



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The School Offer.

A Summary of Provision for pupils with Special Education Needs and Disabilities (SEND).

Reviewed September 2024. Next Review Date: September 2025



The school offer supports the Local Offer for Bradford which can be found on the following site:

<https://localoffer.bradford.gov.uk/>

Peel Park Primary School's SEND Core Offer

Welcome to our Special Educational Needs and Disability (SEND) information pages.



Peel Park Primary School is a fully inclusive school and we aim to ensure that every child has his or her needs recognised and met through varied and flexible provision throughout the curriculum.

The high quality provision implemented allows every child to fulfil their potential: personally, socially, emotionally and academically in all areas of the curriculum.

The school follows the SEN Code of Practice (January 2015) and the Graduated Response of:

- Assess
- Plan
- Do
- Review.

The school will support pupils with special educational needs and disabilities as well as their parents and guardians throughout their stay in mainstream education and during transition to a different setting.

Peel Park Primary School's SEND Core Offer

Welcome to our Special Educational Needs and Disability (SEND) information pages. What is Special Educational Needs?



'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them. (SEND Code of Practice January 2015 Section 6.15)

What are the areas of SEND?



Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others, understanding and using language; they may also not understand and use social rules of communication. This often includes children with Autism Spectrum Disorder. Children may also have Developmental Language Disorder.



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD) affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia.



Social, Emotional and Mental Health difficulties:

Children may experience a wide range of social and emotional difficulties. These can include becoming withdrawn, isolated as well as displaying challenging behaviours. Some children may have experienced trauma. Other children may have disorders such as attention deficit hyperactive disorder, attachment disorder or other diagnosed anxiety difficulties.



Sensory and/or Physical Needs:

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability such as Cerebral Palsy require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs where there is an impact upon attainment.



Peel Park
Primary School
and Nursery
The Path to Success



Peel Park
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and Nursery
The Path to Success

What is a Disability?



The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

Who are the best people to talk to in school about my child's difficulties with Learning/Special Educational Needs?



Class teacher: If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance.

SENDCo: Mrs Hunt is our SENDCo who works closely with class teachers to put in place strategies and interventions to help remove your child's barriers to learning.
Assistant SENDCo: Miss Thornton is the Assistant SENDCo who works closely with Mrs Hunt. Both Mrs Hunt and Miss Thornton hold the National Award for SEN.

Pastoral Support is managed by Mrs Noble who is our Safeguarding Lead. Mrs Noble co-ordinates pastoral provision for children who are experiencing difficulties with behaviour and works closely with our children, parents and staff in school.



SEN Governor: The school's SEN Governor, Mrs Bowe, challenges Mrs Hunt to ensure children's needs are being met and shares this information with the Governing Body.

The school's arrangements for consulting with parents of children with special educational needs



Where the school has concerns about a child's progress and attainment, or where the school has concerns about any social and emotional needs or physical needs, the school will consult with the parents or carers of the child.

A consultation will allow for a discussion about the child's strengths in education and will also outline concerns so that the parent or carer is fully informed about their child's needs.

Parents or carers will have the opportunity to discuss any concerns that they may have and will also have the opportunity to ask questions.

The school aims to ensure that both education and parents are able to work together co-operatively to meet the child's needs.

Any plans to be implemented will be fully discussed with the parents and reviews will be organised at different points during the school year to ensure that parents are kept fully informed as to the child's development.

What are the different types of support available for children with SEND at Peel Park Primary School?

The Local Authority in Bradford have developed a model, known as the Bradford Matrix of Need, which sets out guidance and outlines the types of provision that can be implemented to meet differing levels of need. Most children will be assessed as working within age-related expectations. Some children may require additional support as determined by the class teacher; they may be working below age-related expectations, requiring a differing level of support and/ or some adaptations, but will not have special educational needs. Where a child does not make significant progress through interventions, staff will implement more bespoke intervention, which is time-bound and quantifiable, and this will be detailed through an individual learning plan. Children with an Education, Health and Care Plan have complex educational needs and will need additional adult support amounting to between 19-25 hours comprising of 1:1, small group support or reduced teaching size support.

