



Peel Park Primary School

SEND Information Report

September 2025

Introduction

Peel Park Primary School is a large two/ three-form (reduced 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 fortnight 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

SENDCo/ Lead Teacher in The Orchard: Miss Jordane Thornton

Safeguarding Lead: Mrs Kathryn Noble

SEND Governor: Mrs Sarah Bowe

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

Mrs Hunt can be contacted via email: shunt@peelpark.bradford.sch.uk

Miss Thornton can be contacted via email: jthornton@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 are 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.

What educational needs do we provide for?

At Peel Park Primary School, we consider the needs of every child on an individual basis and plan outcomes and provision on the basis of this.

Special Educational Needs are grouped under the following headings:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Social, Emotional and Mental Health
- 4) Physical and/ or Sensory Needs

Within each area of need, there are many different descriptions of need and a wide range of provision can be implemented to support these different descriptions.

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, visual supports, Attention Autism, sensory stories;
- 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, Talkabout; Draw and Talk;
- Specific speech and language interventions such as Well Comm, Active Listening and PORIC;
- Specific programmes to support children who have physical difficulties.
- Staff have attended a variety of training programmes to support pupils with different needs across different year groups.

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.

Additional Provision Classrooms

Whilst Peel Park Primary School is not an official Resourced Provision with the Local Authority, the school has implemented provision classrooms to support children with complex needs in education.

- 1) The Orchard and The Nest: To support the children with autism and social communication needs who have an EHCP. The Orchard provides subject-specific learning in a multi-sensory way. The Nest supports exploratory continuous provision and children's attainment where children's progress is monitored through the use of the Engagement Model.
- 2) The Vines: Peel Park Primary School offers a safe base for a very few children with SEMH needs and an EHCP who require intensive therapeutic support.

- 3) The Grove: Our school nurture afternoon provision for children with mild-moderate social, emotional and mental health needs

Identification and Assessment of pupils with SEND

At Peel Park Primary School, we aim to identify children with special educational needs as early as possible. This is undertaken through discussions with nursery providers, prior to the children starting school, as well as through baseline assessments at the start of the Foundation Stage. The school tracks and monitors the progress of all children by an ongoing process of planning, teaching and assessing. Pupil progress is formally monitored for every child in school once a term between the class teacher and the Deputy Headteacher. Where there are concerns about a child's attainment and progress, discussions will usually take place between the class teacher and SENDCo to identify any needs and plan for the appropriate support to be implemented to target particular areas of need or gaps in knowledge and understanding.

A profile of the child will be established, using the key headings of:

- What does the child like?
- What does the child dislike?
- What is working well?
- What is not working well?
- Reasonable adaptations and adjustments to support learning?

This profile can be used with both the child and the child's parents to further support the assess-plan-do-review cycle.

An Internal Referral Form can also be submitted where class teachers seek the support from the SENDCo.

For children in EYFS and KS1, the following assessments are used:

- Baseline assessments/ observations;
- The Early Years Developmental Journal;
- Pre-Key Stage Standards 1-4;
- Termly assessments of progress;
- Phonic screening data

For children in KS2, the following assessments are used:

- Termly assessments of progress – teacher assessment as well as termly diagnostic assessments;
- Classroom observations;
- Pre-Key Stage Standards 1-6;
- Phonic screening data;
- The multiplication screening check in Year 4.

The school will follow the Graduated Approach of Assess-Plan-Do-Review, implementing an initial plan of support, reviewing this plan and considering, at this point, what has worked well; what steps of progress have been made; what support is helping the child to make progress; what needs to happen next – does anything need to change?

The Graduated Approach enables the level of support and interventions to increase whenever adequate progress is not being made.

Further support and intervention may be required when:

- Baseline scores indicate concerns with early learning skills at the start and end of the Foundation Stage;
- Ongoing assessment and observation and/or attainment in standardised testing shows one or more of the following:
 - a) The child is working at a level below age-related expectations and...
 - b) The attainment gap is widening;
 - c) A previous rate of progress is not being maintained;
 - d) Despite targeted intervention and support, the progress made is not what would be expected and remains small steps.
- Assessments show how far below the national expectations the child is working; the school makes use of the Bradford SEN Progress Grid for pupils;
- Despite support from the behaviour policies and systems as well as support from the pastoral team, emotional or behavioural difficulties continue to impact upon learning;
- There is a diagnosis of a previously unidentified medical condition, communication/ language difficulty or sensory impairment;
- (For child who is new to school) a previous school highlights that additional support and/or intervention was in place;
- There are parental concerns regarding academic progress, behaviour, emotional well-being and communication difficulties;
- Other professionals have concerns: medical professionals, the Educational Psychologist, the Specialist Teaching Team, Children's Services, school staff.

