

Special Educational Needs and Disabilities - Frequently asked questions

Question	School Response
How do you identify Special Educational Learning Needs?	<ul style="list-style-type: none"> • When pupils have identified SEND (Special Educational Needs and Disabilities) before they start at Low Ash Primary School, we work with the adults who already know them and use the information already available to identify what their specific needs will be in our school setting. • The progress of all pupils is monitored regularly. • If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– we will share with you what we find, agree with you what we will do next and what you can do to help your child. • If our teachers think your child may have a Special Educational Need or Disability, this may be because they are not making the progress expected or because of observed behaviours. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why). • The Inclusion Leader may work with your child at this point in order to complete a range of assessments (e.g. CTOPP, Phonics, Sensory Profile, Boxall Profile) to highlight your child’s strengths and possible areas of weakness so that support can be carefully targeted to their needs.
How could my child get help in school?	<ul style="list-style-type: none"> • Every child in school will get support that is specific to their individual needs. This will provided by: <ul style="list-style-type: none"> -the class teacher and may also involve other staff in the school -Staff who will visit the school from the Local Authority such as from the Social Communication, Interaction and Learning Team (SCIL Team) -Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service or the Educational Psychology Team.
How is extra support allocated to children and how do they move between the different ranges?	<ul style="list-style-type: none"> • 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 in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the Inclusion Leader discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> - the children receiving additional support -the children needing extra support -the children who have been identified as not making as much progress as should be expected and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
How can I let the school know I am concerned about my child’s progress?	<ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s teacher initially. • The concerns may need referring to the Inclusion Leader if your child is still not making progress. • If you continue to feel that your child is still not making progress you should speak to the Headteacher.
How will the school let me know if they have any concerns about my child’s learning in school?	<ul style="list-style-type: none"> • When a teacher has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the Inclusion Leader. • Regular pupil progress reviews and subsequently meetings between the Head, Deputy, Inclusion Leader and class teachers take place to ensure all children are making progress. • If your child is identified as not making expected progress, the school will set up a meeting to discuss this with you in more detail and listen to any concerns you may have too.

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<p>How will the teaching be adapted for my child with learning needs (SEND)</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. 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 make at least expected progress. • Groups and individuals are planned for according to need: 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. • Teaching assistants may also support with your child's learning. • Specific appropriate resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
<p>How will school support my child?</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. • If the pupil meets the criteria for special educational needs or disabilities (SEND), a pupil passport will be created, detailing the support the pupil will receive along with pupil targets; a copy of this will be provided to parents / carers. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having impact. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Inclusion leader on the progress of pupils with SEND
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/ her teachers and the Leadership Team. • His / Her progress is reviewed formally every term. • If your child is not working at the National curriculum levels, your child will be assessed using another scale of levels that assess attainment. This is done through the Developmental Journal or BSquared. • At the end of Reception and Key Stage 2 the school is required to report attainment levels for your child, along with the results of the Y1 Phonics screening. The results are published nationally. • The progress of children with an Education Health and Care Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The Inclusion leader will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>How will both you and I know how my child is doing and how will you help me to support my child's development?</p>	<ul style="list-style-type: none"> • Parents' Evenings give all parents and carers regular feedback on their child's up to date academic progress, English and maths targets and any behavioural, emotional or social difficulties. All parents/ carers who have children on the Special Educational Needs list are also invited to make an appointment with the Inclusion leader in addition to the class teacher • Termly updates of pupil passports are shared with parents and your feedback asked for. • When appropriate, parents/carers may be contacted mid-term to discuss the support that the 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 they may attend all or part of any meeting, when appropriate.

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	<ul style="list-style-type: none"> • Parents/carers are welcome to come into school or contact the school office at any time to make an appointment to see a member of staff about their child's learning.
<p>What support will there be for my child's/young person's overall well-being?</p>	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at Low Ash Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning are integral to our curriculum and are also taught explicitly on a weekly basis. • If a pupil has a medical need, then a detailed Care Plan is compiled with support from the School Nurse in consultation with parents / carers. These are discussed with all staff who are involved with the pupil. • Where necessary and in agreement with parents/ carers prescribed medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. • Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. • Our Behaviour Policy; which includes guidance on expectations 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 the majority of staff receive training on certain topics (e.g Epipen/De-escalation). • Pupils' views are sought through School Council, class assemblies and Happiness Heroes meetings.
<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 safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure value for money. • At appropriate times, schools will contact and seek advice from a range of Educational Outside Agencies and Health professionals (refer to list at end of this document). • We work with Social Services, Bradford Family Support and Community Police. • We also have an attendance, safeguarding and pastoral officer along with a pastoral and family support worker to support families.
<p>What support do we have for you as a parent/ carer of a child with an SEND?</p>	<ul style="list-style-type: none"> • Progress through partnerships is crucial to the holistic development of your child. We encourage regular time for you to talk to your child's teachers, so we can share knowledge and ensure that appropriate support for your child both at home and school, is working in both places. • The 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. The Inclusion leader will also discuss any new assessments and ideas suggested by outside agencies for your child.
<p>How will my child be included in activities outside the classroom ?</p>	<ul style="list-style-type: none"> • We actively try to ensure that all our extra-curricular activities, including residential, are adapted for children's specific needs. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible. In exceptional circumstances, a parent / carer may be asked to accompany their child during the activity or alternative provision made.
<p>How have we made sure Low Ash Primary School is</p>	<ul style="list-style-type: none"> • As a school we are happy to discuss individual access requirements. Facilities we have at present include: -Ramps