Children working within age-related expectations.
Children working below age-related expectations.
Children assessed as meeting SEN Support.
Children with an EHCP.
Children with an EHCP. Children will have profound and multiple learning disabilities.

The Bradford Matrix of Need explained:

Children working within age-related expectations.

All children are entitled to Quality First Teaching within education. Depending upon how individual children learn, their strengths and capabilities as well as where individuals have some minor gaps in knowledge and understanding, teachers will differentiate work by outcome, presentation, timing, scaffolding and additional resources.

Learning opportunities are given flexibility to meet the range of needs within the classroom and all learning is provided with context so that children are encouraged to apply their knowledge and understanding. Our core and wider curriculum teaching is comprehensive and has a significant focus on developing the vocabulary comprehension of all children.

Peel Park Primary School places great emphasis upon oracy where questioning may be differentiated towards the needs of children in terms of pace, volume and complexity of language. All children are encouraged to infer, reason and rationalise; evaluate, explain and predict. Our detailed oracy teaching is fully inclusive; all children have equal access and opportunities to participate.

The Bradford Matrix of Need explained:

Children working below age-related expectations

Children working below age-related expectations do not necessarily have special educational needs. It may be that a child, working below age-related expectations, has some mild learning difficulties or some mild difficulties with speech, language and communication. Additionally, some individuals may have mild difficulties with their social, emotional and mental health which could begin to impact upon their school life or they may have mild visual, hearing and/ or physical difficulties. These children will continue to need and receive Quality First Teaching in an inclusive environment, but may also need some additional support and/ or adaptations which are additional to and different from what is available.

The additional support and adaptations may include support from an adult within a small group for a proportion of a lesson in order to facilitate access to the curriculum.

The child's and parental views may be sought regarding what they perceive to be their strengths as well as what they find more difficult to access. There is always a focus on what the barriers are to learning and how school can reduce these barriers.

The needs, progress and attainment of the child will be monitored. Outcomes for the child will be implemented and a programme of additional support will be devised by the class teacher who will monitor the steps made towards these outcomes in order to accelerate progress.

The Bradford Matrix of Need explained:

SEN (Special Educational Need) support

Where a child has not made the expected progress after having received a higher level of intervention, support and/ or adaptations and where the attainment gap continues to widen due to insufficient progress, school staff will decide upon and implement more bespoke intervention which will be time-bound and quantifiable. Outcomes for the child will be set with provision implemented to ensure these outcomes are met; these outcomes will be reviewed on a termly basis to monitor the progress and attainment of the child. It may be that a higher level of adult support on a 1:1 basis is required or that the child's needs may be better met through a higher level of small group teaching support. The curriculum may require further differentiation and adaptations. All support and provision will be detailed upon an individual learning plan and a pupil profile will be established.

Children, who are identified as having special educational needs, may also be referred – with parental permission – to an external service such as the specialist teaching teams within Bradford Local Authority or to Speech and Language Therapy Services. Referrals can also be made to paediatric services, to CAMHS and to the school nursing team.

Where a child struggles to make progress despite the interventions and support from specialist external support, the school – after discussion with parents – may consider asking the Local Authority to make a statutory assessment of the child's special educational needs, through making an application for an Education, Health and Care Assessment. Parents can also make an application for a statutory assessment to be undertaken as can other professionals working with the child.

The Bradford Range Model explained:

Children with Education, Health and Care Plans

Where the Local Authority has agreed that a child meets the threshold for an Education, Health and Care Plan, the outcomes and provision will be detailed on the plan. The plan will describe the additional adult support required (between 19-25 hours of support) which will typically involve 1:1 and small group support to enable the child to access the curriculum; individual programmes will be implemented to ensure that the child's needs in education are met.