Unless there is a diagnosed need or a clear indication that a need will be diagnosed, a child, following concerns raised, will initially be placed on a monitoring register. A child will be placed on the school's SEND register where he or she is not making the necessary progress even with intervention and support as per the Code of Practice.

'Pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching' **Code of Practice 2015 Section 6.37**

How do we ensure approach the teaching of children with SEND and ensure that reasonable adjustments are made?

Peel Park Primary School works to ensure that every child can succeed and enjoy learning. Key to achievement and success are the Quality First Teaching strategies that are implemented to support every child. Peel Park Primary School follows Bradford's Matrix of Need which enables the complexity of a child's needs to be assessed in further detail.

Quality First Teaching

Quality First Teaching will allow for adjustments and adaptations to be implemented so as to support children within their learning. Staff will deploy the use of visual supports to develop comprehension and use of language. Strategies to support and reduce working memory demands will be implemented to enable access. There will be consideration to the processing needs of pupils with teachers and Learning Support Staff using key strategies such as repetition, time, rehearsal as well as teaching one small step at a time whilst also considering how fine these steps need to be. Short-

burst learning with some movement and sensory breaks will be included along with word banks of useful vocabulary, including sentence stems. Class teachers, as part of Quality First Teaching, will adapt resources and delivery to meet the needs of pupils.

SEN Support

Where the progress of a pupil has been less than expected given the level of differentiated support in Quality First Teaching, the class teacher may determine that a further level of support is required. Together, the SENDCo and class teacher will examine the needs of the pupil, the progress which has been made and the existing barriers to learning. Following this, appropriate outcomes (specific, measurable, achievable and realistic outcomes which are time limited and quantifiable) are set as are the strategies, adaptations and interventions which will be required to meet these outcomes. Progress towards each outcome is discussed at a termly review meeting and forms part of the assess-plan-do-review Graduated Approach.

It may be that, even when a greater level of intervention and/ or personalised classroom support is implemented, that insufficient progress is made and this may lead to a referral to an outside agency specialist for further support, assessment and advice. These specialists may include:

- The Educational Psychologist;
- The Specialist Teaching Team;
- The Speech and Language Therapist;
- The School Nursing Team.

Advice and recommendations from specialist services will be written into future learning plans.

The assess-plan-do-review approach is integral to everything that is undertaken when supporting the needs of children in school.

EHCPs.

An EHCP is a legally binding document which sets out the provision that the child must receive and an application for an Education Health and Care Assessment must be made first to the SEN Assessment team. This is known as an EHCA and an application for an EHCA will occur when the complexity of need requires further assessment. It can be made by school staff, by parents as well as by other professionals from education, health and social care. The Local Authority will review the request for assessment and will provide a decision response within 6 weeks. Should the Local Authority agree to carry out an assessment, this will be undertaken by external professionals, including an Educational Psychologist. An EHCP, if agreed by the Local Authority following the assessment of need, will be finalised within 20 weeks. An EHCP will establish medium term targets and long term outcomes and will detail the provision required to meet these outcomes. The Local Authority provides additional funding to ensure that the provision stated in the plan can be implemented. EHCPs are reviewed on an annual basis, but a child with an EHCP will continue to have termly individual short term outcomes and an individual provision map set by school.

Some of the ways in which we adapt the curriculum and learning environment to support children

- There is a very strong emphasis in school in ensuring that our curriculum meets the needs of the learners at Peel Park Primary School; that it is accurately matched to what our children need, but also to how our children learn.
- 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.

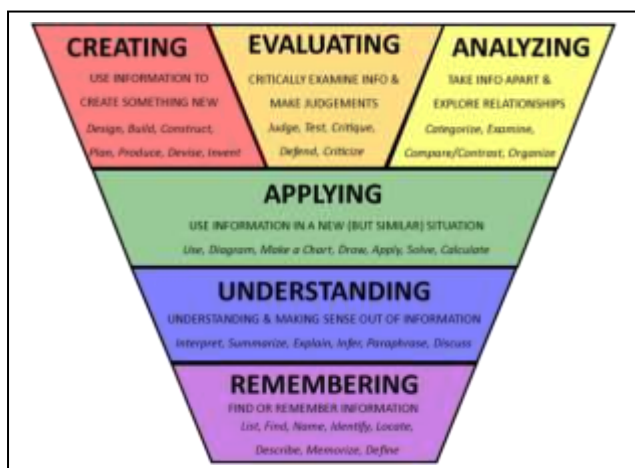
Concrete resources and visual maps can support children.

