



Peel Park

Primary School
and Nursery

The Path to Success

Peel Park Primary School

SEND Information Report

September 2023

Introduction

Peel Park Primary School is a large three-form (reducing formally to two-form in September 2023) entry primary school in Undercliffe, Bradford. We are fully inclusive and aim to create a culture of excellence, enjoyment and mutual respect for all within the school environment and within the school community. At the heart of our school is a strong and comprehensive social, emotional and mental health programme to support our children's well-being. We are committed to ensuring that every child, regardless of academic ability, has access to a quality-first education and strive to eliminate any barriers to learning so that every child can flourish and achieve the very best from education in order to prepare them for life beyond school.

The school is able to meet a wide variety of special educational needs and disabilities and will assess a child either prior to entry to school where a need has already been identified, or upon entry to school. As a school, we work with a variety of external professionals to support the children's access to education such as: Educational Psychologists; the Communication and Interaction team; the Early Years Specialist Teachers; Specialist Teachers from the Visual Impairment and Hearing Impairment teams as well as Specialist Teachers from the Physical and Medical team; the school nursing team, paediatricians, Occupational Health and Physiotherapy Services in addition to Speech and Language Therapy Services. Peel Park Primary commissions a Speech and Language Therapist for one full day a week as well as a Speech and Language Therapy Assistant for one half day per week.

The Inclusion Team at Peel Park

Assistant Headteacher with responsibility for SEND: Mrs Sara Hunt

Assistant Headteacher with responsibility for Welfare and Safeguarding: Mrs Kathryn Noble

SEND Governor: Mrs Raj Unsworth

Appointments can be made by contacting the school office on 01274 639377.

Mrs Hunt can be contacted via email using the following address: shunt@peelpark.bradford.sch.uk

Bradford Local Offer

The Local Offer is a new way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities, services and support is available across education, health and social care in the local area. The Bradford Local Offer can be found on the following site: <https://localoffer.bradford.gov.uk>

As a school within the Bradford authority, we have a role to play in supporting families and providing guidance about what we can offer to children and young people with special educational needs and disabilities.

Training and Expertise

At Peel Park Primary School, we have staff who are trained in:

- Identifying special educational needs within our Early Years (Nursery and Reception);
- A wide variety of programmes to support children who have mild, moderate, severe and specific learning difficulties;
- Specialist strategies to support children with social communication, including autism, needs such as Intensive Interaction, SCERTS, visual supports and PECS;
- Specialist strategies to support children with speech, language and communication needs such as colour-coding, vocabulary in addition to Blank Level questioning to develop comprehension of language;
- Supportive strategies for children who have language as well as social and emotional needs such as Lego Therapy, Time to Talk and Socially Speaking;
- Specific speech and language interventions such as Makaton;
- Specific programmes to support children who have physical difficulties.

Peel Park Primary School will seek support for any child with a specific need, which requires further and additional specific training, from the relevant and appropriate services.

What improvements have we made to our SEND provision in the last 12 months?

- Established The Orchard provision – a classroom led by a qualified teacher with additional support staff. There is a high adult-child ratio and the curriculum is entirely sensory-led to support the needs of children with social communication difficulties and autism.
- Established The Grove provision which is based upon the principles of nurture. A bespoke curriculum is offered to pupils with social, emotional and mental health difficulties.
- Begun to establish The Vines provision. This is a classroom to be led by a qualified teacher with additional support staff for a small group of children with SEMH needs in Year 3.
- Developed reading interventions where there is a focus on supporting children's fluency as well as their comprehension.
- Developed Precision Teaching further with training given to additional members of staff.
- Delivered further training in colour-coding, PECS, Intensive Interaction, Active Listening and Language for Thinking to teaching staff.
- Continued to develop Provision Mapping Tools to monitor and evaluate interventions as well as Learning Plans for individual children.
- Provided training to a group of Learning Support Assistants in supporting shared and guided writing alongside the class teachers.
- Implemented specific programmes for children with social, emotional and mental health difficulties. These have largely included the use of Zones of Regulation.
- Implemented a bespoke alternative curriculum for children with SEMH needs.
- All LSA staff have accessed 5 x sessions from the Deputy Headteacher and Assistant Headteacher on supporting the needs of children with Attachment and Trauma difficulties.
- All teaching staff have received 2 x twilight sessions from the Virtual School on Attachment and Trauma.