Children with an EHCP will have termly plans and detailed provision maps implemented to ensure the small steps needed so that progress within education is secured. They will reference and make links to the outcomes set on the EHCP. These termly plans will be informally reviewed within school and between parents and – where appropriate – the child and the EHCP will be formally reviewed on an annual basis as part of the Annual Review process. For some children, a child's EHCP is reviewed on two occasions during the year. The views of the child and the parents will be reviewed as part of this Annual Review process. The Annual Review process also allows parents to name their preferred choice of school; deciding upon the next steps for educational placement is a key part of a Year 5 child's Annual Review.

Additional funding is provided to school through a child's EHCP and the level of additional funding is determined by the Local Authority. School receives the first £6,000 needed to support the child through the Notional Funding/ Element 2 Budget. The additional funding through an EHCP provides for the higher level of provision required to ensure progress can be made.

The Bradford Range Model explained:

Children with Education, Health and Care Plans

This complexity of need is established through the use of Bradford's Progress Grids. Children assessed within this section of the Bradford Matrix of Need will have Profound and Multiple Learning disabilities. They may also have complex medical care needs.

Children within this category of support will require a bespoke curriculum with 1:1 support or will require access to a provision where there is an enhanced pupil-teacher ratio of not more than 1:12 with an additional percentage of 1:1 support.

Many children will require access to a bespoke specialist environment where provision, strategies and approaches to teaching are individualized to enable access to appropriate learning content.

What are the different types of support available for children with SEND at Peel Park Primary School?

Our Universal Offer for all children

Quality first teaching forms the basis of provision for all children. Lessons are well-designed to allow for clear objectives so that all children can make progress from their individual starting points. Pupils are involved and engaged in their learning and there is a high level of interaction with teachers using skilled questioning. The modelling of language and strategies allows children to make good progress and apply their knowledge, skills and understanding to the wider world. The use of praise encourages pupils to engage and self-motivate.

Our Universal Offer for all children

Our universal offer also includes regular and accurate assessments of pupils so that support, where needed, is well-targeted. This assessment takes into account the children's starting points and identifies the next steps in every child's learning journey. Assessment for all pupils, regardless of whether children have special educational needs is monitored three times per year and is subject to scrutiny by the Deputy Headteacher, the Phase Leaders as well as by other members of the Wider Leadership Team.

What are the different types of support available for children with SEND at Peel Park Primary School?

Where the school has concerns about a child's progress and attainment, a meeting between the parents or carers of the child and the SENDCo and class teacher will be arranged to discuss any needs within education.

Working below expectations

- A programme at the heart of the school to support good mental health and well-being.
- Access to The Grove may be advised by Mrs Noble. The Grove delivers a nurture curriculum.
- Additional support from the graduated response which will begin with assessments and/ or observations of the child. Assessment will take into account the attainment and the progress made by the child and will consider whether the child has had access to all provision at a universal level.
- The school can also offer children with mild-moderate SEMH needs with support from the Mental Health Support Team.
- Identification of gaps in learning by the class teacher and referral to the school SENDCo.
- Flexible use of resources within the classroom. This will include flexibility in groupings.
- Differentiation of resources. This might also include differentiation in the way resources are presented.
- Differentiation in the questioning used to engage pupils and extend their thinking.
- Differentiation in the way learning is scaffolded for children in order to support their access.
- Opportunities for children to develop their understanding of vocabulary through the use of word-webbing and to develop their use of language through visual supports.
- The use, where appropriate, of working memory strategies to aid the child's application to their learning.
- Opportunities for pre- and post-teaching and over-learning basic concepts within a small group.
- Visual supports. For example: to exemplify vocabulary; to support sentence formation.
- Opportunities for the development of fine and gross motor skills through multi-sensory approaches.
- Opportunities to record in alternative ways through the use of technology
- Attention paid to lighting, space and seating as well as other sensory adjustments.

