

Beckfoot Priestthorpe Primary School SEND Local Offer, Information Report and Policy (2020 – 2021)

Information for Families *June 2021 update *



Introduction

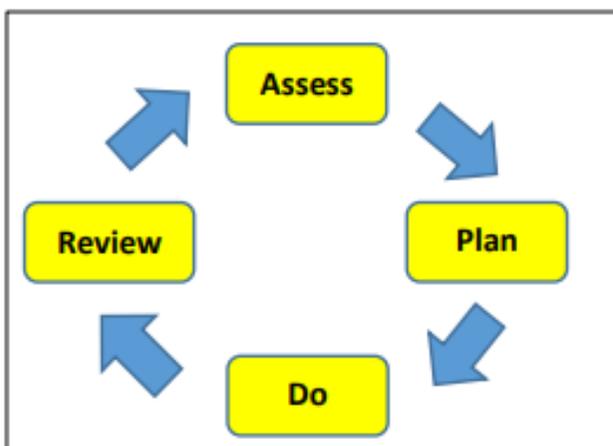
This Information report offers information regarding how Beckfoot Priestthorpe Primary School supports all of our pupils with Special Educational Needs or Disabilities (SEND) in order that they can reach their full potential. In addition, we employ a reflective approach to meeting the needs of pupils with additional requirements, meaning that we continually develop and modify our provision to meet the changing requirements for individual pupils, through the graduated approach (Assess, Plan, Do, Review) as outlined in the SEN Code of Practice, 2014.

Four Areas of SEND

Areas of Need Special Educational Needs are broadly grouped into four primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed. At Beckfoot Priestthorpe Primary School, every child is considered as an individual and provision is arranged on this basis. The local offer gives further elaboration.

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs.

At the heart of what we do at Beckfoot Priestthorpe, and central to teaching all of our children, is the graduated approach. This is a cyclical process whereby we:



- **Assess** a child's level of need using a range of tools.
- **Plan** any adaptations or changes and/or additional or different provision necessary to meet the identified need/s and remove barriers to a child's learning and participation.
 - **Do** - by the teacher working closely with teaching assistants and/or specialist staff, this planning is applied in the classroom.
 - **Review** the effectiveness of these planned strategies at removing identified barriers to the child's learning and participation through continuous monitoring, by the teacher, SENCo and specialist teachers (where appropriate).

Children with SEND follow the same process, adapted to their additional needs and the increased level of advice and support they may need to meet their outcomes. Provision is based on the SEND Guidance from Bradford MDC Department of Children's Services – The Matrix of Need. Children with SEND, assessed beyond SEND Support+ (previously Range 3), may have a My Support Plan, an Education Health Care

Plan, or be allocated to a specialist provision/setting.

Local Approach

We adhere to the Bradford Local Offer https://bso.bradford.gov.uk/Schools/News_View.aspx?Id=13347 referring to the SEN Guidance documents for individual prime needs (<https://bso.bradford.gov.uk/content/revised-range-guidance>). We accurately assess the level support required for individual pupils using the matrix descriptors.

School Approach

Question	School Response
Will my child get a place at Beckfoot Priestthorpe if they have special educational needs?	<ul style="list-style-type: none">▪ We follow the Bradford Local Authority guidance for admission of pupils, however, for pupils with a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP) there is a separate procedure. Such children will be admitted to Beckfoot Priestthorpe Primary if the school is named in the Statement or EHCP, without reference to the over-subscription criteria as identified in our Admissions Policy.▪ For more information, visit https://bso.bradford.gov.uk/content/admissions
What kinds of SEND are provisions made for in this school?	<ul style="list-style-type: none">▪ Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).▪ Students at Beckfoot Priestthorpe Primary School have a range of difficulties including Speech and Language; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties, Autistic Spectrum Disorders and Sensory or Physical difficulties.
How does the school 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?	<ul style="list-style-type: none">▪ We receive information from pupils, parents or carers, previous settings, and health care professionals where appropriate.▪ The progress of all pupils is monitored regularly by class/subject teachers, SENCo and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning, the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.▪ If parents/carers have concerns about the progress or attainment 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 Co-ordinator (SENCo) 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-