- Developed sensory plans following sensory profiles with the Specialist Teaching Teams.
- Trained the whole staff in ADHD and sensory needs.
- Analysed every subject of the curriculum with curriculum co-ordinators regarding accessibility measures for all children so that every child has their needs met. We have continued to focus considerably upon the offer which is available to all our children – including those with special educational needs – with regards to the wider curriculum.
- Continued to implement NELI (Nuffield Early Language Intervention) to support children’s language development within Reception and now in Year 1.
- Further implemented and monitored the effectiveness of Well Comm – a comprehensive language programme – so that this is now delivered to targeted individuals from Nursery-Year 6.
- Continued to implement bespoke programmes for sensory phonics groups for those children across KS1 who require this level of support.
- More staff have received updated training in Positive Handling to support children at times of crisis;
- Continued to use our assessment system for children with special educational needs – the B Squared target system – which is in-line with the new statutory Pre-Key Stage Standards.

Identification and Assessment of pupils with SEND

Children in school are identified as having special educational needs through a variety of different means. A child may be observed in different lessons as struggling to achieve in line with their age-related expectations or may not be making the expected progress needed to raise their attainment. Additionally, the class teacher will discuss every child’s progress termly with the Deputy Headteacher and the Phase Leaders for EYFS and KS1, LKS2 and UKS2 and any potential difficulties a child is experiencing will be raised with the school SENDCo. An Internal Referral Form is to be used from September 2023 where class teachers seek the support from the SENDCo and there are clear strategies and approaches set out to follow upon referral. Observations and baseline assessments will be carried out in school so that interventions and differentiation can be implemented to target particular areas of need or gaps in knowledge and understanding. The school follows the SEN Code of Practice graduated response which involves first assessing the needs of the child, planning for the child’s needs, implementing the provision and then reviewing the child’s progress. This cycle is continuous. Upon review, further assessments will be undertaken and the cycle will continue. Occasionally, the school may seek advice from an outside specialist in order to fully address a child’s needs and ensure that the best possible provision is being put into place.

The school will also use assessments such as:

- Early Years assessments: Early Years Development Journal and Early Learning Goals; ECAT (Every Child a Talker) and Developing Attention Levels;
- B Squared targets which break the curriculum down into much smaller steps and allow for gaps to be identified as well as progress to be monitored;
- Speech and Language assessments such as the Test of Abstract Language (TALC) as well as other assessments which can be undertaken by the Speech and Language Therapist;
- Standardised screening tools such as the Dyslexia Portfolio as well as other tools which can be undertaken by external professionals (Educational Psychologist and the SCIL team);
- Baseline Assessment Materials provided by the Specialist Teaching Team for Learning in Bradford;
- Termly test data for reading, grammar and mathematics.
- Assessments such as the Boxall, Kim’s Flowers for Attachment and the SDQ for SEMH needs

The Graduated Approach at Peel Park Primary School

At Peel Park Primary School, progress and attainment is monitored through the Graduated Approach of assess, plan, do and review. Where a child is assessed as having a special educational need, he or she will be added to the school's SEND register and the level of need will determine the level of provision as outlined in the Bradford Local Authority's Matrix of Need which is followed by the school. Once the area and level of need have been identified, then a personalised programme of study will be put into place and this will be discussed between the class teacher, the SENDCo as well as with parents in order to ensure that learning programmes are clearly communicated. The programmes of study are based on specific, measurable, achievable and realistic outcomes which are time limited and quantifiable. The aim is to ensure progress and to address gaps in a child's learning. The outcomes are monitored frequently and may involve one-to-one or small group support within the classroom, suitable differentiation through questioning or resourcing during different lessons or short, sharp interventions which are delivered outside the classroom environment at suitable points during the day. The effectiveness of provision is reviewed, assessed and amended regularly between the class teacher and the parents/ guardians of the child. Where a child has a higher level of need, these reviews may involve the SENDCo. For pupils with an Education, Health and Care Plan, an Annual Review of the EHCP will take place between the child, parents, class teacher, SENDCo and appropriate external services. Should a child not make the expected progress, then school will seek permission from the parents/ guardians of the child to make a referral to external professionals for further support.

