



# Special Educational Needs Provision at Ben Rhydding Primary school

## Bradford SEND Local Offer

Bradford local offer is intended to provide parents and other members of our community with clear and straightforward information regarding pupils who have special educational needs and disabilities <https://localoffer.bradford.gov.uk/>

## Our Vision Statement

At Ben Rhydding Primary School everyone is valued and respected as a member of our learning community. Our Vision for our school is one of a happy, dynamic learning environment where all members of the school and its wider community have a sense of belonging and understand their responsibility to contribute to the enjoyment and success of the learning community that we all share.

## 1. Identification of Special Needs

At Ben Rhydding, we follow the SEN Code of Practice and guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on a graduated approach according to a child's individual needs and works on the principle of the 'Assess, Plan, Do, Review' model of provision. We identify pupils as having special educational needs as follows:-

*"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" (SEN and Disability Code of Practice: 0 to 25 years Guidance, January 2015)*

There are 4 main areas of need catered for at Ben Rhydding Primary School:

- Cognition and Learning
- Communication and interaction, including speech language and communication needs (SLCN) and Autistic Spectrum Condition (ASC)
- Social, Emotional and Mental Health
- Sensory and/or Physical Development

Once we have identified a pupil with SEND we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child's progress or needs, it is important to raise your concerns with your child's class teacher in the first instance.

## **2. How will my child be supported?**

We recognise that all pupils with special educational needs will have their own unique characteristics, strengths and difficulties and how we work in school to support your child will differ according to need. Every class teacher in our school is a teacher of children with special educational needs. Children's needs will be identified as below:-

### **Quality First Teaching Provision (QFT):**

Class teachers will be aware of children's needs and provide for them through differentiation and adjustments to teaching practice and learning environment. This is called 'Quality First Teaching' (QFT). Class teachers will have identified environmental adjustments, strategies, activities or resources that will help children to progress alongside their peers. These children will not be listed on the SEND register, but their progress will still be monitored by the SEND co-ordinator (SENDCO) and will be listed on a QFT/Monitoring register held, reviewed and updated by the SENDCO.

### **SEND support and SEND Support +:**

These are children with more significant needs that cannot be fully provided for by the class teacher alone. The class teacher will have worked with the SENDCO (the school's special educational needs coordinator – Sandy Leach) to devise specific and targeted interventions, strategies and methods of support. Sometimes, relevant external advisers (eg Educational Psychologists, Speech Therapists or Bradford's SCIL Team) will be consulted, and will recommend strategies to support your child at home and in school. Children will still work within the class, on tasks at the appropriate level, under the direction of the class teacher. Their progress will be overseen by the class teacher and monitored by the SENDCO and senior leadership team.

### **Education, Health and Care Plan (EHCP):**

These are children who are identified as having significant needs and have been awarded or are applying for an Education Health and Care Plan (EHCP). The EHCP is written in consultation with parents, school, relevant outside agencies and the local authority. This will specify the needs of the child and how the various agencies (education and, where relevant, health and social care) will work together to make the best and most effective provision for the child or young person. EHCPs may or may not have additional funding provided by the local authority to enable the school to make the necessary provision for the child.

Children with an EHCP may need additional adult support for specific activities or lessons to help them to access the curriculum at their level. You should be aware of the main adults who work with your child. The aim of this type of support is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at regular reviews. The SENDCO, class teacher and support staff will work together to make the best provision for the child as specified in the EHCP. Their progress will be reviewed regularly and support/interventions adjusted as necessary following the graduated approach. Parents may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist) if they have been involved with your child. Each school year there will also be a formal Annual EHCP Review meeting, at which the details of the EHCP will be reviewed and amended or updated as required. Parents will be invited to attend this meeting and to contribute a written report. The child him/herself is central to the annual review process and will be invited to contribute.