Question	School Response
	<p data-bbox="622 124 871 153">of-practice-0-to-25</p> <ul data-bbox="577 188 2107 261" style="list-style-type: none"> <li data-bbox="577 188 2107 261">▪ We refer to the Bradford Local Offer http://localoffer.bradford.gov.uk/ 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 .
<p data-bbox="94 309 456 456">How is the decision made about what type and how much support my child will receive?</p>	<ul data-bbox="577 309 2107 1094" style="list-style-type: none"> <li data-bbox="577 309 2107 383">• Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to decide upon the appropriate provision and deliver this in the first instance. <li data-bbox="577 418 2107 686">• Should significant additional classroom support be required for an individual, such as regular and specific 1:1 or group work, e.g. Early Literacy Support, motor skills, social / speaking and listening groups, this is undertaken after consultation between the teacher, the pupil and their families if necessary. This is also part of ‘quality first’ provision in our classrooms and takes place on a daily basis in every classroom in school in one form or another. Very often, targeting the specific area of difficulty for a time can make all the difference to a child who is struggling, particularly in the earlier years. The SENCo and leadership team monitor the pupils who are undertaking this type of intervention to check the desired outcome is being achieved and progress is being made. <li data-bbox="577 721 2107 909">• Where classroom based intervention is not achieving the desired outcome within the time frame, progress is not satisfactory or the child meets the definition of having Special Educational Needs, then additional steps will be taken. At this point the Head teacher and SENCo will also become a part of the decision making process along with the class teacher, and of course, the family. The ‘Local Offer’ from Bradford LA provides guidance as to the support which should be implemented. External support may also be sought at this point. <li data-bbox="577 944 2107 1094">• A child will be added to the school register of SEND by the SENCo only after consultation with other staff and parents, and after close monitoring of progress and needs. There will then be additional meetings across the year with the SENCo, and the head teacher and other agencies when required, to discuss and review the provision and make any further decisions together.
<p data-bbox="94 1129 483 1203">How will school staff support my child?</p>	<ul data-bbox="577 1129 2107 1458" style="list-style-type: none"> <li data-bbox="577 1129 2107 1398">• When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further. ‘Additional intervention’ includes any intervention which is consistently required and which is beyond that received by the majority of pupils in the class. It also includes any group work which will be undertaken over a period of sessions. This intervention does NOT necessarily mean a child has Special Educational Needs; in most cases it is delivered as a part of our ‘quality first’ provision to target specific areas of development for particular children at the time. <li data-bbox="577 1433 2107 1458">• If the pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of

Question	School Response
	<p>Practice, a 'learning plan' will be created, detailing the exact support the pupil will receive.</p> <ul style="list-style-type: none"> • It is the role of the SEND Co-ordinator to oversee the effectiveness of the provision offered by our school to meet the needs of pupils identified with SEND. • Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support. This is not an exhaustive list; provision is tailored to the needs of the individual child and so will naturally vary depending upon the specific needs of each child. • We (class teacher, SENCo, leadership team) will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Advice will be taken from external agencies, where appropriate, and specialist staff from their services may come into school and become involved with the individual in line with assessment of needs or with addressing a particular need. Parental permission will be obtained prior to any outside agency becoming involved with a specific child. • Our School Improvement Partner, The Beckfoot Trust and OFSTED inspectors will also check that pupils with SEND are well supported and that their progress is satisfactory.
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • It is clearly understood by staff at Beckfoot Priestthorpe Primary School that children do not all learn in the same way. Teachers and other staff are highly skilled in employing a range of teaching and learning strategies which enable them to meet the needs of all children. • Staff adhere to Quality First Teaching (QFT) strategies and teaching tips to support less able pupils and those with specific SEND needs. A copy of this document can be found on our school website. • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Teachers are required to plan their lessons to meet the needs of all pupils and allow them to make progress and achieve their individual targets. This is done by following the aforementioned QFT practices and differentiating the provision. For example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. • Where a child is working significantly below age-related expectations, content may be taught from an earlier year

