



SPECIAL EDUCATION NEEDS PROVISION

Ben Rhydding Primary School

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Table of Contents

Contents

Version control.....	3
Document history	3
Introduction to Bradford SEND Local Offer	4
Our Vision Statement.....	4
Identification of Special Needs	4
How will my child be supported?.....	5
Range 1:	5
SEND support Ranges 2 and 3:.....	5
Statement/Education, Health and Care Plan Ranges 4 to 7:	5
SEN Governor.....	6
Curriculum.....	6
Communication.....	6
Well Being	6
Specialist Help.....	6
Special Educational Needs and Disabilities Coordinator (SENDCo)	6
Head Teacher and Governing Body	7
External Agencies.....	7
Educational Psychology Team (EPT):	7
Cognition and Learning Team (C&L):	7
Autism Spectrum (AS) Team:	7
Physical and Medical Team:.....	7
Visual Impairment (VI) Team:	7
Behaviour Support Services (BSS):.....	7
Speech and Language Therapists (SALTs):	8
Occupational Therapists (OTs) and Physiotherapists:	8
School Nurse (SN):	8
Training	8
Inclusion	8
Access.....	8
Transfer	8



Resources	9
Decision Making.....	9
Involvement	9
Contacts	9
Where can I get support?	9



Version control

Date	Details	Author	Head Teacher sign off	Governor sign off
20/11/2018	New school format	Sue Copeman	Glen Hartford	Andrew Rabbit

Document history

Policy document:	Name of document
Legislation: education/ other	Statutory document for school
Lead member of staff:	Glen Hartford, Headteacher Peter Timms, Deputy Headteacher Sandy Leach, Sendco
Lead governor:	Andrew Rabbit
Governor committee:	Chair
Committee approval date:	
Review Frequency:	Every 2 years
Date of next review:	
Publication date (website/ folder):	
Purpose:	The special educational needs and disabilities (SEND) local offer brings together information that is helpful to children and young people aged 0-25 and their families.
Supporting documents:	



Introduction to Bradford SEND Local Offer

Bradford local offer is intended to provide parents and other members of our community with clear and straightforward information regarding pupils who have special educational needs.

Our Vision Statement

At Ben Rhydding Primary School everyone is valued and respected as a member of our learning community. Our Vision for our school is one of a happy, dynamic learning environment where all members of the school and its wider community have a sense of belonging and understand their responsibility to contribute to the enjoyment and success of the learning community that we all share.

“Pupils who have special educational needs and/or disabilities make good progress across the school. Teaching Assistants are successfully running several intervention groups to support pupils’ learning...These pupils are helped to feel secure and are appropriately questioned and challenged so they can achieve well.”

(OFSTED Inspection Report, March, 2017)

Identification of Special Needs

At Ben Rhydding, we follow the guidance from Bradford Metropolitan District Council’s Children’s Services for SEND. This is based on a graduated approach according to a child’s individual needs and works on the principle of the ‘Assess, Plan, Do, Review’ model of provision. We identify pupils as having special educational needs as follows:-

“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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (SEN and Disability Code of Practice: 0 to 25 years Guidance, January 2015)

There are 4 main areas of need catered for at Ben Rhydding Primary School:

- Cognition and Learning
- Communication and interaction, including speech language and communication needs (SLCN) and Autistic Spectrum Condition (ASC)
- Social, Emotional and Mental Health
- Sensory and/or Physical Development

Once we have identified a pupil with SEND we will work together with the family and any appropriate agencies to cater for their individual needs. If you have concerns about your child’s progress or needs, it is important to raise your concerns with your child’s class teacher in the first instance.



How will my child be supported?

We recognise that all pupils with special educational needs will have their own unique characteristics, strengths and difficulties and how we work in school to support your child will differ accordingly. Every class teacher in our school is a teacher of children with special educational needs. Children's needs will be identified at one of the 'ranges' below:-

Range 1:

The class teacher will be aware of your child's needs and provide for them within normal differentiation in the classroom alongside other pupils. This is called 'quality first teaching'. The class teacher will have identified strategies and activities or interventions that should help your child to progress in their area of need. But for most of the time, your child will be working towards the same objectives as the other children in the class.

SEND support Ranges 2 and 3:

Children with more significant needs that cannot be fully provided for by the class teacher alone are placed at range 2 or 3. The class teacher will have worked with the SENDCo (the school's special educational needs coordinator) to devise specific and targeted interventions, strategies and methods of support. Sometimes, relevant external advisers (eg Educational Psychologists, Speech Therapists or Bradford's Learning Difficulties Team) will be consulted, and will recommend strategies to support your child at home and in school. Children at ranges 2 and 3 will still spend most of their time working within the class, on tasks at the appropriate level, under the direction of the class teacher. Their progress will be overseen by the class teacher and monitored by the SENDCo and senior leadership team in school.

