



Baildon Church of England Primary School

SEND Information Report 2023/24

We celebrate our place within God's loving family, showing **respect** for ourselves, others and the world around us. We are a safe, **supportive** community of inspired, resilient life-long learners, with a spirit of curiosity, where every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world."

BAILDON CHURCH OF ENGLAND PRIMARY SCHOOL IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Baildon C of E Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ Sensory issue, speech and language.
- Use of tools for standardised assessment such as: Ekkan, Sandwell Numeracy, GLR (Dyslexia Screening Test) and NVC assessments.
- Medical diagnosis
- Children with plans in place, including individual SEND plans, My Support Plans and Education, Health, Care Plans (EHCP) which already clearly identify their needs.
- If an EHCP is in place, then their placement at our school is a decision that is made by the Local Education Authority.

Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO

- Special Educational Needs and Disabilities Policy, including Accessibility Plan
- Safeguarding and Child Protection Policy (including e-safety policy)
- Administering Medications Policy (in line with 'Supporting pupils at school with medical conditions' guidance)
- Behaviour Policy, including Anti-bullying
- Teaching and Learning Policy
- Admissions Policy

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Samantha Smith). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the bottom of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENDCo and SLT oversee the progress of any child identified as having SEND.
- There may be a Teaching Assistant working with your child either individually or as part of a group, on a wave 1, 2 or 3 level intervention.
- **Our local offer is on the school website which clearly states the provision that school can provide for pupils with SEND.**

3b WHO WILL EXPLAIN THIS TO ME?

The new SEND Code of Practice states:

6.64 Schools **must** provide an annual report for parents on their child's progress. Most schools will want to go beyond this and provide regular reports for parents on how their child is progressing.

6.65 Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year. (DfE: page 104)

The full document can be accessed through:

<https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>

At Baildon CE Primary school:

- The class teacher will meet with you at least twice a year, (this could be part of the parents meetings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo has weekly time available to meet with parents.
- Hold 'assess, plan, do, review meetings' and involve parents/carers in the process as part of our Baildon Support Plans (Graduated Approach Plans)
- Statutory annual review meetings will take place for those students with an EHC plan
- Interim or emergency review meetings will take place, when necessary for those students with an EHC plan
- Attend Team Around the Child/ multi-agency meetings when appropriate

Parents and carers may wish to access central Bradford services such as Parent Partnership, the Learning Support Service. Please see link to Bradford's Local Offer.

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

Or the following link to see Bradford's 0-25 inclusive education services

<https://skills4bradford.co.uk/>

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT THE KINDS OF SEND THAT ARE PROVIDED FOR?

We are able to cater for and provide for students with a variety of needs.

The list below is used to help identify and classify the priority need in line with the most recent SEND Code of Practice page 97 -98(July 2014). Please take into account that students may have more than one need type. It is usually deemed appropriate that a student with Severe or Profound Moderate Learning Difficulties would be educated in a specialist setting rather than in a mainstream setting.

Primary Need	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Autistic Spectrum Disorder		2	2				1		5
Hearing Impairment	1			1					2
Moderate Learning Difficulty/Disability				2	1		1	2	6
Multi-Sensory Impairment					1				1
Other Difficulty/Disability			2				1		3
Physical Disability		1		1					2
Social, Emotional & Mental Health			2		1	9	2	5	19
Specific Learning Difficulty				1	1	3	4	2	11
Speech, Language & Communication	2	1	2	2	6	5	1	1	20
Total									69

4b WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- The school currently has two members of staff with social and emotional training (our pastoral learning mentor and our SENDCo).
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SENDCo.

4c HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website.

Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office.

- On a day-to-day basis, Miss Reid generally oversees the administration of any medicines. Another member of staff will always witness any administration.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations, such as Epipen and Asthma training.
- There are a number of staff who hold first aid qualifications, which are updated regularly.

4d WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school behaviour policy is available on the school website. If a child has significant behaviour difficulties, an Individual Behaviour Plan (IBP) is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher / Assistant Headteacher who may involve the EWO (Education Welfare Officer) if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and as a class.
- The school are also able to support families in making contact with other agencies that can provide appropriate support, such as local parent support services.

4e HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

At Baildon CE Primary school we aim to continue to develop student voice, and to encourage active participation in planning, monitoring and reviewing their educational provision when appropriate.

- Children who have Baildon Support Plans or IBPs discuss their progress and targets when these are reviewed (age appropriate).
- The views of pupils with an EHCP will be sought before any review meetings.
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey.
- Each year, children are provided with the opportunity to be voted onto the School and Eco Council, as well as hold other positions of responsibility, by their class or teachers. All children can make suggestions to their class representatives to make their opinions heard.
- Children also have the opportunity to share their views by completing a 'My Visual Review' document.
- Discussions may also take place with the SENDCO, with educational support staff or with specialist staff such as the Hearing and/or Visually Impaired Service, Service for Children with a social and communication difficulty including Autism, Educational Psychologist, Occupational Therapist, Staff from Child and Adolescent Mental Health Service (CAMHS) etc. Families will be informed of these visits.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility plan, which can be found on our website.
- Most areas of the school are accessible by wheelchair.
- We have two disabled parking bays available in the staff car park.
- Accessible toilet facilities are available both by the main reception and on the second floor.
- We have a lift in the main reception area up to the second floor.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