The revised Bradford Matrix of Need is shown below:

Within Age Related Expectations

- **High Quality Teaching within an Inclusive Setting**
- Differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources
- Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement
- Differentiated questioning and targeted simplified level/pace/amount of teacher talk

Below Age Related Expectations

- **Additional to and Different from Interventions and Strategies**
- Best Endeavours and reasonable adjustments made in line with Bradford Matrix of Need and Quality First Teaching Spreadsheet
- Up to 10 hrs per week additional adult support (pro rata) comprising of small group and 1:1 to facilitate access to the curriculum and deliver individually planned programmes of work.
- One page profile records short term interventions & targets
- Assess, plan, do, review
- YP/Parent involvement
- Advice from agencies
- Link to other plans – CAF, CIN, CP, EHH, PEP
- Local offer – universal, targeted, specific

SEN Support

- **Bespoke Intervention – time bound and quantifiable**
- My Support Plan including YP/Parent view, Aspirations and Outcomes, Health and Care information, Developing independence and PfA planning, Summary of outside agencies
- Additional adult support amounting up to 19 hours per week (pro rata) comprising of no less than 1 hour per day 1:1 for core learning activities and 4 hours per day small group support to facilitate access to the curriculum and deliver individually planned programmes of work.

EHCP

- **Additional support in line with EHCP**
- Additional adult support amounting to between 19 and 24 hrs per week (pro rata) comprising of 1:1 and small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in EHCP.

How do we adapt the curriculum and learning environment to support children?

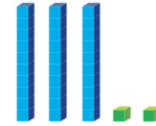
- Class teachers plan for the individual needs of the children in their classes. Consideration is paid to the level of scaffolding needed by the children; the pace of teacher instruction; the level of language used as well as the complexity of questioning.



Questioning helps children to develop their thinking skills. Questions can be adapted

1) To partition a 2-digit number, I look at the number.
E.g. 32

I make 32 using the Dienes.



Concrete resources and visual maps can support children.

- Wall displays are tools to support and enhance learning; they ensure that key knowledge is retained and used and provide examples to support children in applying their own learning.
- Consideration is paid to lighting and seating so that children are able to access learning in a calm, yet appropriately stimulating environment.
- All children have learning partners to support them during whole class teaching as well as during independent and group learning opportunities. The children learn from each other and also learn to explain and reason with one another.

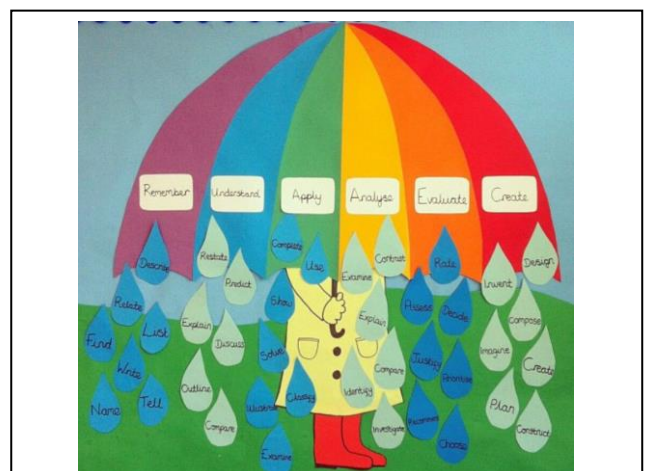
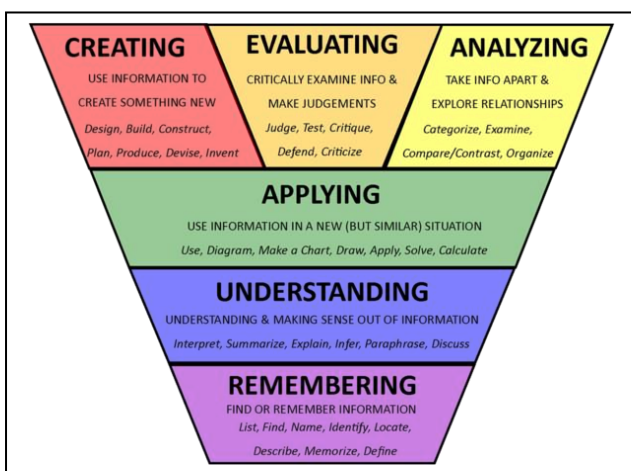


Learning partners can be used during whole class teaching, but also during independent work to support children.



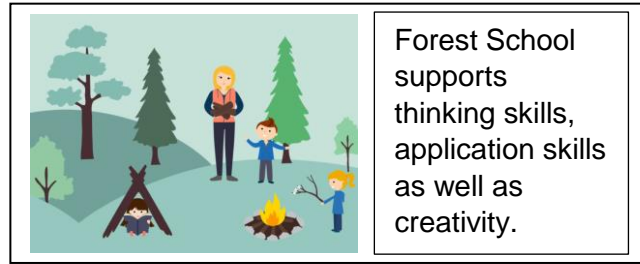
Some children with autism may have visual boards with questions and talk prompts to support their learning talk.

