

Beckfoot Priestthorpe Primary School SEND Information Report

September 2023

Senco – Mrs Tonia Pugh office@beckfootpriestthorpe.org 01274 564879

Local Approach

We adhere to the Bradford Local Offer **Bradford Local Offer | SEND Provision in Bradford** referring to the SEN Guidance documents for individual prime needs (**SEND Documentation | Bradford Schools Online**).

We accurately assess the level of support required for individual pupils using the matrix descriptors.

Question	Response
What types of SEND do pupils have in your 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 this school identify children who may have SEND?	<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

	<p>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 (where appropriate).</p> <ul style="list-style-type: none"> ▪ 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-of-practice-0-to-25 ▪ We refer to Bradford’s Matrix of Need 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 local authority (LA).
<p>How do you evaluate provision?</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 matrix 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 Executive Headteacher for SEND, our Lead Practitioner for SEND and OFSTED inspectors will also check that pupils with SEND are well supported and that their progress is satisfactory.

<p>How do you check and review the progress of my child and how will I be involved?</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 additional provisions being made in school. • Children who are on the SEND register follow a four part cycle of Assess, Plan, Do, Review. This cycle happens three times a year. Class teachers are responsible for reviewing children's provision maps, making assessments and planning next steps. In some cases, this will be done in conjunction with the senco. Parents will be invited to meet with the class teacher to discuss their child's plan and how they can support at home. • 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. 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. • 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. 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>How do teachers support pupils with SEND?</p>	<ul style="list-style-type: none"> • 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

	<p>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.</p> <ul style="list-style-type: none"> • If the pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of Practice, a 'provision map' will be created, detailing the child's strengths, challenges, targets and the educational provisions made. For pupils with an Education Health and Care Plan (EHCP), statutory targets and provisions will be broken down into smaller steps and incorporated within the provision map. • 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.
<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. • 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/scaffolding 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 group, thereby allowing the child to achieve at a level appropriate to them. • 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.

	<ul style="list-style-type: none"> • 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 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 2010. • 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 is additional support allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • 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. • If the pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of Practice, a 'provision map' will be created, detailing the child's strengths, challenges, targets and the educational provisions made. For pupils with an Education Health and Care Plan (EHCP), statutory targets and provisions will be broken down into smaller steps and incorporated within the provision map.

	<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 matrix 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.
<p>How will my child be included in activities of the school, including school trips, extracurricular clubs etc?</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. • Class trips and residential are planned with the view that any child can attend, with adjustments where needed. • 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. • We offer a range of extracurricular clubs, which are not all sports, in order to support a variety of children accessing fun and engaging clubs.
<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. Noutch) 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 basis, as appropriate to the needs of the child.
- 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.
- We have good links with the NHS Bradford and Craven Mental Health Support Team. A designated Education Mental Health Practitioner works in school once a week, working with specific pupils on a 1:1 or small group basis to address issues such as self-esteem and friendships.
- Our Behaviour Protocol, 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 (e.g. annual asthma, epilepsy and epipen training).
- Pupils' views are sought through school council and other student leadership groups.

Who can I contact for further information?

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 office.

SENCo: Mrs. S Sumpter

Head Teacher: Mrs. Christina Gunning

Office: 01274 564879

Email: office@beckfootpriestthorpe.org

School website: <https://www.beckfootpriestthorpe.org/>

What training have the staff supporting children and young people with SEND had or are having?

- Our Special Educational Needs Co-ordinator (SENCo) is a qualified and experienced teacher, who holds the NASENCO qualification. She receives on-going SEN training and support 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 teaching assistants (Tas), Cover Supervisors and Higher-Level Teaching Assistants (HLTAs), receive regular training to best support our pupils with SEND, for example in dyslexia, autism, speech and language needs, as well as training in using specific approaches or interventions (e.g. Clicker, Lego Therapy).
- In recent years several members of staff have undertaken specific training, including manual lifting and hygiene, autism, Team Teach, behaviour management and bereavement counselling. In accordance with Beckfoot Trust's policy on supporting pupils with medical conditions, all new members of staff complete allergy, anaphylaxis and asthma awareness training. First Aiders receive annual refresher training in these areas. Generic members of staff access this training every two years. Staff working closely with pupils with specific medical needs (e.g. epilepsy) additionally complete relevant training modules, as specified in Beckfoot Trust's policy on supporting pupils with medical conditions.
- 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.
- Beckfoot Trust have a designated Clinical Lead Practitioner: a former NHS professional, who is able to advise and support both staff and parents on a range of medical issues.

What happens if my child needs specialist equipment or other facilities?

- 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 are parents/carers involved in discussions about and planning for my child's education, including advising how to support my child's learning?</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. • Parents are invited to become involved in school-life through information evenings, assemblies and sports days.
<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 curriculum monitoring procedures. • Pupil Voice will be obtained as a matter of course when applying for and reviewing an Educational Health Care Plan (EHCP). Children may attend all or part of any meeting which parents deem appropriate. • Pupil voice is routinely gathered during the thrice annual review of SEND provision maps. Sorting and 'Talking Mat' activities, with visuals, are used to help collate views and opinions from our younger learners and those with communication difficulties.
<p>Who should I contact 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.

	<ul style="list-style-type: none"> • 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.
<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; ▪ Specialist health services such as Speech and Language Therapy (SALT); ▪ Occupational Therapy (OT); ▪ Physio-therapy (PT); ▪ Child and Adolescent Mental Health (CAMHS); ▪ NHS Bradford and Craven Mental Health Support Team (MHST); ▪ 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>Beckfoot Trust have a designated Clinical Lead Practitioner: an NHS professional, who is able to advise and support both staff and parents on a range of medical issues.</p>
<p>What services and support are there for parents and families of children with SEND?</p>	<p>Contact details of relevant support services:</p> <p>Bradford Local Offer https://localoffer.bradford.gov.uk/</p> <p>Bradford range guidance https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3315</p>

How will the school prepare and support my child to join the school, or transfer to a new school or college?

- 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. Children with SEND may require additional transition support and this will be planned in consultation with staff, parents and other agencies involved.
- 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.
- 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 records about your child are passed on as soon as possible.

	<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.
Where can I find out about other services that might be available for our family and my child?	<p>Contact details of relevant support services:</p> <p>Bradford Local Offer https://localoffer.bradford.gov.uk/</p> <p>FYI Home Bradford Families and Young Persons</p> <p>Healthy Minds Index Service Index Healthy Minds</p>
My child has SEND, how do they get a place at your school?	<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. <p>For more information, visit https://bso.bradford.gov.uk/content/admissions</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