What are the different types of support available for children with SEND at Peel Park Primary School?

SEN Support

- Children, who are assessed as needing SEN Support and placed on the SEND register, will have an individual learning plan implemented. This plan will set outcomes and provision for the pupil. The plan will be reviewed termly to assess progress being made. Additional support from an adult on a 1:1 basis or as part of a small group may form a larger part of the child's provision.
- Children in Early Years (Nursery and Reception) will benefit from a play observation, using tools such as the Early Years Developmental Journal as well as analysis of Baseline assessments.
- Where a child has a moderate or specific learning difficulty, staff will ensure that the curriculum is suitably modified to enable access to learning material. Interventions may include: targeted literacy and numeracy support, including phonics; specific interventions such as Numicon, See and Learn Reading, Alphabet Arc, Clicker 8, 20:20 reading, Precision Teaching as well as colour-coding to support sentence development.
- Where a child has a moderate speech and language difficulty or a social communication difficulty, advice will be sought from the speech and language therapy team or from the communication and interaction team. Interventions may include: Well Comm for our EYFS children, Lego therapy, Attention and Listening games, Barrier games, Time to Talk, Mr Goodguess, Language for Thinking, Think About It, Blank Level comprehension related to whole-class learning as well as vocabulary support.
- Children with social communication difficulties including autism will often benefit from a highly visual and structured support system: symbols and Objects of Reference support comprehension of vocabulary; visual timetables as well as access to a more bespoke programme of learning involving workstation tasks. Task Management boards in addition to Now and Next boards can be implemented and form part of our comprehensive offer for children with autism. Strategies such as social stories and comic-strip conversations also support pupils with their comprehension of social situations and feelings.

What are the different types of support available for children with SEND at Peel Park Primary School?

SEN Support

- Children, who are assessed as meeting the threshold for SEN Support, will either have a pupil profile implemented or a 'How to help me learn' set of strategies. These ensure that learning is not just differentiated; accessibility to the curriculum, to communication and to life are outlined.
- Children with social, emotional and mental health difficulties, which are not responding to previous interventions, may need a detailed assessment over time to support appropriate next steps. These assessments, whilst not limited, include the Boxall Profile, a Strengths and Difficulties Questionnaire as well as SEND checklists. Developing appropriate social skills and strategies to support emotional regulation will be of focus. Additional specific interventions can be included within programmes such as the 5-point scale. Opportunities are also created to support children's sense of responsibility and self-esteem in conjunction with the Bradford City Football coaches in addition to older children reading to and with younger children. Forest School can support children's learning and emotional well-being through accessing learning out of the classroom environment.
- The Grove offers a nurture environment and is based upon nurture principles; this setting can also support pupils who have SEMH needs and are identified with SEN. Comprehensive programmes of support are implemented.
- School can also support pupils at this stage with therapeutic intervention such as Draw and Talk.
- Where children have a visual, hearing or physical impairment, advice is sought from the specialist teaching teams in Bradford as well as from Health Services. Care plans for children are implemented in conjunction with parents and – where appropriate – with the child. Technology can be implemented to support the children in the classroom such as IPADs, laptops in addition to careful consideration to seating, environmental noise and distractions. Consideration is also paid to peer interactions as well as to the emotional well-being of the individual. Training from specialist teaching teams with regards to visual, hearing, multi-sensory and physical needs, which is bespoke to the child's needs, is implemented by staff across school.

What are the different types of support available for children with SEND at Peel Park Primary School?