- Oracy and the development of vocabulary is of great focus in our school across all core subjects and those of the wider curriculum. All children are taught to describe, infer and explain; reason, rationalise and evaluate. Much training has been undertaken by all staff in how to use Bloom's Taxonomy of Learning to support children in oracy as well as being able to not only understand, but also to make links and apply their learning.



- All children, who are identified as having special educational needs, will have some level of support. This may take the form of adult support on a 1:1 basis or as part of a small group to ensure appropriate access to the curriculum.

- Our Accessibility policy is comprehensive and is due to be updated during the academic year 2023-2024. This will take into account the views of the children as well as parents.
- Our Forest School allows for some specific as well as whole class learning to support children with communication and social skills whilst learning out in the fresh air.



Forest School supports thinking skills, application skills as well as creativity.

- All staff are supported by the school SENDCo to ensure accurate and appropriate accessibility measures needed for inclusion for all children.
- Training for staff is provided at regular points during the school year to update and enhance the level of provision as well as inclusion in the classroom. Much continued focus will be on ensuring a Total Communication approach to include all children in learning.

How do we support children with SEND in English and mathematics?

- Appropriate differentiation as well as some personalised programmes support children in both English and mathematics along with practical resources to enable to the development of comprehension and to exemplify a process. School makes excellent use of visuals.




They travelled in longships.



They lived in longhouses



Vikings




Most Vikings were farmers.












They came from Scandinavia - Norway, Sweden and Denmark.










- Colour coding resources support children in being able to structure sentences appropriately.



 The lady	 opens	 the cupboard
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 Who?	 What doing?	 What?
 The Britons	 needed	 help

 Who?	Who was not in the sled?
 What?	What colour was the sled?
 What doing?	What did Paddington Bear go to do?
 Where?	Where did Paddington Bear go?
 Who?	Who went to get Paddington Bear?
 Who?	Who did the man not find?
 How?	How does Paddington Bear feel?

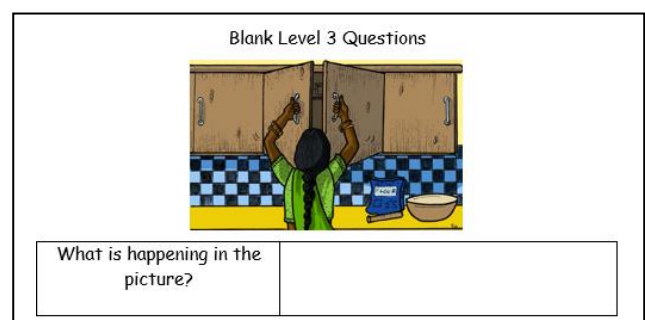
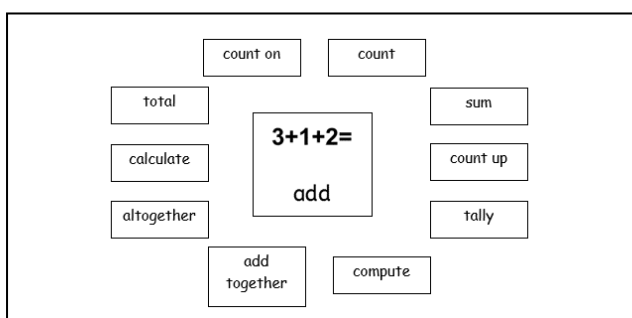
- Specific vocabulary boards and appropriate sentence starters ensure that children can use the necessary language for the topic. These boards can be minimised to reduce the complexity and quantity of information.

Provide examples of useful sentence starters which are specific to the task:	
One dark day , there was a thud!	<ul style="list-style-type: none"> One gloomy day One miserable day One stormy day One dark evening One rainy day
If the meal was not ready, he would eat the town.	<ul style="list-style-type: none"> gobble devour demolish destroy finish off

- Specific interventions for English such as alphabet arc, small group phonics and reading programmes such as 20:20 reading are sometimes implemented and specific interventions for mathematics might include Numicon intervention. School is making greater use of Precision Teaching to support pupils across the curriculum with learning.

How do we support children with speech, language and communication needs?

