

How provision for SEND works at Low Ash Primary School.

School mission statement: Through excellence and enjoyment in education for all, we learn, achieve, persevere and succeed.

At Low Ash Primary School we are a fully inclusive school. We believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil his or her maximum potential. We recognise the importance of providing effective learning opportunities for all pupils through setting suitable learning challenges, responding to pupils' diverse needs and through overcoming barriers to learning. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

For further information on [Bradford LEA Local Offer](#) and [The Joint Statement of School, Governor and Local Authority Respective Responsibilities for Pupils with Special Educational Needs and / or Disability](#), go to Bradford LEA website.

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENCO/Inclusion Leader

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing.
- 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 register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

- Quality First Teaching.
- 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) and letting the SENCO know as necessary.

- Writing Individual Education Plans (IEP) where required, and sharing and reviewing these with parents at least once each term and planning for the next term.
 - Ensuring that all staff working with your child in school are helped to deliver the planned provision 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.
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Headteacher

Responsible for:

- The day to day management of all aspects of the school - this includes the support for children with SEND.

The head will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

The head must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
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Parents

If you have concerns about your child's progress you should speak to your child's class teacher.

2. How will the school let me know if they have any concerns about my child's learning?

If your child is identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Arrange additional support or interventions your child may need
- Monitor progress and share assessment review
- Discuss any further referrals to other professionals if necessary.

Communication may be through specific meetings with the class teacher (and Inclusion Leader if appropriate), and or Parent Consultation events.

3. How is extra support allocated to children?

- The school budget, received from Bradford LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - deciding what resources/training and support are needed.
- All resources/training and support are reviewed regularly and changes made as needed.

4. What are the 'Ranges of Need'?

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the individual child).

If a child has a Statement of Special Educational Need or an Education, Health and Care Plan in which our school is named, then we provide the support detailed in the plan.

For further information about the Ranges at Low Ash Primary School for each area of need, please click on the link to Low Ash Primary School's Local Offer, where you can find information on Ranges 1 - 3 in:

- [Autistic Spectrum Condition \(ASC\)](#)
- [Speech, Language and Communication Needs \(SLCN\)](#)
- [Moderate Learning Needs \(MLN\)](#)
- [Specific Learning Difficulties \(SLD\)](#)
- [Behavioural, Social and Emotional Needs \(BSEN\)](#)
- [Hearing Impairment \(HI\)](#)
- [Visual Impairment \(VI\)](#)
- [Multi-Sensory Impairment \(MSI\)](#)
- [Physical Difficulties \(PD\)](#)

For further details about each Range please refer to Bradford Council's [Summary of Provision](#) document or the Bradford Council's [Guidance by Primary Need](#) documents.

5. What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO/Inclusion Leader is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEPs will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership and Bradford Families Information Service.

- The school's Parental Involvement Worker and Learning Mentor are available

6. What are the different types of support available for children with SEND in Low Ash Primary?

Your child will receive:

- Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

Your child may receive:

- Specific group work with in a smaller group of children.
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups
- Specified Individual support.

For more detail on provision offered please refer to question 4

7. Who are the other people providing services to children with a Special Educational Need or Disability in this school?

- Autism Spectrum Team
- School Nursing Team
- Cognition and Learning Service
- Educational Psychology Team
- Child and Adolescent Mental Health Service
- Health Services as appropriate
- SEN Early Intervention Team
- Behavioural, Emotional and Social Difficulties Team
- Barnardo's Parent Partnership.

For further information see:

- SEN Flow Chart - track procedures at Low Ash
- Inclusion Policy (current policy to be reviewed Sept 2014)
- Accessibility Policy (pending: available Sept 2014)
- Medical Policy (pending: available Sept 2014)
- Low Ash Primary School's Local Offer