EHCP

- An Education, Health and Care Plan is a statutory document which outlines the needs, outcomes and provision for the child. This is managed by the Local Authority. The EHCP is reviewed annually by the child, parents and carers, school staff and any outside agencies involved in supporting the child.
- All children with an EHCP will have personalised provision – bespoke learning - within a modified curriculum which meets the individual needs of the child. This provision is implemented and evaluated on an at-least termly basis. Termly outcomes, which are closely aligned to those in the EHCP are set within an Individual Learning Plan as well as through a detailed provision map.
- All children with an EHCP will have a higher level of adult support on a 1:1 as well as through small group support to encourage and enable the development of peer interactions.
- Additional funding is provided for a child through an Education, Health and Care Plan from the Higher Needs Funding Block and enables a higher level of adult support to be provided.
- Where a child has an EHCP, the outcomes detailed on the plan will form the basis for individual termly learning plans which are reviewed at the end of the cycle and which measure and evaluate the progress the child has made during the course of the term.
- The school offers three small provisions for children with complex needs. Both provisions are led by a qualified teacher with additional support staff. There is a high adult-child ratio. The Orchard and The Nest support the needs of pupils with Communication and Interaction Needs, primarily those children with autism. The Vines supports the needs of pupils with Social, Emotional and Mental Health needs.

Support for improving the emotional, mental and social development of pupils with special educational needs.



The social and emotional development of our pupils, as well as their mental health and positive well-being, is of extreme importance.

Our school has a well-staffed Pastoral Team which is comprised of the Designated Lead for Safeguarding as well as a HLTA and LSA who support The Grove. Together with the SENDCo, a comprehensive team around the child is formed.

Where a child is experiencing social, emotional and mental health difficulties, parents/ carers will be consulted and measures will be implemented which may include access to The Grove or targeted plans to address the social and emotional difficulties may well be implemented. Interventions will be carried out by our LSA team with support from the class teachers and the SENDCo. School has the capacity to implement many bespoke interventions to support children and, for some specific interventions, LSA staff attend the relevant training.

It may be necessary to refer a child to an outside agency and, at Peel Park Primary School, we work closely with the Educational Psychology Team, the Specialist SEMH Team in Bradford as well as with the school nursing team and CAMHS to provide specialist support for children who have social, emotional and mental health needs.

Support for improving the emotional, mental and social development of pupils with special educational needs.



Whilst additional interventions can be implemented to support a child who has special educational needs and disabilities, staff in school work comprehensively as a team to ensure that the child is always as fully included as is possible through the use of appropriate and suitable differentiation in whole class teaching.

This appropriate and suitable differentiation in whole class teaching may take the form of:

- Visual supports to ensure that there is a clear expectation and understanding;
- Questioning designed to engage, develop and elicit understanding;
- Supporting visuals, images and models throughout the curriculum;
- Using concrete resources to develop understanding and aid with the application of learning process;
- Ensuring all necessary communication supports and – where appropriate – all necessary technological devices are being used consistently;
- Giving attention to the seating arrangements for pupils with sensory or physical needs;
- Ensuring attention is paid to the level of processing required to access the learning content.
- All curriculum co-ordinators support the delivery of the curriculum with a focus on how to appropriately support children with SEMH needs

What other agencies can school use to support my child?

For some children, school support may not be enough and, with your agreement, school will make the decision to increase the level of support provided. This external support might be from:

- Educational Psychology
- Speech and Language Therapy Services
- Occupational Health/Physiotherapy
- School Nursing Team or Health Visitors
- CAMHS
- The Mental Health Support Team
- SEN Support services which include: The Autism Team, The Cognition and Learning Team, The Specialist SEMH Support Team, The Physical and Medical Team, The Visual Impairment Team, The Hearing Impairment Team and The Multi-Sensory Team.

Information about the Educational Support Services for children with SEND can be found at: <https://bso.bradford.gov.uk/content/special-educational-needs-and-disabilities/0-25-specialist-teaching-and-support-service-stass/0-25-specialist-teaching-and-support-service>

This graduated support often means that your child makes expected levels of progress. We will then discuss with you whether to continue to monitor your child's progress or decide they no longer need additional support at this time.



What specialist support is there in school to support my child?

Some children may need a higher level of specialist support which is already available in school.