- School commissions a Speech and Language Therapist from Bradford Speech and Language Therapy for one full day per week. Our Speech and Language Therapist –Rachel Goodhand- works closely with the SENDCo to identify and support children with speech, language and communication needs. Rachel Goodhand provides training to staff in some of the core areas such as Blank Level questioning, colour-coding and vocabulary in addition to more specialised programmes needed for individuals. Additionally, Rachel Goodhand will model and demonstrate how to implement specific provision for groups of pupils to different members of staff in order to continue providing staff with a widening number of skills and strategies.
- In addition to a Speech and Language Therapist, school also commission a Speech and Language Therapy Assistant for a half day per week. Our Therapy Assistant, Elizabeth Carmen, works closely with Rachel Goodhand and the SENDCo in school to provide particular support for our youngest children in EYFS and Year 1. Much of this support includes assessing the language capabilities of our Early Years pupils and implementing a programme of interventions to support the comprehension and usage of language. This programme is known as Well Comm. At regular points during the year, the children are re-assessed and next steps are planned. School has also implemented NELI for Reception and Year 1 pupils.
- Peel Park Primary School is committed to ensuring that our children have the very best in terms of language development and implements a variety of programmes for different groups of pupils within different cohorts such as: Blank Level questioning, Active Listening, Vocabulary interventions, Time to Talk and Socially Speaking. Lego Therapy also supports children's comprehension and usage of language. Additionally, school will seek advice and support regarding children's speech sounds and implement appropriate provision where this is needed.
- Children with possible speech, language and communication difficulties are referred either to the school Speech and Language Therapist where there is space on the caseload or to one of the clinics in Bradford. Staff will attend any training provided by Bradford Speech and Language Therapy Services and will work to support parents.

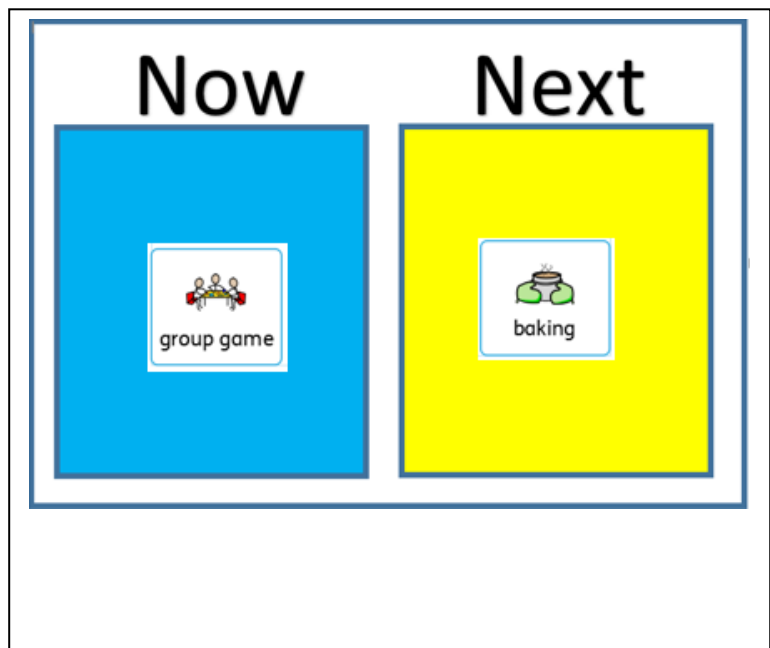
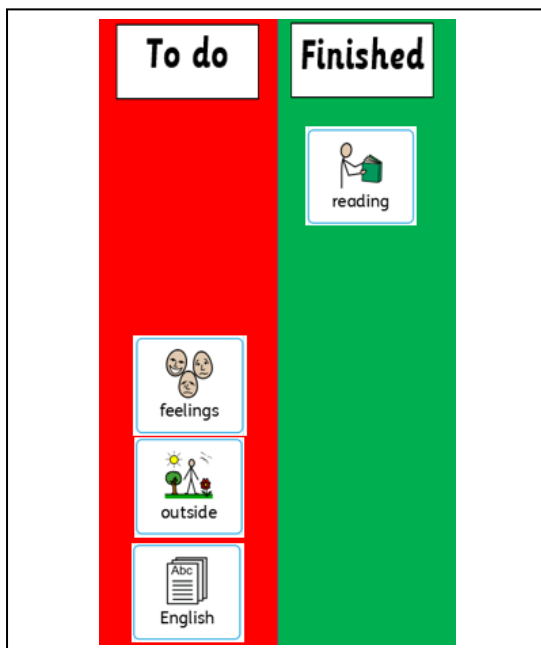


How do we support children with Social Communication difficulties, including autism?