Statement/Education, Health and Care Plan Ranges 4 to 7:

Children who are identified as having significant needs beyond range 3 will be placed at one of the ranges from 4 to 7. All children from range 4 upwards will have an Education, Health and Care Plan written in consultation with parents, school, relevant outside agencies and the local authority. This will specify the needs of the child and how the various agencies (education and, where relevant, health and social care) will work together to make the best and most effective provision for the child or young person. EHCPs may or may not have additional funding provided by the local authority to enable the school to make the necessary provision for the child.

It is sometimes necessary for children with an EHCP to have additional adult support working with them for specific activities or lessons to help them to access the curriculum at their level. You should be aware of the main adults who work with your child. The aim of this type of support is to enable your child to become as independent as possible in the longer term. Often, specialist interventions are needed early on in order to maximise later independence. The balance of priorities for your child will be discussed with you at regular reviews. The SENDCo, class teacher and support staff will work together to make the best provision for the child as specified in the statement/EHCP. Their progress will be reviewed regularly and support/interventions adjusted as necessary following an evaluation of progress. Parents may have opportunities to discuss progress and needs with external specialists (such as the Educational Psychologist) if they have been involved with your child. Each school year there will also be a formal Annual Review/EHCP meeting, at which the details of the EHCP will be reviewed and amended or updated as required. Parents will be invited to attend this meeting and to



contribute a written report. The child him/herself is central to the annual review process and will be invited to contribute.

SEN Governor

The school has a SEN Governor (Mrs Judith Smith) who liaises with the SENDCo as necessary and has an overview of special needs policy and practice across the school via the full governing body meetings and through the curriculum committee of the governors. Any changes to policies or legislation pertaining to SEND are agreed by the full Governing Body.

Curriculum

At Ben Rhydding, we provide a stimulating, creative curriculum that ensures that all children are motivated, enthusiastic learners. Class teachers plan and differentiate work for all the children in their class according to their abilities, interests, aptitudes, strengths and areas for development. Our curriculum follows the National Curriculum and offers whole school opportunities to work in vertical house groups. Enrichment opportunities are planned throughout the year to provide children with quality first hand experiences to enhance their learning.

Communication

There are opportunities to attend a parental consultation with the relevant class teacher in the autumn and spring terms. A written report is produced in the summer term and a further opportunity is provided for a meeting with the class teacher following the written reports being sent out. At Ben Rhydding, we feel that the communication between home and school is essential for the progress of pupils with special educational needs and, therefore, parents of children with special needs are encouraged to have regular contact with the school staff over and above the formal parental consultations and can expect review meetings every term.

Well Being

If your child has a medical need, staff will receive appropriate training in order to manage that need. Advice will be sought from outside agencies in consultation with parents if there are specific needs around Social, Emotional and Mental Health, pastoral or medical.

Ben Rhydding has a parental involvement team that can offer support for individual pupils and parents/carers. This team can be involved with any child, whether or not they have been identified as having a specific special educational need. Class teachers or the SENDCo can seek the help of the team after consultation with parents.

Specialist Help

Within School:-

Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo, Mrs Sandy Leach, is responsible for co-ordinating the support and provision for all children with SEND in school and will liaise with any external agencies involved with children in the school.



Head Teacher and Governing Body

The Head Teacher, Mr Glen Hartford and the governing body are ultimately responsible for SEND policy and provision.

Outside School:-

External Agencies

Children can have a very wide range of special needs that can be short or long term, and can sometimes be complex to manage. We can, and do, seek advice from a range of external agencies to help identify children's additional needs and to determine appropriate support. These agencies can offer advice for both teachers and parents. The most frequently-used agencies are shown below, although there are many others. Your permission will always be sought before any outside agency is contacted.

Educational Psychology Team (EPT):

Provides assessment and advice about the whole range of special needs that can become barriers to learning.

Cognition and Learning Team (C&L):

The C&L team provide an assessment, advisory and support service for pupils with Learning Difficulties, Speech Language and Communication Needs and Specific Learning Difficulties (for example Dyslexia) in mainstream schools.

Autism Spectrum (AS) Team:

Offer advice and support for schools for pupils with a diagnosis of ASC. There is a local AS 'hub' based at All Saints Primary School in Ilkley and school staff can seek advice and support through this for pupils with communication and interaction difficulties.

Physical and Medical Team:

The team consists of specialist teachers who provide a service for children and their parents in mainstream schools and settings, including the home. They support children with a range of physical difficulties and medical conditions within the age range birth to 19 years.

Visual Impairment (VI) Team:

The VI Team provide an assessment, advisory and teaching service for babies, children and young people aged from birth to 19 years of age. The children have an identifiable ophthalmic condition and a reduced level of visual function which, even when corrected by spectacles if appropriate, may have an impact on their learning, access to the curriculum and inclusion.

