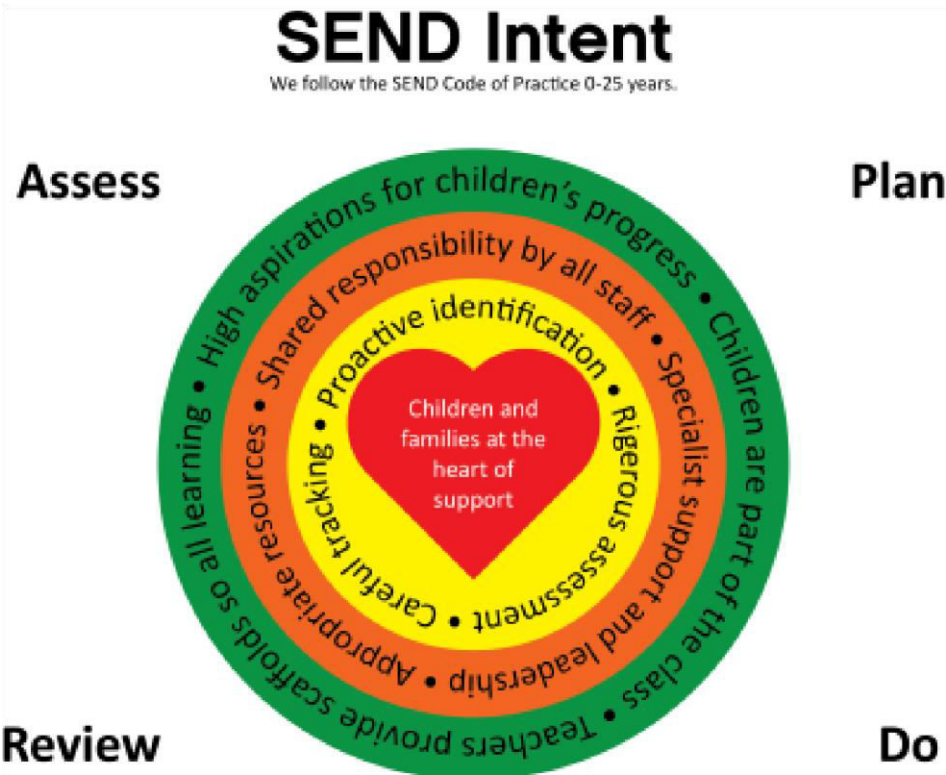


At Heaton St. Barnabas Primary School, our main aim is to promote high expectations and raise standards of achievement across all areas of the school, delivering equality of opportunity and inclusion to every child, in a happy, purposeful, caring environment, ensuring that no child is left behind.



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 Heaton St. Barnabas 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.

We achieve these aims by:

Implementing the Assess, Plan, Do Review cycle:

- **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** – the teacher working closely with teaching assistants and/or SENDCO, Inclusion Support Leaders, Leaders of Learning, Specialist Teachers, 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, with teaching assistant, SENDCO, Inclusion Support Leaders, Leaders of Learning, Specialist Teachers.

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 specialist provision/setting.

The following questions and answers provide a guide for parents and carers to the general provision made at Heaton St Barnabas Primary School for children with SEND. Parents and carers are always welcome to contact Mrs Rehana Ibrahim, our SENDCO, on 01274 545019 for more specific information relating to individual needs.

Will my child get a place at Heaton St. Barnabas CE Primary School if they have special needs?

The school is VA and governors follow the Bradford admission process which allocates places and offers advice regarding all admission and appeal related enquiries. School admissions follow the Fair Access Protocol and gives equal rights to all potential applications. For more information,

visit <https://bso.bradford.gov.uk/content/admissions>

Contact the School Admissions team by email at office@hstb.co.uk Or telephone 01274 545019 for information.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

The SEND Code of Practice: January 2015 states:

A child or young person has SEND 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.

The needs of children with SEND may be long standing and have been identified by parents, health or education practitioners prior to admission to Heaton St.Barnabas CE Primary School.

Special Educational Needs may also become evident to teachers and other members of school staff who recognise that, despite receiving differentiated learning opportunities, behaviour management or nurture support, levels of attainment are very low and/or little or no progress has been achieved. Class teachers and/or members of the Inclusion Team will then ask parents/carers and any other agencies involved to meet, share information and plan any needed support.

Parents are always welcome ask for an appointment to discuss any concerns about their child with the class teacher and/or a member of the Inclusion Team.

The SEND Code of Practice categorises SEND needs in the following four areas; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical.

How will school staff support my child and their progress?

The Class Teacher is the first point of contact for parents and is responsible for high quality, day to day differentiated planning and delivery of the appropriate curriculum to meet the needs of all the children in the class. A Teaching Assistant is allocated to each class for at least part of each day.