## **SEN Governor**

The school has two SEN Governors (Rev Peter Willox and Dr Lea Berrang) who regularly liaise with the SENDCO as necessary and have an overview of special needs policy and practice across the school via the full governing body meetings and through the curriculum committee of the governors. Any changes to policies or legislation pertaining to SEND are agreed by the full Governing Body. The school governor can be contacted via the school office.

### **3. Curriculum**

At Ben Rhydding, we provide a stimulating, creative and inclusive curriculum that ensures that all children are motivated, enthusiastic learners. Class teachers plan and differentiate work for all the children in their class according to their abilities, interests, aptitudes, strengths and areas for development. Our curriculum follows the National Curriculum and offers whole school opportunities to work in vertical house groups. Enrichment opportunities are planned throughout the year to provide children with quality first hand experiences to enhance their learning.

### **4. Communication**

Parents are invited to review meetings, with the relevant class teacher, at least each term. At Ben Rhydding, we feel that the communication between home and school is essential for the progress of pupils with special educational needs and, therefore, parents of children with special needs are encouraged to have regular contact with the school staff. The SENDCO is available to meet with parents.

### **5. Well Being**

Ben Rhydding has a parental involvement team that can offer support for individual pupils and parents/carers. This team are both trained Mental health First Aiders and can be involved with any child, whether or not they have been identified as having a specific special educational need. Class teachers or the SENDCO can request the help of the team after consultation with parents. There is a Mental wellbeing toolkit on the school website that can sign post parents to support and advice.

### **6. Specialist Help**

**Within School:-**

#### **a) Special Educational Needs and Disabilities Coordinator (SENDCO)**

The SENDCO, Mrs Sandy Leach, is responsible for coordinating the support and provision for all children with SEND in school and will liaise with any external agencies involved with children in the school. Tilly stead is the Trainee SENDCO.

#### **b) Head Teacher and Governing Body**

The Head Teacher, Mr Peter Timms and the governing body are ultimately responsible for SEND policy and provision.

## **Outside School:-**

### **External Agencies**

Children can have a very wide range of special needs that can be short or long term, and can sometimes be complex to manage. We can, and do, seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below, although there are many others. The permission of parent/carers will always be sought before any outside agency is contacted.

Specialist Teaching and Support Services (STaSS) at Bradford Children's Services offers a range of support for Children with special educational needs. These include the SCIL Team and Sensory Service.

**Social, Communication, Interaction and Learning (SCIL) Team** provide assessment, advice, and support for children with a range of difficulties including Speech, Language and Communication needs, Specific Learning Difficulties (e.g. Dyslexia) and Social and Emotional Needs. They are also able to provide training to staff and are accessed through hubs or direct referrals.

**Low Incidence Team (Sensory Service)** support children with visual, hearing or multisensory impairments and Physical Needs which may have an impact on their access the curriculum or inclusion in wider school life.

**Educational Psychology Team (EPT):** provides assessment and advice about the whole range of special needs that can become barriers to learning. Support can be accessed through hubs and through direct referrals to their traded services.

**Speech and Language Therapists (SALTs):** these professionals can identify underlying difficulties in speech, language and communication (including social communication), and provide support for parents and training/advice for school staff with appropriate activities and strategies. They can be accessed through drop in clinics/self-referral clinics (for children up to the age of 6) or through a referral pathway (for children 6yrs+)

**Occupational Therapists (OTs) and Physiotherapists:** these health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning and any physical difficulty they may have does not become a barrier to successful learning.

**School Nurse (SN):** provides staff training and care plans to help us support children with medical needs. They also support schools and families in identifying and addressing emotional and social needs.

## **7. Training**

All members of staff have ongoing training in a range of Special Educational needs and disabilities. The school keeps a log of training attended by staff both in and out of school. The SENDCO and the leadership team are responsible for auditing the training needs of staff and ensuring that staff are up to date and well trained.

## **8. Inclusion**

At Ben Rhydding, we strive to ensure that all children have access to a good quality education and that there are no barriers to any child's progress. A separate Inclusion Policy sets out the school's approach to inclusion.