- 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.



- Our Accessibility policy is comprehensive and was updated during the academic year 2023-2024.
- Visual supports, models and images are intrinsic to the teaching at school to support all pupils.
- 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.



- 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.

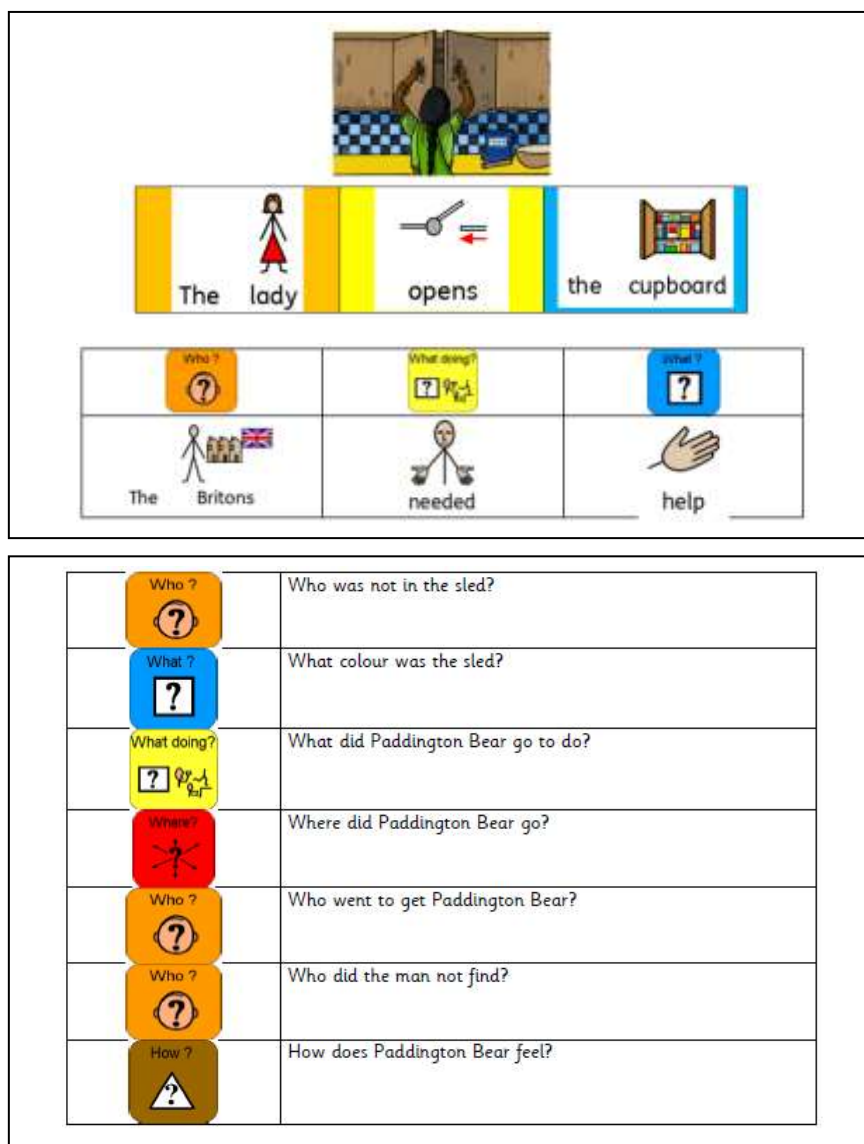
Some of the ways we support children with SEND in English and mathematics

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

 They travelled in longships.	 Vikings	 They lived in longhouses
 Most Vikings were farmers.		 They came from Scandinavia – Norway, Sweden and Denmark.



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



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?