Behaviour Support Services (BSS):

Can advise and help schools and families with identifying and addressing social, emotional and Mental Health needs. They have a Specialist Teaching Team who provide support for mainstream schools in meeting the needs of children with challenging behaviour.



Speech and Language Therapists (SALTs):

These professionals can identify underlying difficulties in speech, language and communication (including social communication), and provide training for school staff with appropriate activities and strategies.

Occupational Therapists (OTs) and Physiotherapists:

These health professionals work with children with physical difficulties, ensuring that their physical development is promoted alongside their academic learning and any physical difficulty they may have does not become a barrier to successful learning.

School Nurse (SN):

Provides staff training and care plans to help us support children with medical needs. They also support schools and families in identifying and addressing emotional and social needs.

Training

All members of staff have ongoing training in a range of Special Educational needs and disabilities. The school keeps a log of training attended by staff both in and out of school. The SENDCo and the leadership team are responsible for auditing the training needs of staff and ensuring that staff are up to date and well trained.

Inclusion

At Ben Rhydding, we strive to ensure that all children have access to a good quality education and that there are no barriers to any child's progress. A separate Inclusion Policy sets out the school's approach to inclusion.

Access

Our building is mainly a flat site; however, there are lifts on internal flights of stairs and alternative routes around the building that allow full access for wheelchairs. Please refer to the School's Accessibility Plan for further information.

Transfer

Children joining school in our Reception class are invited to participate in a full induction programme before the child starts in order to determine what needs to be put in place to ensure a smooth transition. A home visit by the Reception class teacher and a member of the Foundation Stage team is offered to all parents in the summer term before their child starts school. Children joining school later will be given the chance to visit and meet staff, and meetings with parents will be held to plan for their needs. Transition within school from class to class is facilitated with transition meetings between teachers, and visits by children to their new classrooms. Transition at the end of Year 6 is very well supported by Ilkley Grammar School. They have ambassador programmes and other enhanced transition arrangements to support vulnerable children. Individual arrangements are made for children who are moving to other schools in the area. Information is passed to the new schools and visits are carried out during the summer term, or earlier for some pupils. Discussions with parents about appropriate secondary school places are held early in Year 5 and parents are encouraged to visit a range of schools to assess suitability if their child has significant special needs.



Resources

Teaching assistants are allocated to classes to enable the class teacher to provide support for children with additional needs. It is the class teacher's responsibility to

manage any support staff to enable all children to make good or better progress. This may be done in consultation with the SENDCo and other senior members of staff. Additional resources may be bought by the school (e.g specialist ICT equipment) as recommended by outside agencies.

Decision Making

Relevant staff in school (e.g headteacher, SENDCo, class teachers) will make decisions regarding the curriculum and provision that a child with special educational needs will receive at school. This will, of course, be done in consultation with the parents/carers. We will follow closely any guidance given to the school from outside agencies regarding the best resources/provision/intervention needed for a child. Any child with an EHCP who is capable of doing so will be fully involved in the setting of their own targets and setting long term goals and aspirations for themselves.

Involvement

As described in section 4 above, a meeting is held during the Autumn term to review how your child has settled into their new class and to discuss targets and needs. We welcome parents being fully involved in the process of determining targets and the most effective provision. Parents will be invited to regular progress reviews for their child with special needs. An annual review meeting will take place for children with EHCPs and all parties concerned with the child's education, health and care will be involved.

Contacts

School telephone number 01943 431133 Email address: office@benrhydding.bradford.sch.uk

If you would like to discuss your child's progress, please make an appointment with the class teacher in the first instance. Sandy Leach, SENDCo email: sandy.leach@benrhydding.bradford.sch.uk

The parental involvement team can be contacted via the school office.

Local Authority: SEN Services, Margaret McMillan Towers, Princes Way, Bradford BD1 1NN, Tel: 01274 439500 Email: sen@bradford.gov.uk

Where can I get support?

You can find support groups for many SEND issues through the local offer localoffer.bradford.gov.uk.

However, there are some particularly helpful local support groups:

AWARE – Based in Addingham but covering a wide area this group offers support, advice and activities for children on the autistic spectrum. Contact Jo on 01943 466543 / jo.galasso@tesco.net
LS29 – a support group for families with children who have additional needs. www.ls29group.co.uk
01943 609861



DOWNS SYNDROME TRAINING AND SUPPORT SERVICES – based in Bingley, Bradford and offering courses, educational groups, advice and family events. Tel: 01274 561308 or email office@downsyndromebradford.co.uk

Support for families of adopted or fostered children <http://www.aireviewinfant.org.uk/parents-page/fostering-and-adoption-support-group>

Bradford Parent Partnership – SENDIASS (formerly Barnardos): Gives independent advice and support for parents and pupils with SEND in the area, especially during statutory assessments. www.barnardos.org.uk/bradfordsendiass 01274 481183