- School has received extensive training from both Speech and Language Therapy as well as from the Communication and Interaction team over the last few years. Many staff in school have received this training and are committed to fully including those individuals with social communication and autism needs.
- Staff can deploy specific strategies in terms of Intensive Interaction to support early development, language and communication as well as an interest in other people. Additional

strategies such as 'Burst...pause' and Attention Autism may also be used to gain interest and attention levels.

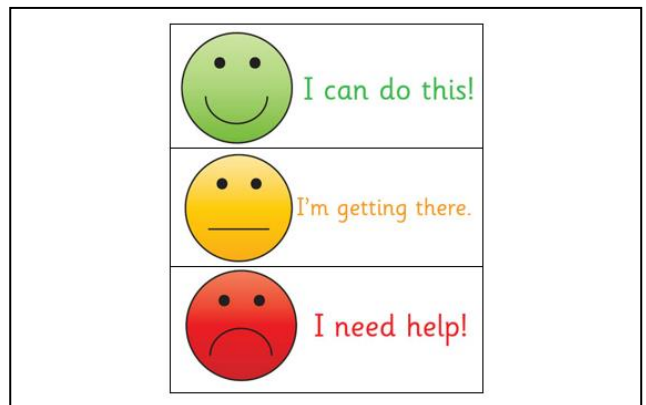
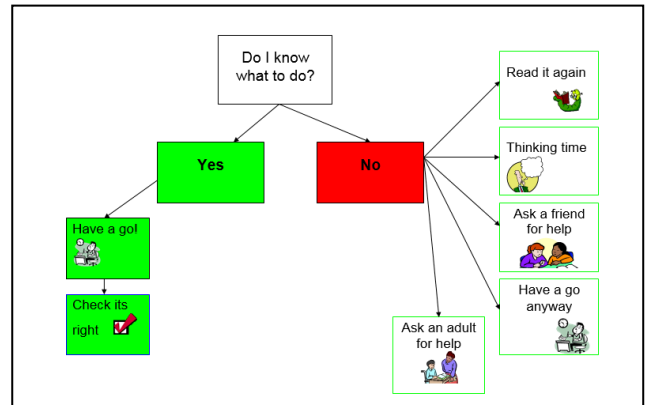
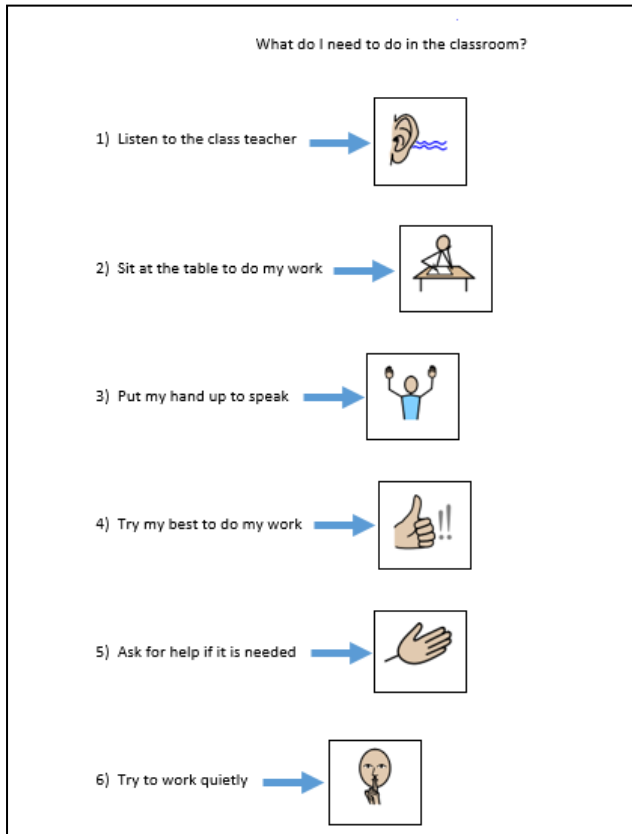
- The SCERTS framework is used extensively to support children with autism. This framework helps to identify the communication stage of the child as well as his or her ability to emotionally regulate. Next steps for the child's development are planned and these can underpin and form the basis of the entire school day and provision.
- For some children, social stories support a child's comprehension of a new concept or a new experience, providing explanations; comic-strip conversations can also re-visit experiences, modelling the thoughts, feelings and actions of the child as well as of other people.
- Visual support is key for many children with social communication and autism and this visual support can take many forms. They can be used to create different types of timetables to support routine and provide structure; they can be used as task management boards to ensure predictability and an understanding of expectation or they can be used to support comprehension of new concepts and language across many different contexts. School have purchased a symbol software programme which enables visuals to be attached in many different ways. Peel Park Primary School is adept at incorporating visuals to support our children.
- Additionally, objects of reference can also be used to ensure meaning is provided to an object and these objects will precede the use of visual photographs and symbols to provide a routine to the child's school day.