The approach to teaching children and young people with SEND

High quality teaching, differentiated for individual students is the first step in responding to students who may, or may not, have SEND. In agreement with 'The Code', all staff agree that additional intervention and support cannot compensate for a lack of good quality first teaching. The quality of Teaching and Learning of all students is supported through the lesson observation cycle; learning walks; book scrutinies and the work shadowing and tracking of individual students. All staff will have one to one pupil progress meetings that address the impact of teaching and provision as well as identifying staff need and areas for development. Full school procedures will take into account the teaching and learning of all vulnerable students, including those with SEND, and have a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

At Baildon we make sure:

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that a lesson has different levels of work set for the class; however, on occasions, this might be individually differentiated.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon etc.
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- The governor responsible for SEND also meets regularly with the SENDCo. These visits are reported to the governors to keep them all informed with school and/or LA (Local Authority) information.
- The governors agree priorities for spending within the SEND budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the Baildon Support Plans is narrowing between them and their peers.
- By reviewing children's targets in their Baildon Support Plans and ensuring that they are being met.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.

WHAT PROVISION MAY BE PROVIDED?

We follow a 'Whole School Approach to Teaching and Learning', where we prioritise:

- High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.

- An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.

Children are identified for additional provision as part of the school's monitoring and tracking processes. Children may have access to additional interventions or support which include:

Communication and Interaction:

Speech and Language referrals, assessments, monitoring and reviews

1:1/Small group SALT intervention.

Visual Support

Elklan strategies

Cognition and Learning:

Dyslexia screening tests

Irlens screener

Referrals to Cognition and Learning Support Service

Referrals to Educational Psychologist

Focus group intervention in all areas of Literacy and Maths

Targeted additional adult support

Precision Teaching

Visual Aids

Additional thinking time

Individual work stations

Readers

Scribes

KS2 Access Arrangements

Social, Emotional and Mental Health:

1:1 with the pastoral worker / TA

Small Group intervention with TA

Access to sensory space

Calm/Safe places set up within school

Lunchtime Nurture Group

Emotional Risk Assessments

Referrals to Early Help Hub

Sensory and/or Physical Needs:

Referrals and assessments carried out by the Physical and Medical Needs Advisory Service and the Vision and Hearing Support Teams.

Recommended provisions from specialist teachers which may include access to laptops, writing slopes, use of ICT, suitability for KS2 Access Arrangements.

Referrals and assessments carried out by medical professional, including Paediatricians, the JACC pathway, the Developmental Coordination Disorder Pathway and Occupational Therapist.

Sensory aids/equipment provided.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- Every child has a home/school diary where parents and school can communicate in 'informal' written form. These books are checked regularly by school staff.
- Frequent family learning activities are held for all parents, such as EYFS reading and maths meetings, year group expectation meetings etc.
- Your child may have an Individual Baidon Support Plan that will have individual/group targets. This is discussed with you on at least a term basis. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's Baidon Support Plans is reviewed, comments are made against each target to show what progress the child has made.
- If your child has complex SEND, they may have an EHCP. In such instances, a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school, we track and analyse the progress in learning against age related expectations on a termly basis.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's' progress from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details.
- Pupil Progress Meetings are held each term between each class teacher and a member of the Senior Leadership team. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST and various standardised assessments, such as Single Word Reading/Spelling.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEND, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body (see section 6).

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then, alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- The school offers a variety of clubs during lunchtimes and after school. These are as inclusive as possible and additional staff are provided where necessary.
- However, each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE

SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting.
- We can create 'social stories' with/for the children if transition is likely to prove challenging.
- For children starting in Reception, the Headteacher holds a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other.
- Teachers will visit settings where it is felt that there is a need.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Within the school, we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Social, Emotional and Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: EYFS specialist teachers, social workers; educational psychologists and specialist advisory teachers.

Families are encouraged to use the 'Parent Partnership Services' for impartial support and advice or to bring an appropriate relative or friend to meetings if they wish to do so.

<http://www.barnardos.org.uk/bradford-SENDiass/information-advice-and-support.htm>

Please see link to Bradford's Local Offer.

www.localoffer.bradford.gov.uk

Other useful links include:

SEND code of Practice: 0 to 25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Parents Forum for Bradford and Airedale

<https://pfba.org.uk/>

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- The specific training held by support staff includes: ELKLAN, Dyslexia and Autism training, Irlens, Wave 3 interventions and multi-sensory, precision teaching, numicon, Alphabet Arc, Lego therapy, FAS, SEMH and attachment.
- We have a lead for SEMH needs in school and staff that provide pastoral support and interventions where needed.
- The school also operates an internal training programme for support staff, facilitated by the SENDco. Whole group sessions or bespoke support based upon the needs of both children and staff, are offered.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy and the local offer. These can be found on the policy page of the school website
- Further information is available from the SENDCo (Samantha Smith), Headteacher or, in exceptional circumstances, the SEND Governor.
- The school has a complaints policy, which is available on the policy page of the school website.

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact the office for further information about the school and to arrange a meeting with the head teacher, in the first instance.

Tel: 01274598540 office@baildonce.co.uk

Or visit -

<https://baildonce.co.uk/our-school/send/>

To see Bradford Education's Local Offer please visit: <https://localoffer.bradford.gov.uk/>

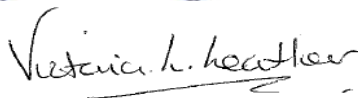
Related Policies

- Accessibility
- Admissions
- Equality
- Complaints

Headteacher:



Governor Approval:



Date:

January 2024