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<p>accessible to children with SEN?</p>	<ul style="list-style-type: none"> -Disabled toilets -Wide doors and corridors -Hoist • We ensure that equipment used is accessible to all children regardless of their needs. • Visual prompts are used across the school to support learning and we use Visual timetables throughout school.
<p>How will we support your child's transition(either when they are leaving this school or moving to another year group)</p>	<ul style="list-style-type: none"> • We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible. • If your child is moving to another school: <ul style="list-style-type: none"> -We will contact the school SENDCO of the new school and ensure he/she knows about any special arrangements or support that need to be made for your child. - The Inclusion Leader will arrange additional visits to new schools for your child and personalised resources to support transition may be used. -Staff from the receiving school may also visit to see your child in their current setting -We will make sure that all records about your child are passed on as soon as possible. -Teachers will attend any appropriate training around transition arrangements. • When moving years in school: <ul style="list-style-type: none"> -Information will be shared with new teachers and time given to discuss each individual child. -Some children will develop their own transition passports which show key staff, routines and areas in the classroom that can be taken home and discussed during the summer holidays. -Some children will put together information about 'Who Am I', to help the new teacher get to know the whole child. -If your child would be helped by a personalised plan for moving to another year, we will put this in place

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Type of support provided	What this could mean for your child	Who can get this kind of support?
<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, using the accelerated learning phases. • Implementing different teaching strategies, so that your child is fully involved in his/her learning. • Establishing specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. 	<p>All children in school as a part of outstanding classroom practice.</p>
<p>Specific group work within a smaller group of children.</p> <p>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 lead the intervention. 	<ul style="list-style-type: none"> • Through continual formative assessment your child's teacher may decide that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A teacher, Teaching Assistant or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's information 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>At this stage children might have been identified by the class teacher as needing some extra support. This does not necessarily mean they have SEND.</p>
<p>Specialist groups run by or in partnership with outside agencies</p>	<p>Your child will have been identified by the class teacher/Key Stage Leader /Inclusions Leader (or you may have raised concerns) as needing further specialist input instead of or in addition to outstanding class room teaching and intervention groups.</p> <ul style="list-style-type: none"> • You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • 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 gain a better understanding of your child's particular needs and be able to support them more effectively. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <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 clearer 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 the outside professional • The school may suggest that your child needs some agreed individual support in school. They will tell 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>This stage - SEND support - means they have been identified by the class teacher/SENDCO as needing some additional specialist support in school. This might involve an outside agency.</p>

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	<p>you how the support will be used and what strategies will be put in place.</p>	
<p>Specified Individual support for your child of more than 20 hours in school</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 details about this in the Bradford Local Offer. • After the school have sent in the request to the Local Authority (with comprehensive 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 through the graduated approach. • After the reports have all been submitted, the Local Authority will decide if your child's needs are severe/complex enough to require more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health and Care Plan (Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the support through the graduated approach. • The 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. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>Education, Health and Care Plan (EHCP).</p> <p>Children whose learning needs have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</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: -Educational Psychologist , Speech and Language therapy (SALT) Service, SCIL Team</p>

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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 582927 or emailing office@lowash.bradford.sch.uk

School Based Information:

People	Summary of Responsibilities
Class teacher	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and discussing amendments with the Key Stage Leader/ Inclusion Leader as necessary. • Writing Pupil Passports and sharing and reviewing these with parents at least once each term and planning for the next term. • 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 are needed 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/Inclusion Policy is followed in their classroom and for all pupils.
<p>The Inclusion Team Including:</p> <p>The Inclusion Leader and SENDCo – Mrs Carmel Spedding</p> <p>Key Stage Leaders: EYFS/ KS1 leader – Mrs Robinson</p> <p>KS2 leader – Mrs Katie Livermore</p> <p>Attendance safeguarding and pastoral support officer – Mrs Jacqueline Hill</p> <p>Pastoral, welfare and family support worker – Mrs Sadie Kellett</p> <p>Play Learning Mentor – Mr. Amrik Singh</p>	<p>As part of the graduated response, he/ 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/Inclusion Policy to make sure all children receive 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 - 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 etc... • 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 excellent 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 child to achieve their potential. • Supporting your child's class teacher to write Pupil Passports, 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.

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<p>TA and Forest Schools Practitioner – Miss Beccie Taylor</p>	
<p>A Learning Support Assistant may be allocated to some pupils with SEN and or disabilities</p>	<ul style="list-style-type: none"> • We have Learning Support Assistants in the majority of lessons who may also be allocated to an individual or group of pupils with more significant Special Educational Needs and/or disabilities. As a school, we welcome regular dialogue between parents and Learning Support 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>Headteacher – Mrs Beth Medhurst</p>	<p>As part of the graduated response, he/ she 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. He/ she will allocate responsibility to the Inclusions Leader and class teachers but is still overall responsible for ensuring that your child’s needs are met. • He/ she must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
<p>SEND Governor – Mrs Fiona Meer</p>	<p>He/ she along with the Governing Body is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND/Inclusion 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. • Attending any relevant training. • Visiting the school to understand and monitor the support given to children with SEND and being part of the process to ensure your child achieves his/her potential in school.

<p>Who are the other people providing services to children with SEND in this school?</p>	<p>Services provided by the Local Authority for schools:</p> <ul style="list-style-type: none"> • Social, Communication, Language and Interaction Tea, (SCIL team) • Autism Support Service • Educational Psychologist • Early Years Service • Physical Difficulties Team • Visual Impairment Team • 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"> • Asperger’s Community Support Team (ACST) • Parent Partnership (Barnados) to support families through families through the SEN processes and procedures. • Family Support Workers • Play Partners – Support to access extracurricular activities

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Glossary of Terms	
EHCA	Education, Health and Care Assessment
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
EP	Educational Psychologist
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
ASD	Autistic Spectrum Disorder
Code of Practice	The legal document that sets out the requirements for SEND