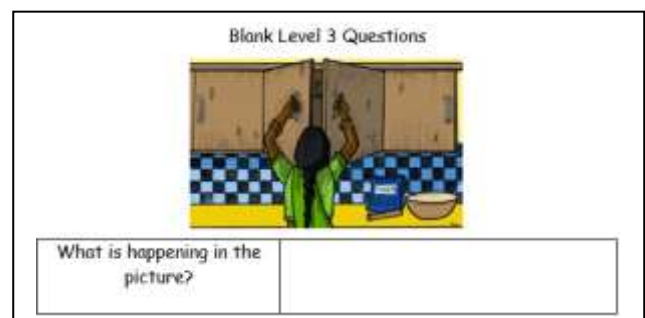
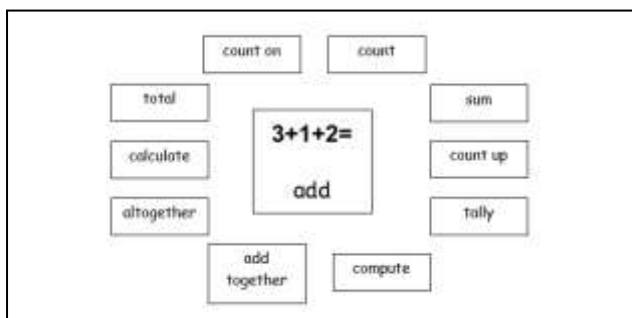
- Specific vocabulary boards and appropriate sentence starters ensure that children can use the necessary language for the topic. These boards can be minimised to reduce the complexity and quantity of information.

Provide examples of useful sentence starters which are specific to the task:	
One dark day, there was a thud!	- 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.	- gobble - devour - demolish - destroy - finish off

- Interventions for English such as alphabet arc, small group phonics and reading programmes such as 1:1 reading are sometimes implemented and interventions for mathematics might include Numicon intervention.
- Additional processing time is provided for pupils where thinking time to support both receptive and expressive language development is enabled.
- Strategies such as repetition, over-learning, rehearsal and the teaching of one small step at a time are highly valued.

Some of the ways we support children with speech, language and communication needs

- School employs a private Speech and Language Therapist for one full day per week. Our Speech and Language Therapist works closely with the SENDCo to identify and support children with speech, language and communication needs. Having a Speech and Language Therapist ensures that the school can provide 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, the Speech and Language Therapist can 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 from Bradford Speech and Language for a half day per week. Our Therapy Assistant support school with the implementation of Well Comm, a specific speech and language intervention that is used with children in EYFS.
- 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, Colour Coding and PORIC. 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.



Some of the ways 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.

- Staff have been trained in identifying sensory needs, using the sensory profiling tool from the Specialist Teaching Team.
- Staff have also been trained in the AET 'Making Sense of Autism' training that was delivered to all teachers and Learning Support Assistants by the Specialist Teaching Team.
- 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. It can be used to create different types of timetables to support routine and provide structure; it can be used as task management boards to ensure predictability and an understanding of expectation or it 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.

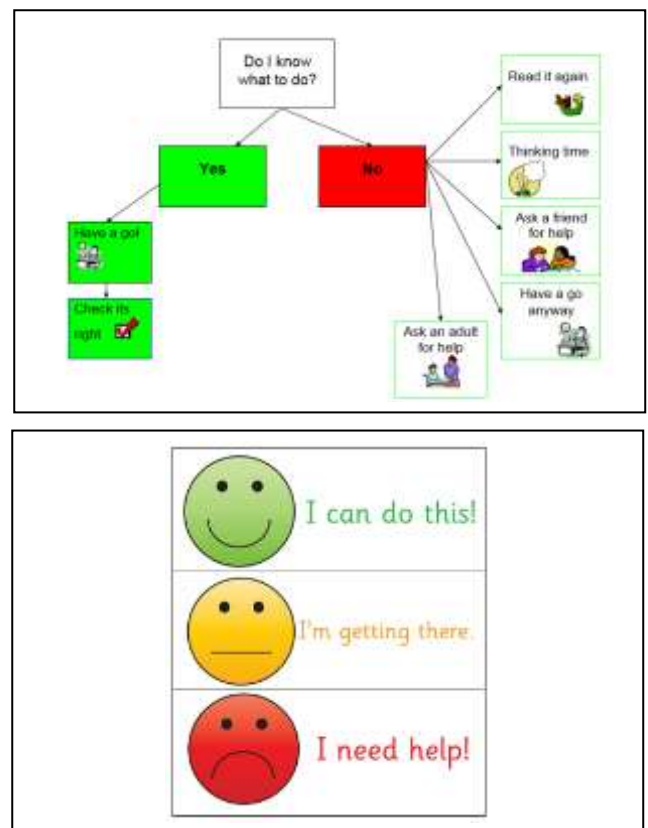
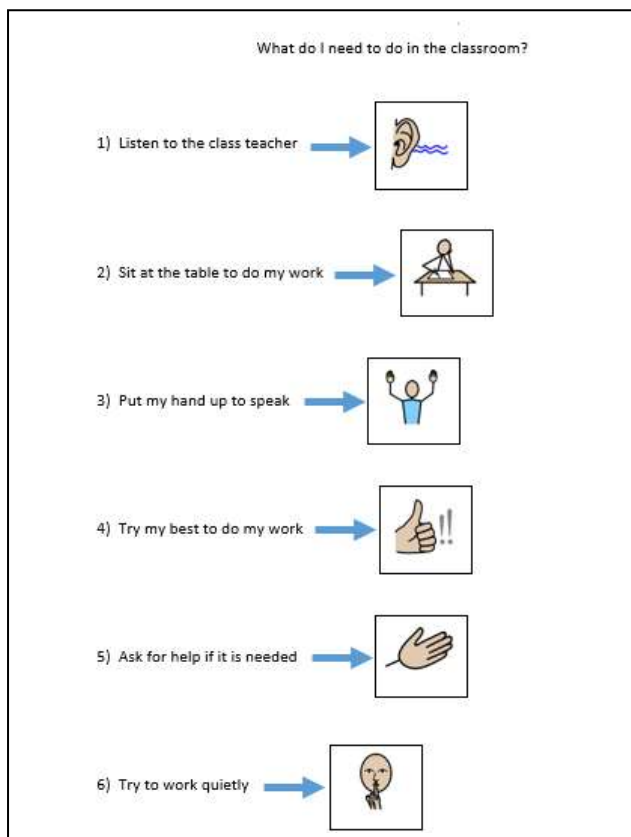


