Primary Checklist CT								
Social, Emotional and Mental Health								
SNAP behaviour								
Boxhall profile								
SDQ questionnaire								
SNAP ADHD								
Specific Physical Needs/Sensory								
DCDQ								
Pre writing skills								
Sensory processing assessment								

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

2 - Useful tips on how to prepare your child to start primary school

Change can be challenging for all children, particularly children with SEN. Therefore, at Bradley's Both we have lots of procedures to support the transition of children with SEN as they join our school, move to new classes within the school or transfer to new schools.

If your child is joining us from another school:

We work closely with preschool settings to support the successful transition of all of children as they begin their school journey with us in Reception. Our Reception teacher visits the children in their preschool setting or at home and the children come into school for an induction period. In order to support children and families of children with SEN, we also offer meetings in the term before the children start school with the SENCo, teacher, parents, and representatives from the preschool setting in addition to any other professionals that are supporting the child or family. This ensures that we are well informed about the child's additional needs and can plan appropriate provision for when the child starts at school.

At this meeting, we can also agree any other strategies that could support a successful transition including photo books, extra visits to the school and home visits.

If a child with SEN is part-way through their school career, we will arrange for parents to meet with the SENCo and Headteacher to discuss the child's needs. We will also liaise with

the child's previous school to discuss strategies and support that have been effective in the past. If necessary, we can arrange extra visits to support a child's transition to us.

Moving to another school:

Moving on to secondary school can be an exciting but daunting time for all children so at Bradley's Both we ensure that the children are well prepared for the transition. We have good links with the local Secondary Schools including special schools within the area.

Where necessary, additional support arrangements such as extra visits and transition projects can be put in place to support a successful transition to secondary education. For children with Special Educational Needs and for children who are likely to find the transition more challenging the SENCo will arrange an extra visit to the secondary school. If a child with SEN is moving to a new school before the end of Year 6, we ensure that all relevant paperwork is forwarded to the receiving school.

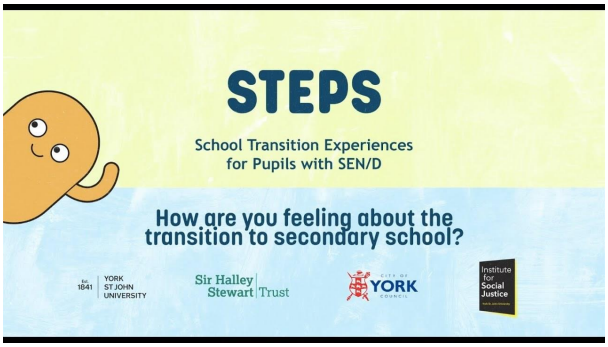
When moving classes in school:

We have a structured transition programme to support children as they move between classes or key stages within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN. All children are given the opportunity to spend a morning with their new class teacher. Where necessary, children with SEN make extra visits to their new classroom, are supported by social stories to prepare them for the changes ahead and their new classroom, teacher and any other adults that will be supporting them. For children with complex additional needs or for children who will find the transition particularly challenging, a meeting is arranged with parents and both the previous and new class teacher.

Transfer to KS3:

The Headteacher and SENCo will liaise closely with the receiving secondary school with regard to the specific needs of your child. Your child will do focused learning about aspects of the transition to support their understanding of the changes ahead. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

3 - Transitioning to secondary school can be a difficult time for children. Find Your Feet is about helping children cope with this transition and preparing them for any other changes and challenges they will face in life.



4 - An animation talking all about school transition experiences for children with SEND

What is the schools approach to teaching and learning for children with SEND?

Additional Support

In accordance with the SEND Code of Practice, 2014, the school does everything it can to meet children and young people's SEND. Pupils have access to additional provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. This is embedded within the Graduated Approach section of the school's Policy for SEND which aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability. The key principles of this approach are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. This includes adaptations through Quality First Teaching and use of the EEF SEND 5-a-Day. However, despite this, some children need additional help to make progress in their learning;
- Additional intervention and support cannot compensate for a lack of good quality teaching;
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- Pupils who join a school (either from an Early Years setting or another Primary School) with an already identified SEND will be catered for in the same way as those identified by this school;
- When planning work for children with Special Educational Needs and Disabilities, teachers give due regard to information and targets contained in the children's Individual Provision Maps (IPMs). Additionally, teachers adapt teaching and learning as appropriate for children with disabilities.

At Bradley's Both Primary, we believe in participation and progress for all. We aim to create an inclusive culture in our school and value high quality teaching for all learners.