Additional support may be short term, for a few weeks to overcome a particular issue, or longer term for more complex needs. Provision in this area is continually reviewed and developed to meet the needs of our SEND children; support could be a visual timetable, access to a timetabled individual workstation in the classroom, small group work, an individualised programme such as additional phonics, Special Educational Needs Teaching Assistant led interventions such as pre-teaching, Individual Support Plan (ISP) targeted learning or Lego Therapy, 'in-house' SEND assessments and advice and support from the external agencies maintain close links with, mobility teams to provide necessary equipment.

Children who have needs identified as 'SEND Support' needs or above from the Bradford Matrix of Needs, or have an Education, Health and Care Plan, may be supported in small group or one to one work by a range of school staff including Teachers, Teaching Assistants, Inclusion Support Leaders, Special Educational Needs Teaching Assistants, Learning Mentors, Behaviour Support Specialists and accredited volunteers. The children may access provision in the Holly Class, Forest school or 4D area to support achieving their outcomes.

The Pastoral, SENCO and phase leaders work with teaching staff to ensure the provision for all children with SEND, in or out of the classroom, meets their needs. They are responsible for liaising with other involved agencies, advising school staff and overseeing the support and progress of children with SEND across the school.

Specific support plans -pupil passports for children are shared with appropriate staff and parents to ensure children are well supported and their needs met.

How will the curriculum be matched to my child's needs?

Within all lessons, the learning tasks are differentiated and structured to ensure that children make good progress whatever their needs or ability. Children with SEND may use enhanced resources or

have additional adult support in small groups or one to one, to enable them to achieve their specific outcomes.

Children identified as 'SEND Support' and above on the Bradford Matrix of Need have an Individual Support Plan (ISP), outlining the child's needs and detailing SMART targets and appropriate support to meet their developmental/learning needs. These interventions/provisions are recorded on a whole school provision map.

The outcomes for children with an Education, Health and Care Plan are set through the formal process of Statutory Assessment and Annual Review. Children with an Education Health Care Plan also have a Learning Pathway to support the end of key stage outcomes outlined within the plan. Advice and support from other health and educational professionals involved are incorporated into provision maps, My Support Plans and Pupil Passports. Some children with an Education, Health and Care plan may access alternative provisions to meet their specific needs such as Play and Learn Sessions or Play Therapy sessions.

How will I know how my child is doing? How will you help me to support my child's learning?

At Heaton St. Barnabas CE Primary School, parents are always welcome to make an appointment to discuss their child's progress with the class teacher and or the SENCO. Effective partnership with parents is paramount to ensure the continuing development of each child.

The progress of every child is tracked at 3 points across the year, parents/carers and children are involved in every stage of reviewing progress and outcome setting, through written reports and learning conversations. Assessments for SEND pupils working below by 2 years or more are made against the pre-Key stage assessment expectations

Parents of children who are not making expected progress are invited to meet class teachers, SENCO and senior members of staff, to discuss the areas of challenge and agree on how home and school can work together to achieve the outcomes set.

Additional reviews of progress for children with SEND are planned by the class teacher in consultation with the child, parents, SENCO and phase leaders and any other agencies involved.

The SEND leader is responsible for organising the Annual Review of the Education Health and Care Plans and meetings to involve other agencies in supporting children and their families.

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

At Heaton St. Barnabas CE Primary School, we aim to provide an emotionally secure environment to help and support all the children and their families. Strategies to develop the emotional and social well-being of the children are integrated into all aspects school life and the curriculum and all staff are involved in identifying signs of anxiety or social, emotional and behavioural needs. Out of school hours activities such as Sports, tutoring and Catch up clubs are adapted for children with Special Educational Needs and Disabilities (SEND) to ensure they can participate fully. SEND children may have extra provision to help achieve outcomes, for example Nurture time, forest schools or time with the pastoral team.

Staff support families in understanding children's needs and putting strategies in place to make a difference and meet agreed outcomes. Each child with identified Special Educational Needs and/or

Disabilities at SEND Support and above, have an individual support plan which sets outcomes for learning, physical, emotional or behavioural needs. Where appropriate, the school works with external agencies to seek advice and support for what actions we should take. At other times we may make referrals to these agencies so that additional support can be put in place. We are also able to offer Counselling for identified children in school when necessary.

What specialist services and expertise are available at or accessed by the school?