Some of the ways we support children with social, emotional and mental health difficulties

- 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.
- 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. Other specific interventions include baking and cooking activities as well as the Zones of Regulation where children learn about their emotions,

triggers for different emotions as well as to 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.



- During 2023-2024, school deployed 'My Happy Mind' and this is now a focused part of every class' timetable.
- Peel Park Primary School is committed to supporting the social, emotional and mental health needs of our pupils. Some staff have been trained in the use of the Strengths and Difficulties Questionnaire and two members of staff are trained in delivering Draw and Talk. Further training was sought from the Specialist Teaching Team in De-escalation Strategies as well as in Supporting SEMH Learners in the Classroom. School continues to be supported by the Specialist Teaching Team with supporting children with SEMH needs.
- The Mental Health Support Team are now linked with school and undertake interventions one day per week with pupils in school. Interventions include Theraplay, developing self-esteem, managing anger as well as developing friendship skills.
- The SENDCO and Safeguarding Lead have attended training in EBSA and have implemented the school's own EBSA strategy to support children who are vulnerable in attending school.
- The school has continued to make significant use of Talking Mats to support pupils in being able to express their own views about how events and experiences make them feel. Following Talking Mats activities, personalised support is implemented and this can take many different forms depending upon the needs and views of the child.
- Peel Park Primary School has a dedicated space for de-escalation where pupils can spend time and be supported and nurtured to recover from any emotional distress.

Some of the ways 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.
- The school also implements sensory circuits and movement breaks for some pupils who have a need to move, but also to reduce the emotional overload that being in the classroom can trigger.
- 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.



Some of the ways 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 evaluate the effectiveness of our provision for children with SEND?

Peel Park Primary School will demonstrate effectiveness of our provision for children with SEND through:

- Ongoing teacher observations of the child in the classroom setting;
- Short term plans implemented by the class teacher to meet the child's needs;
- Records and evidence of the child's work showing progress towards the outcomes;
- Evidence of progress towards raising attainment and meeting curriculum objectives;
- More age-appropriate scores on termly diagnostic tests and any other screening tools that are used;
- Records and evidence of the child's improvement in behaviour and attitudes;
- Discussion with pupils at an appropriate level;
- Discussion with parents;
- Discussion with outside agencies;

The needs of the children will be met by:

- Having the systems in place to identify children with SEN as early as possible;
- Making use of good practice in planning for teaching and assessing children with SEND;
- Regular reviews of the child's progress against targets set;
- Providing additional intervention if progress is not adequate;
- Receiving appropriate funding from the Local Authority to meet the provision in a child's EHCP;
- Considering the wishes of the child and also building a full picture of the child;
- Having a positive and effective partnership with parents and carers;
- Ensuring, encouraging and supporting the involvement of outside agency specialists.

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.

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 with special educational needs 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. 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.

Visual supports are also implemented to support children, where this is appropriate, to contribute to their pupil profile or to discuss what they have achieved and are proud of.

Pupil interviews take place to gain their views on what they feel is working well in school and what they feel could work better.

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 employ 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
- Mental Health Support Team