



*SEND (Special Educational
Needs and Disability):
Our School Offer*

*An Information Leaflet
for Parents / Carers*



Parents can also choose to take an active role as a Parent Governor on our Governing Body when places become available. We also welcome volunteers in school or on school trips and your child's class teacher would communicate any support needed through the trip letters.

What if I am not happy with the provision in place?

In the first instance, we would urge you to speak to the class teacher and/or Inclusion Leader as almost all concerns can be resolved quickly and effectively this way. However, if your concerns continue, there is further guidance in our Complaints Policy (accessed on our school website or through the school office).

Who can I contact for further information?

If you would like any further information please do not hesitate to contact Miss Janina Grimshaw (Inclusion Leader) or the School Office on 01274 582927 to arrange an appointment.

Our SEND Governor is Laura Boocker, who can also be contacted via the school office.

At Low Ash Primary School we are committed to the inclusion of all children. We will ensure that all children, including those with additional needs, special educational needs or a disability (SEND), have full access to all aspects of school life and achieve their true potential.

Listed below are a number of 'Frequently Asked Questions' that may help you understand how we support our children with special educational (additional) needs.

What do I do if I think my child may have Special Educational Needs?

Arrange an appointment to speak to your child's class teacher and/or the Inclusion Leader (Janina Grimshaw) to discuss your concerns. Following an open discussion about your concerns, a course of action will be agreed. Depending on the nature of your child's needs, additional support within school might be appropriate, or alternatively you might be signposted to an outside agency. Support and guidance with regard to accessing outside agencies will be provided by the Inclusion Leader.

Alternatively, following school observation or progress monitoring, we may invite you into school to raise any concerns we have regarding additional support your child may require.

How will school support my child?

If your child's needs require specific, additional support, the Inclusion Leader and class teacher will meet with yourself and we may write an Individual Education Plan (IEP) or My Support Plan (MSP) for your child. The IEP/MSP will identify your child's targets, how to achieve them and what support is needed both at home and at school. A copy will be sent home once shared with your child, who will have input on the content and design. The targets will be monitored and your child's progress reviewed termly. As part of this process, if it is appropriate, your child may be given another IEP/MSP with new targets, which will be decided in the review meeting with parents/carers. Alternatively, it may be that the

additional support your child was receiving is no longer required and they may no longer need specific targets. The Inclusion Leader will oversee this process and organise relevant meetings to discuss developments with you.

For children with more complex needs, an Education Health and Care Plan may be considered. This would be discussed in more detail with parents/carers at relevant meetings; the Inclusion Leader would explain what this could mean for your child in terms of school provision and support to ensure your child's needs are met.

The progress of all children in school is tracked closely using a range of methods, for example, the Foundation Stage Early Learning Goals, the National Curriculum and Pre Key Stage Standards/P Scales (assessment for children below Year 1 of the National Curriculum level at Year 2 age or older). These are alongside ongoing, daily monitoring of learning. Class Teachers have pupil progress meetings termly with the Senior Leadership Team to ensure all learners are progressing. We have a responsive approach and adapt our teaching and provision according to the needs of the child.

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

Class teachers differentiate the curriculum to ensure that all children are able to access it at their own level. Differentiation can take many forms. Children may be grouped according to attainment or grouped in mixed attainment (children working at different learning levels). They may be supported by a partner, or an additional adult (Class Teacher or Teaching Assistant). Resources provided may be adapted or additional ones provided as support. Children may also access specialist intervention programmes in addition to the support in lessons.

Class teachers will endeavour to differentiate the curriculum whenever appropriate, but when the differentiated activity ceases to have any educational benefit, then children will work on the IEP/MSP targets instead.

setting's SENDCo/Manager. This approach is also used whenever possible for children transferring from another school setting. If a child on our roll is changing placement (e.g. If specialist provision has been agreed as a more suitable educational setting), we co-ordinate this transition carefully with key staff in the new setting and involve parents/carers to ensure this transition is successful.

How are the school's resources/funding allocated and matched to children's needs?

Our aim is to ensure that all our children's needs are met and the school budget is used to ensure that we achieve this aim. School receives a notional SEND budget that is spent on providing additional adult support in the classroom, training for class teachers and teaching assistants, additional resources and the access to specialists, such as the Educational Psychologist. For children with a higher level of need who have an Education, Health and Care Plan (EHCP), school is provided with additional funding to ensure that their more complex needs are met. The Inclusion Leader, in discussion with class teachers and parents/carers, will decide on the most appropriate type of support required for each individual child and formulate an individual provision map. For example, a child with significant needs may require full-time support in the classroom or, equally, another child may require the delivery of a focused intervention three times per week.

How are the parents involved in the school and how can I be involved?

We have an open door policy in school and value the contribution our parents/carers make to our school community. We have an active group called Friends of Low Ash who organise a number of events throughout the school calendar. Details of all these can be found on the school calendar or through our social media accounts.

How accessible is the school?

Our school site is accessible and we regularly review our accessibility policies and plans. There are designated disabled parking spaces and disabled toilet facilities. We also have hygiene suites for those children who need a higher level of intimate care. The suites include facilities such as a changing bed and adapted toilets.