## **9. Access**

Our building is mainly a flat site; however, there are lifts on internal flights of stairs and alternative routes around the building that allow full access for wheelchairs. Please refer to the School's Accessibility Plan for further information.

## **10. Transfer**

Children joining school in our Reception class are invited to participate in a full induction programme before the child starts in order to determine what needs to be put in place to ensure a smooth transition. A home visit by the Reception class teacher or a member of the Early Years team is offered to all parents in the summer term before their child starts school. Children joining school later will be given the chance to visit and meet staff, and meetings with parents will be held to plan for their needs. Transition within school from class to class is facilitated with transition meetings between teachers, and visits by children to their new classrooms. Transition at the end of Year 6 is very well supported by Ilkley Grammar School. They have ambassador programmes and other enhanced transition arrangements to support vulnerable children. Individual arrangements are made for children who are moving to other schools in the area. Information is passed to the new schools and visits are carried out during the summer term, or earlier for some pupils. Discussions with parents about appropriate secondary school places are held early in Year 5 and parents are encouraged to visit a range of schools to assess suitability if their child has significant special needs.

## **11. Resources**

Teaching assistants are allocated to classes to enable the class teacher to provide support for children with additional needs. It is the class teacher's responsibility to manage any support staff to enable all children to make good or better progress. This may be done in consultation with the SENDCO and other senior members of staff. Additional resources may be bought by the school (e.g specialist ICT equipment) as recommended by outside agencies.

## **12. Decision Making**

Relevant staff in school (e.g headteacher, SENDCO, class teachers) will make decisions regarding the curriculum and provision that a child with special educational needs will receive at school. This will, of course, be done in consultation with the parents/carers. We will follow closely any guidance given to the school from outside agencies regarding the best resources/provision/intervention needed for a child. Any child with an EHCP who is capable of doing so will be fully involved in the setting of their own targets and setting long term goals and aspirations for themselves.

## **13. Involvement**

As described in section 4 above, a meeting is held during the Autumn term to review how your child has settled into their new class and to discuss targets and needs. We welcome parents being fully involved in the process of determining targets and the most effective provision. Parents will be invited to regular progress reviews for their child with special needs. An annual review meeting will take place for children with EHCPs and all parties concerned with the child's education, health and care will be involved.

## Contacts

School telephone number 01943 431133

Email address: [office@benrhydding.bradford.sch.uk](mailto:office@benrhydding.bradford.sch.uk)

If you would like to discuss your child's progress, please make an appointment with the class teacher in the first instance.

Sandy Leach, SENDCo email: [sandy.leach@benrhydding.bradford.sch.uk](mailto:sandy.leach@benrhydding.bradford.sch.uk)

The parental involvement team can be contacted via the school office.

Local Authority: SEN Services, Margaret McMillan Towers, Princes Way, Bradford BD1 1NN, Tel: 01274 439500

Email: [sen@bradford.gov.uk](mailto:sen@bradford.gov.uk)

## Where can I get support?

You can find support groups for many SEND issues through the local offer [localoffer.bradford.gov.uk](http://localoffer.bradford.gov.uk).

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. Contact Jo on 01943 466543 / [jo.galasso@tesco.net](mailto:jo.galasso@tesco.net)

LS29 – a support group for families with children who have additional needs. [www.ls29group.co.uk](http://www.ls29group.co.uk) 01943 609861

DOWNS SYNDROME TRAINING AND SUPPORT SERVICES – based in Bingley, Bradford and offering courses, educational groups, advice and family events. Tel: 01274 561308 or email [office@downsyndromebradford.co.uk](mailto:office@downsyndromebradford.co.uk)

Support for families of adopted or fostered children <http://www.aireviewinfant.org.uk/parents-page/fostering-and-adoption-support-group>

Bradford Parent Partnership – SENDIASS (formerly Barnardos): Gives independent advice and support for parents and pupils with SEND in the area, especially during statutory assessments. [www.barnardos.org.uk/bradfordsendiass](http://www.barnardos.org.uk/bradfordsendiass) 01274 481183