Peel Park Primary School employs a Speech and Language Therapist for one full day per fortnight who will support both the child and the parents or carers as well as school staff to ensure that any speech, language and communication needs are met as part of the child's educational provision. Furthermore, we have also commissioned a Speech and Language Therapy Assistant from Bradford Speech and Language Therapy for half a day per week to support the communication and language needs of, primarily, our younger pupils in Early Years and KS1. The Speech and Language Therapy Assistant supports our school to implement and deliver Well Comm.

Many staff have received training in: Lego Therapy, Colour Coding, Precision Teaching, Blank Level Questioning, Vocabulary Mind-Mapping, Identification of children with Social Communication Difficulties, Alphabet Arc, Draw and Talk, Making Sense of Autism, Supporting children with sensory differences, Support for children with ADHD, De-escalation Strategies, Supporting SEMH learners in the classroom, Positive Handling, SCERTS planning for children with autism and Manual Handling Training for children with Physical Needs. Specific training will always be resourced for children where appropriate. For example: Supporting children with Hearing Impairment.



What Policies support my child with SEND?



These policies have been written to further support your child within school. They are available to read either on the school website or copies can be requested from the school office:

- Special Educational Needs and Disabilities
- Behaviour
- Teaching and Learning
- Safeguarding/Child Protection
- Health and Safety
- Accessibility Plan
- Safer Touch Policy
- Use of Reasonable Force and De-escalation Policy
- Assessment and Marking Policy
- Personal Hygiene/ Intimate Care Policy
- Medical Conditions Policy
- Anti-Bullying Policy

How does the school environment meet my child's needs?

Curriculum

Our curriculum is designed to meet the needs of all children in school. All elements of the curriculum include a 'hook' to entice and motivate the children into the unit. Enquiry-based learning as well as opportunities for exploration and application make the curriculum rich and rewarding. All children are able to access the curriculum given their current starting point.

In order to become motivated, successful and lifelong learners, we believe that children need to have fun, engage in first-hand experiences and have a love for learning. The school will consider appropriate differentiation of resources, but will also consider the strategies which are needed to ensure that a child is able to fully access the curriculum.

Access

Peel Park Primary School is a three-form-entry primary school (reduced to two-form in September 2023) which is fully accessible to all, regardless of disabilities. The school has widened corridors to facilitate access as well as a hygiene suite on the upper and lower floors and several disabled access toilets on both floors. A lift provides access between the ground and the first floor.

Disabled parking is provided at the front of school. Risk assessments and PEEPs may need to be implemented for children with sensory or physical needs.



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



The school places considerable emphasis on external visits to support the full education of all children.

Wherever possible, your child will be included in every aspect of school life. You will be consulted about how the school can organise events and facilitate access to locations other than the school site. School will ensure staffing ratios for special events and visits are appropriate to ensure children with SEND can take as full a part in an activity as possible; so they are safe and so that they are fully included. Parents may well be invited to support their child on a school trip if this is of preference.

After school clubs are available for all children in school. Any necessary measures needed to allow a child to participate will be taken by school staff after liaison with parents and carers. Additionally, Breakfast Club is available to all children in school.

How will my child's learning needs be assessed and their progress monitored?



The assessment and review of pupils with SEN is a continuous process throughout the year. Both the progress and attainment of pupils with SEND is evaluated by the SENDCo in conjunction with the class teacher, Phase Leaders and the Deputy Headteacher responsible for assessment. Children are assessed against the National Curriculum objectives implemented in September 2014. Progress and attainment are measured through the whole school data system as well as through the use of B Squared targets and Pre-Key Stage Standards for some children at SEN Support and those with an EHCP. Early Years children with SEND are assessed through the Early Years Development Journal. This monitoring allows for an evaluation of effective and appropriate provision and can lead to additional assessments being made where needed. Your child's progress and attainment will also be monitored through the use of the individual learning plans on a termly basis.

School will also make use of other assessment tools such as the SEMH tracker, the AET Progression Framework and/or the Engagement Model for children who attend The Orchard, The Nest or The Vines.