Question	School Response
	<p>group, thereby allowing the child to achieve at a level appropriate to them.</p> <ul style="list-style-type: none"> • Group work or 1 to 1 work will also take place where appropriate. This may take place outside the classroom for a short period in order to access resources elsewhere and / or reduce distraction. Sometimes this is continual; sometimes it is a specific programme lasting a set number of weeks or sessions. • Classroom environments will be created and adapted to help individuals with a range of needs and abilities to develop independent learning skills, for example a visual timetable, drawer labels with pictures.
<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Annual reports and once termly Parents' Evenings give all parents and carers regular feedback on their child's up-to-date academic levels, individual targets and any behavioural, emotional or social difficulties. • When appropriate, parents/carers may be contacted mid-term to discuss the support that school are providing, and how they can help their child at home: this may be a phone call or a meeting (COVID restrictions allowing). Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting should you wish. • Under normal circumstances, parents are welcome to meet with the class teacher at any point through the year. Appointments can be made via the school office. The SENCo will also attend this meeting where appropriate. Virtual meetings may be held in accordance with COVID-safe procedures. • Home / school communications can be made verbally with the class teacher at the beginning /end of a school day. Alternatively, written communications can be made via children's reading records of Class Dojo. Where there is a need for daily communication, for example regarding medical or behavioural needs, a home / school communication book can be set up with the class teacher. • Occasionally, throughout the year, we hold specific information evenings which we invite parents to attend. Previous examples include an introduction to the school for our new starters; a, phonics information evening; a guide to the methods of teaching calculations in mathematics and an internet safety session.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at Beckfoot Priestthorpe Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social, Health and Citizenship Education (PSHCE) are integral to our curriculum and are also taught explicitly on a weekly basis. • Our Parental Involvement Worker (PIW - Ms. Nutch) also runs weekly nurture sessions for those children who need extra support with their social and emotional needs. These may be delivered on a one-to-one or small group

Question	School Response
	<p>basis, as appropriate to the needs of the child and dependent on COVID restrictions.</p> <ul style="list-style-type: none"> • 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. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. • We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. • Relevant staff are trained to support medical needs and in some cases, all staff receive training (e.g. annual asthma, epilepsy and epipen training). • Pupils' views are sought through school council and other student leadership groups.
<p>How will my child be involved in his/her own learning and decisions made about his/her education?</p>	<ul style="list-style-type: none"> • Where appropriate, pupils are encouraged to evaluate their work within lessons, reflecting on their learning and achievements. • Pupils' views are obtained as part of our termly monitoring and progress reviews. Children may attend all or part of any meeting which parents deem appropriate. • Pupil Voice will be obtained as a matter of course when applying for an Educational Health Care Plan (EHCP).
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • All external partners we work with are vetted in terms of safeguarding and when buying in additional services, we monitor the impact of any intervention against cost, to ensure a value for money service. • Educational outside agencies include: <ul style="list-style-type: none"> ▪ Educational Psychology (EPS); ▪ City of Bradford Department of Children's Services Learning Support Services – High Incidence Teams: Autism Team, Cognition and Learning Team, Early Years Team and Social, Emotional and Mental Health Team. Low incidence Teams: Hearing Impairment Team, Visual Impairment Team and Physical and Medical Team.

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	<ul style="list-style-type: none"> ▪ Specialist health services such as Speech and Language Therapy (SALT); ▪ Occupational Therapy (OT); ▪ Physio-therapy (PT); ▪ Child and Adolescent Mental Health (CAMHS); ▪ School nurse, paediatricians and other health professionals. ▪ We also work alongside services such as Social Services, Adoption and Fostering service and local support and community groups for a range of needs.
<p>What training have the staff supporting children with SEND had, or are having?</p>	<ul style="list-style-type: none"> • Our Special Educational Needs Co-ordinator (SENCo) 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 Beckfoot Trust maintain contact and attend regular meetings. This allows staff 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, for example in dyslexia, autism, speech and language needs. • In recent years several members of staff have undertaken specific training, including, diabetes management, manual lifting and hygiene, autism, behaviour management and bereavement counselling. 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.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • 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.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act

Question	School Response
	<p>2010.</p> <ul style="list-style-type: none"> • We monitor the languages spoken by families in our settings and will endeavour to arrange for translator support where necessary. • Our setting is mainly on one level. Other entry / exit points are accessible by wheelchair. • We have a disabled toilet / hygiene room. • The school aims to create a calm environment in which all children, including those with SEND, can thrive. Adaptations have been made to the building to improve conditions for children with specific needs and difficulties e.g. handrails, specialist seating etc. • Funding for specialist equipment is shared between the school's own budget allocation; the LA top up provision and health professionals; all who work closely together to ensure appropriate provision is made.
<p>How will the school prepare and support my child to join the school transfer to a new school?</p>	<ul style="list-style-type: none"> • We have very good relationships with our feeder settings and the settings that most of our pupils move on to; we share information to support pupils' learning and well-being at key transition periods. • Throughout Year 6, all pupils participate in a range of transition preparation activities and opportunities are available for members of staff to provide support to parents and carers when needed. • In the summer term, all children in school participate in transition events when they visit their new classrooms to work with their new teacher and teaching assistant. One to one transition conversations are held between appropriate teachers so that more detailed information about the specific needs of the children can be passed on. • COVID restrictions allowing, our staff visit the children at their pre-school setting prior to moving school. Pre-school staff set up meetings with our staff and parents of children with specific needs prior to starting at Beckfoot Priestthorpe. • COVID restrictions allowing, children with special educational needs will be given additional opportunities, prior to transfer, to become familiar with any new setting by making visits, having a photographic record of key people and places within any new building. Parents and carers are involved in this process at every stage and accompany their child for as many visits as they wish. • If your child is moving to another primary school, we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will also make sure that all