We understand that children learn and develop in different ways. Teachers and teaching assistants recognise this and use adaptive teaching strategies, resources and adapt work in the classroom to cater for the various ways children learn. The majority of children in our school will receive support through good quality teaching in the classroom (Quality First Teaching).

However we are mindful that some children, at some time in their school life, may need extra help and support in a variety of different ways. If staff feel that a child's needs cannot be met through quality first teaching alone, then additional support or intervention may be put into place to compliment the curriculum and enhance access. This is monitored regularly and adjusted as necessary.

Each learner identified as having SEN is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

The waves of intervention model describes how different levels of intervention can be used to facilitate learning.

Quality First Teaching/Universal and adaptive teaching

This is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. This could include:

- Adapted work to meet pupils' needs
- High expectations which inspire, motivate and challenge pupils
- Good subject and curriculum knowledge
- Well-structured lessons
- Adapting teaching to respond to the strengths and needs of all pupils
- Behaviour managed effectively to ensure a positive and safe learning environment which promotes progress
- Deploying support staff effectively.

Interventions

Where children need additional support they may be given some targeted intervention to help prevent a gap from appearing or increasing. These interventions are often targeted at a group of pupils with similar needs. These are monitored for each class using the class provision map as well as individually for children with SEND using the IPM each term.

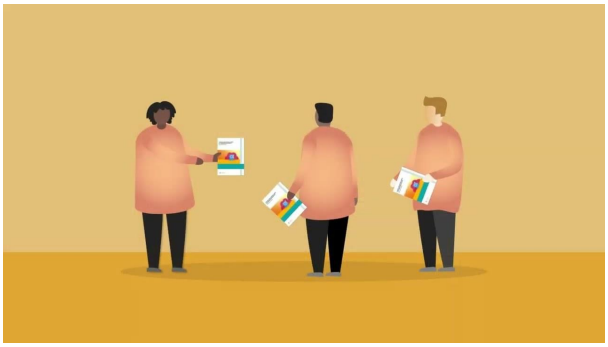
Targeted interventions may include:

- Handwriting interventions as a small group
- Phonics catch up groups
- Social skills or nurture groups
- Motor skills groups

- Speech & Language groups
- Maths intervention eg pre-learning activities surrounding vocabulary or strategies to apply in lessons
- Reading comprehension small group interventions
- Targeted spelling interventions in a small group
- Stretching a sentence work or sentence structure targeted small group support

Individualised support

If pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, with support from the SENCO , should assess whether a pupil has a significant learning difficulty, which may require highly- tailored interventions. This may include specialist or individualised provision.



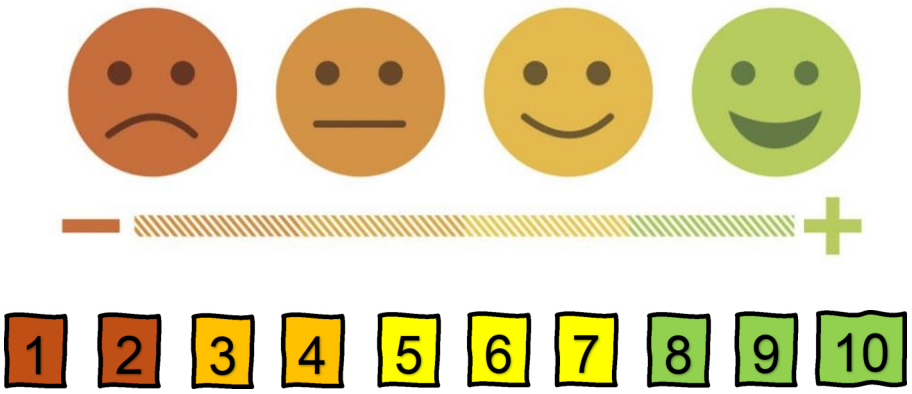
5 - A video describing the 5 a day principles we use in school

For most children where necessary, the class teacher and SENCo will make more detailed arrangements for a programme of support, including an Individual Provision Map (IPM) when required to provide Specific, Measurable, Attainable, Realistic, Time-based (SMART) targets.

For children who have support from external agencies, provision involves the expertise of the relevant external professionals. Any advice (written or verbal) will be included in the pupil's IPM. There may be some direct input and advice from a specialist teacher or other professional involved.

Where a child has an Education, Health and Care Plan, the provision and approach to teaching this child are laid out in their Plan.