How do we support children with social, emotional and mental health difficulties?

- Peel Park Primary School has a comprehensive PSHE programme which has – as a focus and a strength – children's well-being at its heart. This programme is developed by the Lead Teacher (Mrs Noble) for Pastoral and Safeguarding. The Deputy Headteacher works closely with Mrs Noble and attends the Mental Health Champions.
- Our school has a team of support staff who work with children with social and emotional needs either on a 1:1 or as part of a small group within The Grove. Our school also has a comprehensive pastoral team to support children and parents with regards to safeguarding and attendance.

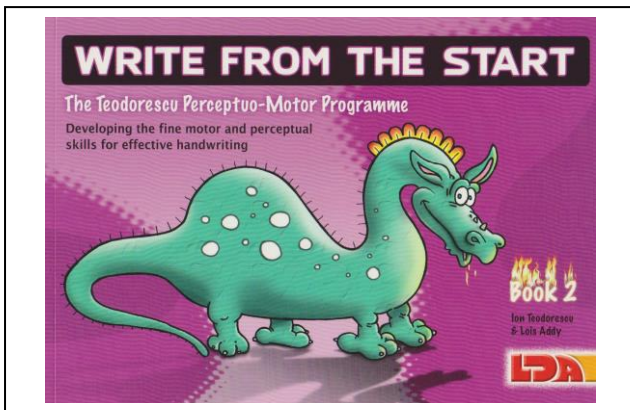
- Peel Park Primary School has also purchased and continues to implement specific programmes such as Talk About and Socially Speaking. Other specific interventions include baking and cooking activities as well as the Zones of Regulation where children learn about their emotions, what makes them feel different emotions as well as develop strategies to manage difficult emotions. Sand tray play therapy can also be offered to children who need this level of emotional support to nurture their well-being.
- Where some children find it difficult to regulate their own emotions, support from Educational Psychology services may be obtained with parental permission.



How do we support children with physical and sensory needs

- Most children will be well-supported by the class teacher in the classroom.
- For some children, external services may also support such as the Visual Impairment team, the Hearing Impairment team, the Physical and Medical team and the Multi-Sensory team from Bradford Local Authority. Additionally, some children may also be supported by Health Services such as Occupational Therapists and Physiotherapists. All advice provided by the external services is implemented within the child's provision and, where appropriate, specific training will also be sought to support the child and enable accessibility.
- School is able to implement technology to support some children and has access to IPADs, Logitech keyboards, Laptops as well as Hearing Aid equipment from the Hearing Impairment team.
- School undertakes regular sensory profiles for those children with sensory needs. Plans are developed to support the sensory needs of pupils.
- Our school is fully accessible for all children, including those who are wheelchair users. The school has two floors which can be accessed using the lift; corridors are wide and there are disabled access hygiene suites – two of these are accessible for children who may need to be hoisted.

- In addition to care plans, some children may also require a Personal Emergency Evacuation Plan (PEEP) and risk assessments which are reviewed annually or as needs change during the academic year.



How do we support children with medical needs?

- Peel Park Primary School is well-supported by the school nursing team who visit school to carry out standards screens. Additional health teams carry out training with staff with regards to asthma and epi-pen training.
- Medical care plans are written by the SENDCo in conjunction with parents and any relevant external agencies.
- A First Aid room is available when children are hurt; staff have regular updated first aid training when needed.

How do we support children with SEND when undertaking extra-curricular activities?

No child with special educational needs will ever be excluded from an extra-curricular activity. It may be that additional risk assessments need to be carried out and all planning for a school excursion will be undertaken in conjunction with parents. On occasions, parents of children are welcome to join the class and their child. Some children with special educational needs, depending upon the complexity of need, may need to have an additional adult accompany them on a 1:1 basis in order to secure safety.

Children with special educational needs are also welcome to participate along with their peers in after school activities. Bradford City Football Coaches and our PE lead teacher in conjunction with the SENDCo have organised a specific additional PE session within school, particularly for children who have special educational needs and have entered children into seated volleyball competitions against other schools.