Question	School Response
	<p>records about your child are passed on as soon as possible.</p> <ul style="list-style-type: none"> • Transition meetings are held well before any transition points and may involve a team around the child, involving parents, current staff, external agencies and new personnel from the next setting or school. Comprehensive records are passed on to the SENCo of the next school.
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • 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. • The SENCo 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.
<p>How are parents involved in the school?</p>	<ul style="list-style-type: none"> • We work in partnership with parents to support each child/young person's well-being, learning needs, progress and aspirations. In the first instance, the child's class teacher should be the first point of call. Alternatively, you may contact the SENCo or Head teacher. • Our staff have a visible presence at the external doors at the beginning / end of the day, and will pass on messages or concerns to the classroom staff inside the building. Appointments can be made to meet virtually or in person with teaching staff or the SENCo at any point during the year to discuss concerns; this should be done via the school office. • COVID restrictions permitting, parents are invited to become involved in school-life through a number of means including morning reading sessions and on-going invitations to school events throughout the year, such as information evenings, assemblies and sports days. • Our SENCo welcomes parental input which can in any way help us to support individuals or families in our community. Examples of this include parents attending and contributing to staff training where specific medical care is required for their child, or passing on contact details of local support groups which may help others.
<p>Who can I contact for further information?</p>	<p>In the first instance, parents/carers are encouraged to talk to their child's class teacher. For students with SEND, further information and support can be obtained from the SENCo. Please leave messages or make appointments via the school</p>

Question	School Response
	<p>office.</p> <p>SENCo: Mrs. S Sumpter Head Teacher: Mrs. Christina Gunning Office: 01274 564879 Email: office@beckfootpriestthorpe.org School website: https://www.beckfootpriestthorpe.org/</p>
<p>What if I have a complaint about my child's SEND provision?</p>	<ul style="list-style-type: none"> • Concerns about SEND provision in our school should be made to the class teacher and/or SENCo in the first instance. • Contact details for raising concerns Christina Gunning (Headteacher) and Sophie Sumpter (SENCo) 01274 564879. • The complaints procedure can be accessed using the following link: https://www.beckfootpriestthorpe.org/families/policies-and-documents/trust-policies/ and selecting 'Complaints Procedure'. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: exclusions; provision of education and associated services; making reasonable adjustments, including the provision of auxiliary aids and services. • The Bradford SEND Local Offer is a free and impartial service provided by Bradford Metropolitan District Council. The information contained within the website is available for the purposes of identifying services and provision that are available to children and young people with special educational needs and/or disabilities.

Questions	Type of support provided	What this could mean for your child	Who can get this kind of support?
<p>What are the different types of support available for children with SEN in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching; also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching, so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCo or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of classroom practice.</p>
	<p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a member of staff who has had training to run these groups. <p><i>Stage of SEN Code of Practice:</i> SEND Support - which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children will be at the stage of the SEN Code of Practice called SEND Support, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g Speech and Language therapy or Occupational therapy</p>	<p>Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to class room teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</p>	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and</p>

	<p>groups.</p> <p>AND/OR Individual support for your child of less than 20 hours in school</p> <p><i>Stage of SEN Code of Practice:</i></p> <p>SEND Support Plus - which means they have been identified by the class teacher/SENCO as needing some additional specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • e.g ASD Team or Learning Difficulties team <p>Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist.</p>	<p>You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <p>The specialist professional will work with your child to understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. ○ Support to set better targets which will include their specific expertise for teachers to implement. ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group. ○ A group or individual work with outside professional <p>The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	<p>intervention groups.</p>
	<p>Specified Individual support for your child of more than 20 hours in school.</p> <p><i>This is usually provided via an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Bradford Local Offer. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at School Action Plus (Range 2,3). 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and/or need more than 20 hours of support in school