The facilities and expertise of these agencies/services are available to meet the needs of our children and families:

- Specialist school staff for Inclusion comprising the Headteacher and deputy headteacher, SENCo, Phase Leaders, Class teachers, Special Educational Needs Teaching Assistants, Pastoral Team, Forest School leaders, Family Engagement Officer, Child Protection Officer.
- The school work with a wide range of education, health and care services including:
 - Educational Psychologist.
 - Speech and Language Therapists
 - 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
 - Portage Team
 - Community Paediatricians
 - Child Development Centre
 - Community Nursing Team
 - Continuing Care Team
 - School Nursing Team
 - Specialist Nurses
 - Paediatricians
 - Occupational Therapists
 - Physiotherapists
 - Children's Therapy Services
 - CAHMS
 - School Counsellor
 - Children's Social Care
 - Families First
 - SENDIASS
 - Early Help

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

Staff at Heaton St. Barnabas Primary School undertake continuous professional development based on the requirements within their role, whole school outcomes or specific needs of individual children or groups of children. Examples of recent training focused on the needs of children with SEND are:

- Training to support children with Autism
- How to implement the base line assessment to identify the gaps in learning.
- Precision teaching to support children with learning needs.
- Ongoing professional dialogue with external agencies.
- Lego therapy to support children with communication or social, emotional or behavioural needs.
- Team Teach training to support children with social, emotional or behavioural needs.
- Speech and Language training to support learning for all children with additional needs
- Specific training from the nursing team to meet the needs of children with medical needs.
- The sharing of good practise and expertise via HUB sessions from SEN services at the local authority

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

All school activities on site and school visits are planned with consideration to the need of the specific group of children involved. Provision at clubs such as homework, sports, music is adjusted to enable all to children to participate.

Risk assessments are carried out and procedures put in place to enable all children to participate safely. The needs of individual children may be covered by a separate risk assessment prepared in consultation with parents, the SENCO and appropriate advisory agencies.

My child has mobility and or health issues. How do the facilities support them accessing learning?

Heaton St. Barnabas CE Primary School is built on a mainly flat site, with level access from the outside on all main doors. There is a ramp from within the main entrance into the main building to access the dining Hall and all classes from Year 2-6.

Outside spaces have ramped paths enabling easy of access to all areas. Our Forest School takes place on site or Heaton Woods and risk assessments are completed to support SEND pupils to ensure compliant pathway enabling access to much of the area, even in wet weather. Further opportunities to improve access to all areas of school is reviewed regularly.

We have a hygiene room with an adjustable changing bed and ceiling hoist and a disabled toilet. Children are supported in their use of these facilities by key adults, to minimise the child's dignity or discomfort. Several first aiders are available throughout the day to support pupils with medical needs.

Children with SEND may have additional access to facilities for example in the woods for Nurture provision.

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

Parents and all pre-school children are invited to visit school several times prior to admission to familiarise themselves with the building, facilities and staff. Admission plans are made with parents and involved agencies for children who have previously been identified as having SEND.

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. The SENCO will also visit nurseries to gain any extra information. One to one transition conversations are held between appropriate teachers and the SENCO so more detailed information about the specific needs of the children can be passed on; the Headteacher and Deputy are part of these professional dialogues when necessary. Children with SEND may require additional transition support and this will be planned in consultation with staff, parents and other agencies involved.

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. We have firmly established links with local secondary schools: during the Summer Term they are invited to come into school to meet their new Year 7 pupils prior to the Local Authority Transition Day. The SENDCO also meets with all receiving secondary school SENDCOs to discuss individual needs to ensure a successful transition into Year 7. Additional support, visits and transition meetings, are planned for children with SEND as and when necessary. The SENCO also invites external agencies to support parents when they are considering secondary schools.

How are the school's resources allocated and matched to children's special educational needs?

Every term, teachers in the school review the progress of children in their class. From Reception onwards, the class teachers meet with members of the senior leadership team for a learning conversation. Following these progress meetings teachers and senior leaders identify how resources should be allocated to improve the progress of certain groups or individuals. The school receives funding through the Pupil Premium Grant for children who are eligible and this funding is allocated in a responsive way to purchase resources, staffing and additional provision to help children make progress.

If a child has an Education, Health and Care Plan then additional money is allocated to ensure that strategies listed in the EHCP are put in place. For example, this may be to fund additional staff time to deliver daily speech and language programmes or to buy equipment for children with physical needs.

How is the decision made about what type and how much support my child will receive?

The type and level of support for children with SEND will be determined by the level of need, rate of progress and resources required to enable appropriate outcomes to be met. This will be reviewed regularly with parents and carers and other agencies ensuring that we are meeting the needs of the child, enabling them to make progress.

Provision and support for children with SEND who have an Education Health and Care Plan is specified through the Local Authority, offering an assessment and advice process and is reviewed annually.

Who can I contact for further information?

Mrs Rehana Ibrahim – Assistant Head/SENDCo – 01274 545019

Mrs Jasmin Arif – Pastoral Manager, Mental Health lead and Councillor – 01274 545019

SENDIASS

https://www.kids.org.uk/sendias?gclid=EAIaIQobChMIrsWbIKba5QIVTLdtCh01YQJZEAYASAAEgJK4fD_BwE

Bradford Local Offer

<https://localoffer.bradford.gov.uk/services?mid=127>