

**Special Educational Needs and Disabilities (SEND) Information Report**

**Introduction**

Wibsey Primary School is an Inclusive Mainstream School. We work to ensure that pupils are included in all aspects of learning and school life. We aim to provide a high standard of education which develops and inspires all our children. We are a three form entry school on the outskirts of Bradford. The proportion of disabled pupils and those with Special Educational Needs (SEND) is in line with the national average. We actively involve parents and carers in decision making and value their expertise and unique knowledge of their child’s needs.

**The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

* Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
* Cognition and learning, for example, dyslexia, dyspraxia,
* Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
* Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy
* Moderate/severe/profound and multiple learning difficulties

**Identifying pupils with SEN and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**Consulting and involving pupils and parents**

We have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions are added to the pupil’s Initial SEND Form and given to their parents when it is decided and formally agreed that the pupil will receive SEN support.

**Assessing and reviewing pupils' progress towards outcomes**

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The teacher’s assessment and experience of the pupil
* The pupil’s previous progress and attainment and behaviour
* Other teachers’ assessments, where relevant
* The pupil’s development in comparison to their peers and national data
* The views and experience of parents
* The pupil’s own views
* Advice from external support services, if relevant

The assessment is reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil’s progress.

**Preparing and supporting pupils joining the school or transferring to a new school**

Transition and induction are vital to ensure that a pupil makes a good start to school life. Depending on the needs of the pupil we arrange visits or discuss with previous settings to help ensure that new pupils settle well. If additional support is needed or outside agencies are involved, we try to ensure it is in place before the pupil starts.

We also liaise with new schools and share information to ensure continuity in education. We have strong links with all our feeder Secondary Schools where pupils with SEND have additional visits to the new placement and Pastoral Teams meet the children at Wibsey Primary.

At the end of each year we ensure that the new class teacher has all the relevant information about each pupil. We arrange transition days to give each pupil the chance to meet the new teacher further arrangements are put in place for individual pupils if needed.

**Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map in line with Bradford’s SEN Guidance, records a graduated response to individuals.

We will also provide the following interventions:

* In class support for small groups with an additional teacher or Associate Staff (AS)
* Small group withdrawal with AS, Class Teacher (CT), or Learning Mentor (LM).
* Individual class support / individual withdrawal
* Further differentiation of resources
* Study buddies/cross age tutors
* Homework/learning support club
* Interventions
* Provision of alternative learning materials/ special equipment
* Group support
* Staff development/training to undertake more effective strategies
* Commissioned Speech and Language Therapist, Educational Psychologist. Access to Specialist Teaching or other support services for advice on strategies, equipment, or staff training.

**Adaptations to the curriculum and learning environment**

We expect all teachers to deliver Quality First Teaching which includes differentiation to meet the needs of all learners- this maybe done through resources, teaching or support. We personalise learning to enable all pupils to make progress. Our behaviour system can be personalised to meet individual needs if required (e.g. behaviour charts/ home school diary).

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

**Additional support for learning and expertise and training of staff**

Our SENCO is also an Assistant Headteacher and the school’s Designated Safeguarding Lead. He has been a SENCO for 13 years. He is an experienced, qualified teacher of 22 years.

We regularly invest time and money in training our support staff to improve class teaching delivery, small groups and 1;1 intervention. We have members of staff who are Makaton trained and also have the Elklan training for speech and language support. We also have staff trained in delivering WELLCOM, Read Write Inc and All Aboard. We hold regular staff meetings where all staff can be updated on matters relating to special educational needs and disability. We have an experienced pastoral team providing nurture and support. We have a number of staff who are First Aiders and we have also staff who are trained in diabetes management and epi pen administration.

Key staff have had training on Team Teaching and our teachers hold Qualified Teacher Status. Some of our staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their knowledge, skills and understanding.

**Securing equipment and facilities**

We have an Accessibility Policy and Plan and as such make every effort to make reasonable adjustments where possible. We have Personal Evacuation Plans for any pupil who needs one. Our school is wheelchair accessible and we have disabled toilet facilities. Equipment and resources are purchased for pupils with SEND when needed. There are a large number of resources in school which are used to support pupils. Our Equality Policy is a working document and we would ensure that expert advice was sought in the first instance to ensure that we were able to meet the needs of all pupils. We work closely with the Local Authority and Health Services to provide for our pupils.

**Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their goals each half term
* Reviewing the impact of interventions after each half term
* Using pupil views
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding annual reviews for pupils with EHC plans

**Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All Year 5 pupils are encouraged to go on our residential trip to Robinwood.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**Support for improving emotional and social development**

All of our staff gives a high level of pastoral support and pupils are encouraged to talk to staff if the need arises. Each class has a full-time teacher and teaching assistant.

The *Wibsey Primary School Skills for Life* curriculum is a holistic, progressive approach to the teaching and learning of Personal, Social, Health and Economic (PSHE) and citizenship education. It aims to put children’s wellbeing and Spiritual, Moral, Social and Cultural (SMSC) development at the heart of school’s priorities and initiatives.

Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We are prepared to personalise this system so that it can be fairly applied to all pupils (e.g. Visual cue cards/symbols for autistic pupils)

We have a school council to elicit views of the pupils. Pupils are encouraged to share their ideas and have been able to influence policy and practice within the school.

We rigorously monitor attendance and work with our Family Support Worker to take necessary actions to prevent prolonged unauthorised absence.

The school ‘s pastoral team works closely with our most vulnerable families and is accessible to those pupils experiencing social and emotional difficulties. The pastoral team also deliver targeted intervention. The SENCo along with the Behaviour and Inclusion Lead are the school’s Mental Health Champions and are involved in the Mental Health Champions in Bradford project. This academic year two programmes Inspired Neighbourhoods for Yr 6 and the Brathay Trust 3.7 Programme for Year 5 have been put in place to develop the social and emotional well-being of some of our vulnerable KS2 pupils.

We have a zero tolerance approach to bullying.

**Working with other agencies**

We commission a speech and language therapist who comes into school fortnightly and provides 1-1 input for identified pupils. She also delivers staff training and advice. We commission an Educational Psychologist who assesses and provides reports containing advice, strategies and recommendations for our pupils with complex needs. We also through a combination of the core offer and traded services use the 0-25 SEND Inclusive Education Service as and when required. We work closely with the Virtual School who provide support and training for our SEND Children Looked After.

**How are governors are involved and their responsibilities**

Our SEND Governor is Miss Michelle Clarkson. She meets regularly with the SENCO to discuss provision. Feedback on our SEND provision is then reported to the Governing Body. Governors visit the school regularly and take part in training sessions.

**Complaints about SEN provision**

If a parent/ carer has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage, then the SENCO may become involved and a meeting arranged to discuss the issue further. If the parent/carer wishes to raise a complaint they will then be referred to the school’s complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**Contact details of support services for parents of pupils with SEN**

Bradford Local Authority’s Local Offer and Bradford Parent Partnership

**Contact details for raising concerns**

If a parent/carer has an SEN concern they are invited to email Jeremy Barlow SEN coordinator [jeremy.barlow@wibsey.bradford.sch.uk](mailto:jeremy.barlow@wibsey.bradford.sch.uk)

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