	<p>individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school and a statutory assessment has been approved by the local authority.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from services such as:</p> <ul style="list-style-type: none"> • ASD Team • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<ul style="list-style-type: none"> • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe/ complex and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the support at SEN Support/SEN Support Plus. • The Statement or Educational Health and Care Plan will outline the number of hours of individual/small group support your child will receive and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
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PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

All of the people named below can be contacted by telephoning the school office on 01274 564879 or by email at office@beckfootpriestthorpe.org

School Based Information	People	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>How can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	<p>- The Special Educational Needs Co-ordinator (SENCo)</p> <p>Mrs. S Sumpter</p>	<p>As part of the graduated response, she is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> - involved in supporting your child's learning - kept informed about the support your child is getting - involved in reviewing how they are doing - part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology. • Updating the school's SEND Record of Need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school, so they can help your

		<p>child to achieve their potential.</p> <ul style="list-style-type: none"> Supporting your child's class teacher in identifying appropriate interventions and to write IEPs that specify the targets set for your child to achieve. Organising training for staff, so they are aware and confident about how to meet the needs of your child and others within our school.
	Teaching Assistant may be allocated to some pupils with SEN and or disabilities	<p>We have Teaching Assistants in the majority of lessons who also may be allocated to some pupils with more significant Special Educational Needs and/or disabilities.</p> <p>As a school, we welcome regular dialogue between parents and Teaching Assistants on how a child's day has been and we do actively encourage this continued feedback. The class teachers will provide the feedback about ongoing progress and provision.</p>
	Head Teacher Mrs Christina Gunning	<p>As part of the graduated response, he is responsible for: -</p> <ul style="list-style-type: none"> The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
	SEND Governor Beckfoot Trust	<p>Is responsible for:</p> <ul style="list-style-type: none"> Making sure that the school has an up to date SEND Local Offer/Information Report/Policy Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

Who are the other people providing services to children with SEND in this school?	Parental Involvement Worker Dawn Nutch
	<p>Services provided by the Local Authority for schools:-</p> <ul style="list-style-type: none"> - Autism Support Service - Learning Difficulties Team - Educational Psychologist - Social, Emotional and Behavioural difficulties Team - Pre 5 / Early Years Service - Physical Difficulties Team - Visual Impairment Team

	<ul style="list-style-type: none"> - Hearing Impairment Team
	<p>Provided by Local Health Authority</p> <ul style="list-style-type: none"> - School Nurse - Health Visitors - Occupational Therapist - Community Paediatrician - Physiotherapist - Speech and Language Therapist (SALT) - Child And Adolescent Mental Health Service (CAMHS)
	<p>Other Services include:</p> <ul style="list-style-type: none"> - Parent Partnership (Barnardos) to support families through families through the SEN processes and procedures. - Family Support Workers - Social Care
	<p>Contact details of relevant support services:</p> <p>Information about Short Breaks https://localoffer.bradford.gov.uk/Content.aspx?mid=202</p> <p>Information about Personal Budgets https://localoffer.bradford.gov.uk/Content.aspx?mid=231</p> <p>Information for Families – things to do https://localoffer.bradford.gov.uk/Services/Early%20Years/default.aspx</p> <p>Information about Preparing for Adulthood https://localoffer.bradford.gov.uk/Services/preparing%20for%20adulthood/?mid=8</p> <p>Preparing for Adulthood: visual pathway https://www.preparingforadulthood.org.uk/about-us/what-we-do.htm</p> <p>Bradford range guidance https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3315</p> <p>SENDIASS (LA contracted parent mediation service) https://localoffer.bradford.gov.uk/Services/Details.aspx?mid=127</p> <p>Bradford Local Offer https://localoffer.bradford.gov.uk/</p> <p>Parents’ Forum for Bradford and Airedale http://www.pfba2.org.uk/</p> <p>Social Care https://localoffer.bradford.gov.uk/Services/Social%20Care/default.aspx</p> <p>Health https://localoffer.bradford.gov.uk/Services/Health/default.aspx</p> <p>Early Years https://localoffer.bradford.gov.uk/Services/Early%20Years/default.aspx</p>

GLOSSARY OF TERMS	
EHCP	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENCO	Special Educational Needs Coordinator
SEN Special Educational Needs SEN Code of Practice	The legal document that sets out the requirements for SEN