How will the school help my child on transfer to the next phase of education?

We have developed excellent links with our feeder high schools and work closely with them to plan effective transition for all our Year 6 children. Additional transition arrangements are also organised by the Inclusion Leader and Learning Mentors for those children with additional needs, a disability, or are considered vulnerable. The child and parents/carers are fully involved in the planning of these additional arrangements and will be involved in relevant meetings. We work closely with the SENDCo, Head of Year and Pastoral Team at our feeder high schools to ensure that the transition plan put in place for each child meets their individual requirements. In addition, the Inclusion Leader collates and provides each high school with a comprehensive set of each child's SEND records to ensure that all information is passed on by the start of the new academic year.

Internally, we ensure transition between year groups and key stages are as successful as possible. We identify children who may require additional support during these changes. Parents/carers are invited to a transition meeting before the end of the academic year to discuss transition plans and to meet key staff in the child's new class. We also use social stories and class passports, when appropriate, to help explain the changes in a child-friendly way and to help reduce any anxieties a child may have. These are sent home so families can refer to them over the summer holidays. Additionally, we liaise with early years settings for our younger children and actively engage in any arranged meetings by the

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

In addition to the school's normal reporting arrangements (parent evening consultations twice a year and one end of year report), inclusion review meetings will be offered termly; the Inclusion Leader along with your child's class teacher will discuss with you the progress that your child has made against their targets and the next steps that they need to take. By having an open discussion, it is hoped that both home and school can work together to support your child effectively. These meetings are a great opportunity for you to ask any questions you may have. However, should anything arise before these meetings, then please contact the class teacher and/or Inclusion Leader at school so we can help you with this.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Our Inclusion Leader is a Licensed Thrive Practitioner, which enables her to accurately assess the emotional development needs of children and formulate appropriate action plans to follow in school and at home.

In addition to an Inclusion Leader, we have Learning Mentors in school to provide support to our children to help them overcome barriers to learning. These barriers might include friendship difficulties, emotional difficulties, medical issues and bereavement. Additional support can also be provided for families, for example, help with attendance, separation and parenting strategies. If a family is experiencing difficulties and would benefit from support out of school, we can refer to the Early Help Team.

Our Inclusion Leader, Learning Mentors, Headteachers, Deputy Head and Assistant Head are also Designated Safeguarding Officers. These members of staff are responsible for ensuring we follow safeguarding procedures, prioritising the wellbeing and safety of all children in our care. Through appropriate procedures, Social Care may be contacted should we have any child protection or safeguarding concerns about a child.

Our Head Teacher, Beth Medhurst, and Inclusion Leader are Adult Mental Health First Aiders. Our Inclusion Leader is also a Youth Mental Health First Aider.

Within the city there are also specialist alternative provisions that can be accessed should they be seen as the most appropriate support for your child and dependent on the needs of the child.

This would be discussed in detail with parents/carers. If your child is at risk of exclusion, their behaviour is closely monitored and regular review meetings will be held in school with parents/carers and relevant professionals involved. If required, your child may have an individual risk assessment and positive handling plan to ensure your child's safety.

There are also a number of school policies in place that help support the well-being of our children. These can all be accessed from our school website <https://lowash.bradford.sch.uk/> or via our school office on request.

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

There are a wide range of specialist services and expertise that can be accessed by the Inclusion Leader and/or the Learning Mentor in order to provide support for our children and their families.

The Specialist Teaching & Support Service (STaSS) can be accessed to provide support for children who have a range of difficulties that might include cognition and learning, autism, social, emotional and mental health, physical or medical difficulties. School are given criteria guidelines to enable access to these services.

We can also refer to the NHS Speech and Language Therapy service. Following an assessment, either in clinic or at school, the therapist will recommend strategies to target any areas of difficulty and will provide any necessary resources required. You will be provided with a copy of your child's support plan so that you can support your child at home. These targets will be monitored closely and re-assessments/re-referrals will be carried out as necessary. Support is delivered by school staff, usually the class teaching

assistant.

We also have access to, and work closely with, a number of specialist teams, as and when appropriate. These include the School Nursing Team, Physiotherapists, Occupational Therapists, and our allocated Educational Psychologist at the Local Authority.

What training do staff supporting children with Special Educational Needs or a Disability have?

The Inclusion Leader, who oversees the management of SEND, in addition to being a qualified teacher and Licensed Thrive Practitioner, has been awarded the 'National Award of SEN Coordination' from Nottingham Trent University.

Additional training provided to class teachers and teaching assistants is dependent on the needs of the child they are supporting. This training can be provided internally, through the use of staff meetings and informal training sessions from the Inclusion Leader and the wide range of outside agencies who work closely with school to support our children. External training is also accessed using a wide range of providers, based on needs identified in school by the Inclusion Leader.

How will my child be included in activities outside the classroom?

We believe that all every child should be included in all aspects of school life. This includes fair access to our after school provision and extra-curricular clubs, as well as all educational visits and school residentials. When specific, additional provision is required, the Inclusion Leader will liaise with the class teacher and parent/carer to plan what is required for the child on an individual basis.