1 to 10 scale with emotions



What adaptations are made to the curriculum and the learning environment of children with SEND?

The school provides a comprehensive range of adaptive equipment from its own budget. There is a variety of different height tables and chairs throughout the school. Where required, cushions/supports will be provided, with specialist furniture and/or access equipment purchased, depending on the needs of the individual child.

For more complex and expensive items, an Access and/or ICT Assessment will be requested and then the school will apply to the Local Authority for funding to purchase the recommended equipment. Parental consent is required for this.

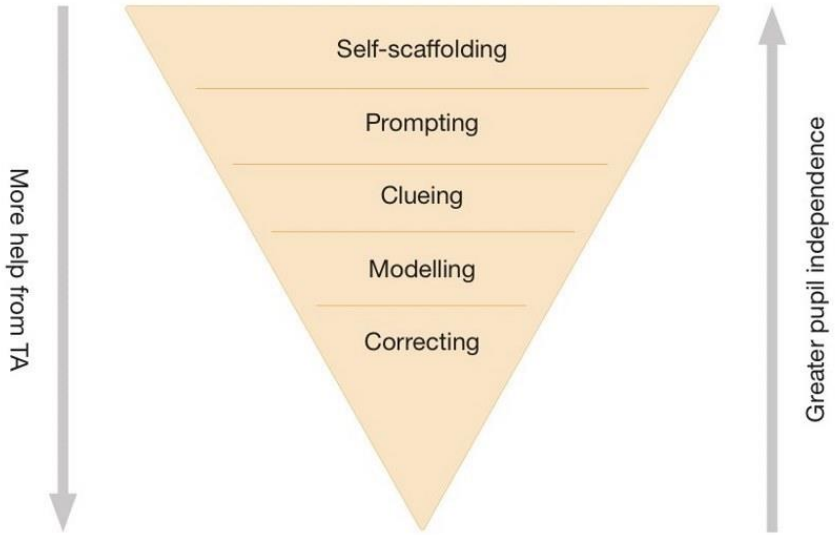
We endeavour to teach in a multi-sensory manner to appeal to all types of learners. Some children's needs can be met through adapted work, classroom adaptations and/or targeted support in class. Examples may include: Focus Group with Class Teacher or TA, classroom positioning, organisations aids (task ladder, visual timetables etc), large print documents, coloured dry-wipe boards, coloured backgrounds to interactive whiteboards, specially adapted workbooks, coloured overlays and/or paper, pencil grip aid, seating supports, work screens, chromebooks and others as needed. We already have a very good bank of resources to assist children with additional needs and are constantly evaluating and updating this to meet the needs of the children we have in school.

Other children may access targeted and time-limited small group interventions (usually in withdrawal for limited periods).

A very small minority of children will require a fully bespoke curriculum. This will depend on the needs of the child but could include focused activities working on their individual targets as set out in their EHCP.

We have a range of ICT programmes for pupils with SEND, laptops and I-Pads are available should a child require them.

Access arrangements for National Curriculum tests are in line with DfE guidelines which are issued each year. i.e. When children meet the prescribed criteria for extra time, rest breaks, a reader (for maths), a scribe, enlarged print or 'live voice' for mental maths tests etc.



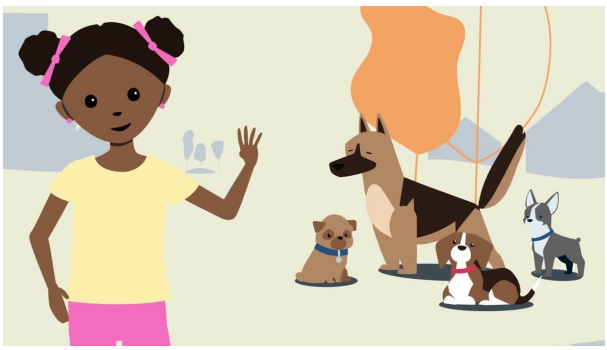
6 - We promote the independence of our children through the scaffolding techniques we use.

How can you help your child at home?

[redacted]

[redacted]

7 - How to support children who have spelling difficulties with their spellings at home



8 - Ways to encourage maths into your child's life at home

9 - How to say those sounds (phonemes) right!

What training have the staff supporting children with SEND had or may they have?

School provision:

- Teaching Assistants (TAs) working with either individual children or small groups;
- TAs offering support for children with emotional and social development;
- Class Teacher support where appropriate;
- Volunteers and parent helpers work with small groups to support reading in school;
- Specialist Teacher Services.