You will be invited to parent consultation evenings twice a year. You can also request additional meetings with the class teacher and/or SENCO and other professionals. The parents of all children will receive a written report once a year.

If your child receives additional funding due to their special educational need, a formal annual review will be held at which reports from all professionals involved with your child will be shared and discussed. Both you and your child will have an opportunity to make a similar contribution. All children will be given the opportunity to make a contribution to the review.

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



The school spends the money it receives wisely to ensure everyone can succeed. Occasionally, some classes may have an additional adult – a Learning Support Assistant – who may be involved in enabling smaller groupings and additional resourcing within the classroom. Some children, with an EHCP, may need a much higher level of personalised support in the form of 1-1 or small group support. The SENDCo, Headteacher and class teacher will discuss what will best support your child. Parents are often involved in these decisions. Some money is spent on additional resources e.g. specific technology supports, sloping desk tops, laptops and changing equipment.

The school is funded on a notional formula per pupil. Schools are expected to fund up to the first £6,000 of a child's additional provision from within the school's Element 2 budget. The level of funding, up to £6,000, will vary according to the child's needs. The school can apply for additional funding, based on strict criteria, if it is felt that a child's needs are above that which can be provided through the notional budget. This funding is only accessed through an EHCP. The school uses the funds to put appropriate support in place to meet the specific needs of a child. All funding, through an EHCP, is to support the educational outcomes for the pupil.

The school is committed to supporting parents whose child has a personal budget and we will work together to ensure the funding is used appropriately to best meet the needs of your child. A Personal Budget can be requested by parents if a child has an EHCP and is to support provision for the outcomes outlined on the plan.

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



As a parent you can arrange to meet the class teacher before or after school by phoning the office where we will be happy to discuss your child's progress and any concerns you may have. Teachers are happy to share successful strategies used in school which can be used by parents at home. Mrs Hunt is also available to help answer any further questions you may have about your child's needs.

Within school, we can offer you a range of support to help meet your child's needs both in school and at home:

- All information from outside agencies will be shared with you personally or through written reports.
- Class teachers or the SENDCo will share Individual Learning Plans with you on a termly basis and discuss the progress made towards individual targets.
- Sometimes many agencies are involved in supporting your child and to help manage and co-ordinate all these people, a meeting around the child may be scheduled where all involved can discuss and address the needs of the child.
- The school hosts a parental support group every week for parents of children with SEND and all parents are welcome to attend.

The school also holds 'Meet the Teacher' meetings every year.

If you would like more information about the Bradford Local Authority Offer, please visit the authority website: <https://localoffer.Bradford.gov.uk>

What support do we have for children who have SEND and who are looked after by the Local Authority

All children, who are looked after by the Local Authority, will have a Personal Education Plan (a PEP) in place which is a statutory tool used to prioritise the education of the young person, track progress and support the young person to achieve and be aspirational. School works comprehensively with Children's Social Care as well as with the Virtual School.

Where a child, who is looked after by the local authority, has special educational needs and/or a disability, a comprehensive team involving the Designated Lead for Safeguarding, the SENDCo, the class teacher and other relevant members of staff involved with the child will work together with the child, the parents and the local authority to ensure that additional planning in the form of a school learning plan is implemented. This planning will support and be supported by the PEP.

This planning will be reviewed termly and the child, the parents and the local authority are invited to contribute to the progress made against the outcomes on the plan as well as to future target setting.

Where a child, who is looked after by the local authority, may need to have an EHCP to support him/her in education, then permission and advice will be sought from all agencies involved with the child. The EHCP process of application for an EHCA and Annual Reviews will be shared with parents, Children's Social Care and with the Local Authority.



Which Partnerships do we work with to provide support for children with SEND?



As well as working closely with parents, support is sought from other agencies where necessary in order to maximise learning potential.

