

Bradleys Both CP School SEND Information report

2020-2021

The SEND information report is updated annually

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This is what we provide in our school

Bradley School is inclusive and all children and young people (CYP) with a wide range of SEN are welcomed into our school. If a parent of a pupil with an Educational Health Care Plan (EHCP) requests a place at the school, the CYP is welcomed and strategies sought to meet their needs.

There is provision for children with:

- Communication difficulties (e.g. speech and language difficulties)
- Specific Learning difficulties (e.g. Dyslexia)
- Social, emotional and mental health difficulties
- Physical difficulties
- Sensory difficulties (e.g. hearing or vision difficulties)

How does Bradleys Both School identify children with SEND? How do we assess their needs and what are the arrangements for reviewing children's progress?

Assess

- Children are continually monitored and assessed by all adults in order to identify any potential barriers to learning or socialisation.
- Pupil Progress meetings are held termly between the SENCo and class teachers
- Any concerns identified are discussed with the SENCo.
- We believe that it is important to involve the parents/carers at this early stage of assessment. We encourage all parents/carers to discuss any concerns they may have with the class teacher, SENCo and Headteacher if required
- We believe that it is important to ascertain the children's views at this early stage of assessment through discussion and questionnaires with staff they are familiar with which may include a key worker.

Plan

- The SENCo and class teacher will decide upon the support required by each individual child, this will be discussed with parents and amended if required, then a review date will be set.
- An individual provision map will be written which sets out the provision required and where appropriate a Child Friendly Inclusion

Passport is completed and discussed with parents/carers.

Do

- Interventions or additional catch up activities are implemented by the class teacher, a specialist teacher in our school or the T.A.
- The SENCo oversees this process and where necessary offers advice and support.
- The impact of the intervention is assessed, monitored and reviewed, this will be done in a variety of ways depending on the need.
- A pupil friendly profile is created to share with all staff who have contact with the child, outlining their needs and what works and doesn't work for that child.

Review

- The effectiveness of the intervention(s) are reviewed with the children and their parents/carers.
- If specialist support is required, parental consent will be sought and a referral made. Currently the school will be advised through a panel of specialists on the most relevant provision for your child's needs.
- If necessary, an Education, Health and Care assessment may be requested. • The EHC plan will be reviewed annually by all relevant parties and the L.A.

How do we involve parents of children with SEND in their child's education?

Bradley School has an open door policy and communicates informally on a regular basis with parents; your input is extremely valuable to us and for the progress of your child.

Once a term we will meet formally to discuss how well your child is progressing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. At Bradley School we believe parents should be involved in all stages of the SEND process.

How do we involve children with SEND in their learning

We will obtain the views of all children (pupil voice) throughout their time at Bradley school. This may be through discussions with adults in the school, including their key worker, through the school council or in written form including questionnaires. Targets on the Individual Provision Maps are decided with the young person and their aspirations taken into account. The children are fully involved in monitoring and adjusting their targets, at Bradley School we believe that children should have ownership of their learning and progress.

How do we support children through the transition process?

Before moving to a new class, children will meet their class teacher and have an informal discussion, during this time they will have the opportunity to ask questions and share concerns. All children have a day in their new class in July, with their new

teacher in preparation for the Autumn Term. (Covid restrictions may apply)

In Year 6 the SENCo and class teacher will meet with staff from the local secondary schools, discuss individual needs and pass on any documentation. There is an opportunity for SEND children to have at least one extra transition session at their new school, accompanied by a member of our staff. (Covid restrictions may apply but alternative routes will be found to communicate and ensure a smooth transition)

How do we teach children with SEND in Bradley school?

We believe high quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers, advice is followed from SEND specialists. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work and what the aims of this support will be. The impact will also be discussed in parent meetings. Most importantly, this support should be aiming to make your child more independent in lessons. All learning is personalised to meet the needs of the learners. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning.

How are staff trained in SEND? How do we access specialist provision?

The SENCo attends training courses at least once a term, this is then used to upskill staff in school. Bradley School is part of the Castle Alliance, where schools meet together and share their expertise. NYCC also provide SEND networks where staff are updated on new policies and receive presentations from specialists in SEND. Other staff in our school attend training in specific areas eg. phonics or writing and this is used as a SEND tool. Opportunities are provided for staff to meet with SEND professionals who will provide extra support. There is a member of staff trained in counselling children with emotional needs. If we feel that a child will benefit from specialist provision, we will speak to their parents and with their consent make a referral. A North Yorkshire centralised panel will decide if it is appropriate for that child to receive support and support will be provided through a hub team. This may be for communication and Interaction, Specific Learning Difficulties or Behavioural needs. An Educational Psychologist can also be accessed. For cross border children, Bradford authority may also be contacted. (During Covid restrictions courses and meeting with other staff may take a different form but support is available through email etc for SENCos)

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The progress and attainment of all children is carefully assessed, monitored and reported to parents. Staff in school will be able to explain how they track pupil progress. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a

given time -or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Bradley School uses Individual Provision Maps (IPMs) which are written with the child and in consultation with their parents. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the SENCo, Class teacher and staff working with your child.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Bradley School is committed to being an inclusive school. The school's policies state that all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips and residential. Pupils with SEND are equally represented in positions of responsibility e.g. the school council. (Covid may cause restrictions for all pupils)

How do we support children and young people with SEND to improve their emotional and social development?

P.S.H.C.E. is taught as part of the curriculum and through daily assemblies. Children are encouraged to talk to all staff if they have any concerns or worries. A key worker is provided if required. A member of teaching staff who has training in child counselling meets on a regular basis with children who need support. A pastoral teaching assistant is also timetabled to work with vulnerable children. Pupil voice is important to us and children's views are regularly sought. The Early Help Team (nurses and trained professionals) through a referral, provide support for children and parents in school and in their home. The school has a designated Reflection Room where children can spend quality time with staff working on wellbeing and mental health, this may be in the form of group sessions or 1:1

How does the School involve other expertise in meeting the needs of children and supporting their families?

The Local Authority and N.H.S. offers a range of specialist support and outreach services,

- A centralised hub providing support for Communication and Interaction, SEMH and behaviour and Specific Learning Difficulties
- The Early Help Team
- Educational Social Worker
- Speech and Language Therapist
- The Educational Psychologist
- Occupational Therapists
- Paediatrician
- Compass Reach
- SELFA
- CAMHS
- ASCOSS - Autistic Spectrum Condition Outreach Service Professionals from all the above agencies have supported staff

and children in school. School would only contact an outside agency after consultation with parents.

What are the arrangements for handling complaints from parents of children with SEN about the provision made at Bradley school.

There is a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to arrange a meeting with the SENDCo, Class teacher or the Headteacher first, who will make every effort to address your concerns. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

If you require additional information please contact the school directly.