We recognise that to effectively support, we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore, Continuing Professional Development (CPD) is offered to all staff. A record of CPD is kept in the office and the need for training is reviewed by the senior leadership team each year through the Performance Management systems for teacher and teaching assistants. Specific training will be made available to staff to support the needs of a particular child(ren) if the expertise is not already in school.

Examples of Staff Training

- Safeguarding Training
- YCAT termly SEND Cluster
- ADys Specialist Ltd weekly SEN advisor support
- North Yorkshire termly SEND Cluster meetings

- Annual Prevent Training
- SEND Strategy Days
- Specialist Teacher Training
- SALT Training
- ASD Training
- PECs Training

Examples of other Provision delivered in school:

- Educational Psychology Service;
- Specialist Teacher Support;
- Sensory support for children with visual needs;
- Parent Partnership Service;
- SALT Speech and Language Therapy. (SALT)
- Family Support Services
- SENDIASS SEND Information, Advice and Support Service (SENDIASS)
- Social Care
- Paediatricians – accessed via school nurse and/or GP's
- Play therapy

Health Provision delivered in school:

- School Nurse,
- Occupational Therapy;
- Visual Support;
- Child and Adolescent Mental Health (CAMHs)
- Teachers and TAs receive a range of training as part of their continuing professional development (CPD) and to respond to the needs of the individual children they are working with. Many members of staff have basic training in Early Identification of Dyslexia, Dyscalculia, Specific Learning Difficulties, Autism Spectrum Disorder (ASC) and speech and language difficulties. Other training includes assessing reading and

running records, Paediatric First Aid Training; social stories and social skills. Other TAs have received very specific training from specialist teachers and outside agencies.

How do you evaluate the effectiveness of the provision made for children with special educational needs?

All SEND children have either: an Education, Health and Care Plan (EHCP) and/or a Individual Provision Map (IPM). All of these are reviewed regularly, as laid out above.

The SENCo reports annually on the efficient and effective use of resources for pupils identified as having SEND. The monitoring and evaluation of progress of pupils with SEND is detailed in the Graduated Approach section of the Policy for SEND. For pupils with an Education, Health and Care Plan, annual reviews (6 monthly for under 5s) are carried out in accordance with the appropriate legislation and the SEND Code of Practice 2015;

The SENCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to make a judgement on effectiveness. Children with SEND are expected to make at least the same progress as their peers because of the additional provision they receive. If this is the case, provision is judged to be effective. The SENCo meets with the SEND Governor once per term and they jointly produce a report on the quality and effectiveness of SEND provision. As part of the School Development Plan, the SENCo produces an annual action plan and updates progress against this on a termly basis.

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and/or SENCo. The cost of all such provision is calculated, based on the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and/or SENCo to ensure that the effectiveness and efficiency of provision is maximised.

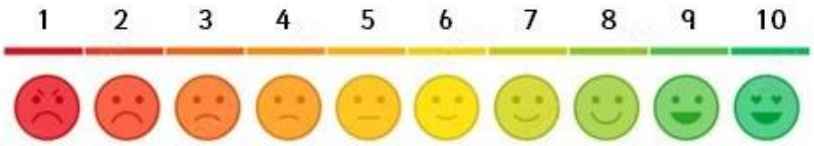
Progress Measuring:

Progress towards achievement of children's SMART targets is measured on a scale of 1 to 10. This process is carried our as follows:

- **Planning**: We assess pupils on this scale during their IPM planning to ascertain their current level of ability in relation to the new SMART target.
- **Targeting:** We then set a target grade from the scale within their success criteria, this is the level we what we want children to achieve in relation to their SMART target at the end of the plan.
- **Reviewing:** When reviewing the plan, we then measure children once again on the 1 to 10 scale on where their actual level of ability in relation to their target is.

Teachers, learning support assistants and pupils all contribute to this measurement of progress.

We understand that this can be subjective and that progress can be measured in different forms therefore, this information is then used alongside other data such as pupil voice, work evidence and observations to ascertain progress against the SMART target.



10 - We like to use the scales for children to communicate where they feel they are with the targets set in their IPMs and how they feel they are at the end of the term. This helps us measure progress using the child's voice.