We regularly engage with Educational Psychologists, Attendance Teams, the Communication and Interaction team, the Early Years SEN, Speech and Language Therapy Services, the School Nursing service, CAMHS, Parent Partnership, Children's Social Care, Behaviour Support, Early Help as well as all SEN Support Services and the Local Authority.

The school works closely with the other local schools – The BD3 Local Partnership. This enables SENDCos to discuss and improve upon good practice within schools.

The school is also well-supported by the Mental Health Support Team who work in school for one day per week and who are always available to discuss concerns and appropriate support.

Strong local partnerships with the Local Authority and with the different specialist services work to ensure that all children are fully included; that all children benefit from early intervention and so that all children have their needs met.

How will we support your child when starting at Peel Park Primary School?



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is starting school and has not been in an educational setting prior to transfer, we will:

- Organise for visits to either the Nursery or the Reception settings and, where deemed appropriate and necessary, we will liaise with parents regarding a phased transition.
- Arrange a home visit from relevant staff in school.
- Endeavour to arrange a planning meeting between parents and the school so that strategies are in place to meet the child's needs.

If your child is transferring from another educational setting, we will:

- Liaise with the SENDCo from the previous setting;
- Discuss a child's needs with parents or carers prior to entry to the school to ensure that the child's needs are fully met.
- Arrange, where possible, a preliminary visit to the school for the child.

How will we support your child when leaving this school or moving to another class?



We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school or moving into Year 7 we will:

- Contact the school SENCo and ensure they know about any special arrangements or support that needs to be made for your child prior to their arrival.
- Make sure that all records about your child are passed on quickly to the receiving school.
- Arrange, wherever possible, additional transition visits for children with SEND.
- Arrange, wherever possible, further parent information visits.

When moving classes in school:

- Transition meetings are held between current and receiving classes to share all information related to individual children and set new targets for the coming term.
- Children will have opportunities to spend 'Transition' days with their new class teacher, in their new class, during the last half of the Summer Term.

How do we assess the effectiveness of our provision for pupils with special educational needs and disabilities?

The school evaluates its effectiveness through a variety of different means.

These include:

- Establishment of an action plan to address specific areas of development that are linked to the Accessibility Plan. The action plan for the year is monitored by the SENDCo and termly updates are provided.
- The provision implemented for individuals and/or groups of children are detailed through individual learning plans which are reviewed on a termly basis. The review will detail the progress which the individual or the group has made.
- Analysis three times a year of progress and attainment data using the B Squared Target data for some individuals as well analysis of the whole school data. The analysis of the whole school data allows for a comparison of progress made by children who have SEND and children who do not have SEND.
- Annual Reviews for children who have an Education, Health and Care Plan as well as termly reviews for children who have a My Support Plan. These allow for the progress of children with this level of need to be celebrated.
- A full review of provision and progress made by children with SEND is compiled and evaluated by the SENDCo on an annual basis which is shared with all members of the Leadership Team in school as well as with the Governing Body.



What to do should you have a complaint about the provision which your child is receiving in school.



The school endeavours to meet the needs of every child in school and to ensure that Peel Park Primary School is fully inclusive.

However, where parents or carers have a complaint or a concern that their child's needs are not being fully met, these can first be addressed through an informal process with the class teacher or with the SENDCo. Should parents or carers not be satisfied with the response, they are invited to make a formal complaint in writing which will be addressed by the Headteacher or a designated member of the Senior Leadership Team.

Should the complaint involve the Headteacher, then parents are invited to address their complaint to the Chair of Governors.

Whilst parents are encouraged to address their complaints to the school, we recognise that parents may wish to bring their complaint to the attention of Education Bradford. An officer will then liaise with school staff and the parent or carer to address the complaint.

Our Commitment



It is the belief of every member of staff in school that every child, including those with any form of Special Educational Needs and/or Disabilities, should have fair and equal access to an appropriate curriculum that is designed to raise expectations and attainment and prepare the individual for life.