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Transition to a new school is very important as it is the next step in a child's educational journey. We would advise all parents to choose the next school with care and to attend all the open evenings.

In addition, we advise our parents of children of with special educational to arrange a further visit during which they can discuss the needs of their child at greater length. Staff have also accompanied parents to new schools to support them in looking around as this can be a very daunting task and school will support in making the transition for parent and child as smooth as possible. Once a new school has been chosen, then parents may be invited to meet with the new school SENCO and the current school staff so that the child's needs and provision can be discussed. The staff at this school will also talk to the SENCO to discuss needs, assessment, programmes of work completed etc. In the past, children with SEN have then visited the school on a number of transition days during the summer term so that they can get to know the staff and other pupils. At Peel Park Primary School, we endeavour to support parents of children with an EHCP in making a choice of secondary education during Year 5. The Year 5 Annual Review will name the parents' preferred secondary setting. During Year 6, the secondary school SENDCo will be invited to attend the child's Annual Review.

For children entering school from another setting, the SENDCo will liaise with both the previous SENDCo as well as with parents. Visit days can be arranged for the children and all parents and children are invited to look around the school and gain familiarity with the setting as well as with any other pertinent information.

All children in school have a transition day where they can meet with their new class teacher during the final part of the summer term; parents also have the opportunity to meet with the new class teacher should they wish. All pertinent information regarding the needs of children is passed to the new class teacher. New class teachers are invited to attend a child's Annual Review if this is held in the summer term.

For some children, social stories to explain any changes may be needed prior to the transition. For other children, it can be very supportive to have a photo booklet which shows and explains the new setting. A reading book is sent to all our new Reception children so that they have something in common upon entry.

How we work with our parents and carers of children at Peel Park Primary School

Good relationships and dialogue are extremely important at Peel Park Primary School and we work in partnership with parents to provide the very best educational opportunities for all children. Staff are available for parents to meet either through appointment or via email. Staff listen to what parents tell them about their children and it is extremely important to take the views of both parents and children.

Parents are invited into school twice a year to discuss the progress and attainment of their child. There are also 'Meet the Teacher' meetings early in the autumn term to discuss any new information regarding the curriculum and procedures for the child's new year group. Parents are invited to join their child in the classroom for different lessons every term. Reception invite parents to join the children for the end-of-day story. Additionally, there is a parental group to support parents of children with special educational needs which is run by the SENDCo; external agencies are invited into school to liaise with parents. School will also signpost parents to supportive groups and external agencies where needed.

With regards to special educational needs, parents are invited to discuss the needs of their child and to attend any reviews of progress and attainment which are held during the year. For some children, home-school communication books are deployed to share what has worked well. The school's Speech and Language Therapist will also meet with parents to discuss their child's speech

and language needs and what programmes will be implemented in school. Parents' wishes and views form a key and core part of any medical and care plan which is implemented in the school setting.

The arrangements of consulting young people with SEN about, and including them in, their education.

Whenever possible, a child is expected to contribute towards their learning and their targets for development. A pupil profile is established for all children with special educational needs at the start of each new academic year or whenever the needs of the pupil change. This may be done informally with the class teacher or more formally at the review meeting with the teacher, SENCO and parents. Children, at all levels of development, are listened to and staff ensure that their needs are discussed in a manner which recognises and celebrates their achievements.

Any arrangements made by the governing body relating to the treatment of complaints from parents or pupils with SEN concerning the provision made at school.

If a parent or a child with SEN has a complaint relating to the provision at school, which cannot be resolved in school, then the complaint will be taken to the governing body. The governing body will then liaise with the Headteacher and the SENCO where the issue will be discussed and a meeting will be arranged in order to resolve the matter. A copy of our complaints procedure can also be obtained.

Which external agencies do we work with?

- Bradford Specialist Teaching teams: Communication and Interaction team, Early Years team, Cognition and Learning team, Hearing Impairment team, Visual Impairment team, Multi-Sensory team and the Physical and Medical team.
- Educational Psychology team.
- Bradford Local Authority SEN Assessment team.
- Bradford Speech and Language – we commission a Speech and Language Therapist for one full day per week as well as a Speech and Language Therapy Assistant for a half day per week.
- Health Services: Audiology, Child and Adult Mental Health Services (CAMHS), school nursing team, paediatricians, Occupational Therapy and Physiotherapy.
- MNHES – the Medical Needs and Hospital Education service
- Social Care and Early Help agencies
- Parental Support Agencies such as SENDIASS
- Bradford City Football Coaches work extensively with school.