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

Children with Special Educational Needs and Disabilities are welcomed and actively encouraged to go on all trips (including residential) and to attend all clubs. Where appropriate, parents will be consulted from the planning stage and all reasonable adaptations and adjustments made to ensure that children with SEND can safely access and enjoy the social and skills development that such activities bring. The adaptations will usually be the result of the risk assessment and may include additional staffing (1:1 support if necessary), extra time allowances, adaptations to the activity (eg through use of different equipment) etc.

All activities within and outside school are covered by a risk assessment. These are carried out by the Premises Manager (Headteacher) and/or the County Council. Additional risk assessments are carried out for specific children with advice from appropriate agencies, depending on their needs. For example, for a child with a physical difficulty (PD) or Health Care need, this may include advice and/or an environmental audit from Occupational Therapy, Physiotherapy, School Nurse or a special teacher for children with PD. Risk assessments for school trips are also monitored by the Governing Body and the County Council.

Before and after school care is available at Bradley's Both Primary School through Brads from 7:30 am until school opens and from 3:30 pm until 6 pm during term time (inline with wrap around care guidance). The breakfast club is run by the school and costs £5 per morning and £9.25 per afternoon session which includes breakfast and afternoon snack. Further information can be obtained from the school.

Some children find lunchtime challenging. Depending on their needs, it might not be appropriate for them to eat in the dining room with a large number of children, or spend

long periods outside in a less structured environment. Each child's needs will be considered on an individual basis.

What support will there be for my child's overall well-being?

Bradley's Both Primary School has a strong caring and supportive ethos, and is a school which holds a child's social and emotional well being as a priority. We aim to ensure that all our children have the highest levels of pastoral care possible.

The class teacher has overall responsibility for the pastoral, medical and social care for each child in their class and is supported by a network of pastoral staff who work closely together to ensure that the children feel safe and confident across school.

The school has a pastoral teaching assistant who is able to offer support to both parents and children regarding their social and emotional well being. Parents and teachers can request that a child spend some informal time with our pastoral teaching assistant which allows a child to focus on their well being, concerns and worries which in turn helps them then focus more in class.

Our pastoral teaching assistant is also able to offer advice concerning parenting and give professional guidance surrounding local services available around the community when needed. School has close working relationships with a number of different support agencies, and can signpost families to appropriate centres for additional support.

Bradley's Both Primary also has staff responsible for managing medicines within school. Care plans are in place for those children with medical disabilities such as epilepsy, diabetes and the use of an epi-pen/ These are updated annually. In some circumstances, a child may need a designated person to support them with their care, and in these situations appropriate training is undertaken and school liaise closely with parents.

Class teachers follow Bradley's Both Primary School's Behaviour Policy and strategies will be amended as and where needed to cater for children with behavioural needs. The Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that

positive behaviour management is a crucial factor surrounding the ongoing progress of all children, including those with special educational needs.

All staff at Bradley's Both Primary are fully aware of safeguarding issues which may arise, and can deal with any concerns in a confidential but professional manner. In school Miss Fawcett is Designated Safeguarding Lead and Mr Rodgers is Deputy Designated Safeguarding Lead.

CAMHS Resources - Downloads

This is a collection of downloadable self-help guides that we really like and hope may be useful to you. Some are aimed at adults but the ideas and suggestions in them can still be relevant for young people and parents. If you click on the image it will automatically download the PDF from its source and the credit will link to the originators main website.

CAMHS Resources - Videos

These are videos on a wide range of topics that provide information about mental health and well-being.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children with SEND and in supporting their families?

School's 'open door' policy ensures that you can feel confident when you approach school with any concern that we will endeavour to support in any way we can which can include referrals to a range of targeted services such as family support, counselling. Referrals can be made where it is felt necessary to a variety of different agencies and specialists.

Parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. Regular meetings can be made to discuss the progress with all agencies involved together, discussing current progress and next steps.

As a school we work closely with any external agencies we feel are relevant to supporting individual children's needs within our school including:-

- Specialist schools
- Health services including school nurse and health visitor,
- CAMHS (Child and Adult Mental Health Services),
- clinical psychologists,
- community paediatricians,
- speech & language specialists,

- occupational and physiotherapists
- Children's Social Care Services including Children & Families Well Being Service,
- family support agencies
- Educational psychologist
- Specialist advisory teachers

What arrangements do you make in relation to the treatment of complaints from children and their parents/carers with special educational needs concerning your provision made?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCo or Headteacher, who will investigate and report back on the results of the investigation. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors.

A copy of the school's Complaints Procedure is available on request from the school or on our school website.

Where can I find the contact details of support services for the parents of children with SEND?

General information regarding SEND can be found on the school website, including the SEND policy.

You might also wish to visit the following websites:-

North Yorkshire County Council Local Offer outlining services available for children and young people who have SEND can be found at :

https://www.northyorks.gov.uk/send-local-offer

Contact Parent Partnership Service (SENDIASS) :

If you would like to get in touch with SENDIASS North Yorkshire you can call their advice line on 01609 536923 or you contact them via email Info@sendiass.org

Access the SENDIASS North Yorkshire website for lots of information, advice and support.

Contact IPSEA (Independent Parental Special Education Advice)

Independent Provider of Special Education Advice (known as IPSEA) is a registered charity (number 327691) operating in England. IPSEA offers free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).

www.ipsea.org.uk

ChildLine

Childline is yours – a free, private and confidential service where you can talk about anything. We're here for you online, on the phone, anytime.

Tel: 0800 1111 **www.childline.org.uk**

Dyslexia network plus

DNPlus is a local association in North Yorkshire to support people with dyslexia, dyslexic type difficulties and other specific difficulties with literacy and numeracy. It is run by volunteers

and based in the Hambleton and Richmond area, but is open to anyone in the region who is prepared to travel.

Telephone: 0845 22 60 240 **www.dyslexianetworkplus.org.uk**

Skipton Extended Learning for All (SELFA)

SELFA is a charity providing out-of-school activities for disabled, disadvantaged and vulnerable children in Skipton and Craven.

Telephone: 01756 795245 www.selfa.org.uk

Sparkle

Sparkle is a social support group of parents and carers who have children with Autism/Aspergers or an ASC, who meet twice a month in term time for a chat and a drink. The group is open to parents of children with or without an official diagnosis.

Telephone: 07792 123955

North Yorkshire SEND groups and Networks

Information about local, regional and national groups and networks related to special education needs and disabilities.

www.northyorks.gov.uk/send-groups-and-networks

What parents say

"You are all invaluable to us and our amazing kids"

"I couldn't have done this journey without SENDIASS support. Thank you so much"

"Very knowledgeable... a really brilliant service"

"Very professional service, good listeners and provided a ray of hope"

For confidential and impartial information, advice and support

www.sendiassnorthyorkshire.co.uk

info@sendiassnorthyorks.org

01609 536923

@SendiassY

@sendiassnorthyorks

sendiass NORTH YORKSHIRE

Special Educational Needs and Disabilities Information, Advice and Support Service

11 - North Yorkshire Parent Partnership information

Information

You may find the answer to some of your questions by looking through the information on our web pages, via social media channels and through workshops and courses. We have some downloadable resources. If you can't find the answers to your questions, you can get in touch by phone, text or email – **you choose** which works best for you.

Advice

We provide impartial information and advice about what the law says, the local authority's policies and procedures and about the policy and practice in local schools and other settings. We do not take sides or tell you what to do, we will help you get the information you need to make your **own choices**.

Support

We can help you by **listening** to your views and concerns and working with you to explore your options. We can help you with preparation for meetings, with letters, forms and reports and support you to have the confidence to **express your views**.

SENDIASS North Yorkshire (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

Our service is **free, easy to access and confidential**. We can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- Children and young people (up to 25 years) with SEND
- Parents and carers of children with SEND
- Practitioners (who might be supporting children, young people or parents to access our service)

For more details visit: www.sendiassnorthyorkshire.co.uk or email info@sendiassnorthyorks.org

Education

We can talk to you about any **questions or concerns** you have in relation to your child's Special Educational Needs, including choice of educational setting. We can discuss with you how to raise your concerns and help you to find **positive ways to communicate** with schools and the local authority.

Rights

We provide information and can help you to understand what the law says and what your rights are, enabling you to make informed choices.

EHC Plans

We have lots of information and advice around EHC plans, how to request, and what happens next within our web pages. We can support you to get your views across and fully **participate in the process**, including at Annual Reviews and with disagreements.

Where can I find information on where the local authority's local offer is published?

All Education Authorities give information about what they can provide for you and your child.

The Children and Families Bill was enacted on the 1st of September 2014. This means that, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The local Authority refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area by offering details on the context of schools and the provision for children with SEND therein. The local offer you need to look at is North Yorkshire. If however you live in another council area you also need to consider their local offer.

North Yorkshire Local Offer - https://www.northyorks.gov.uk/children-and-families/send-local-offer

Lancashire Local Offer - https://www.lancashire.gov.uk/SEND/

Bradford Local Offer - https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page