

# **Green Lane Primary School**



## **SEND Information Report 2021-22**

**Approved by LGB 08.07.21**



**Green Lane is 'The Home of Learning' where everyone can grow as collaborative learners, compassionate individuals and responsible citizens in an environment of mutual respect and excellence for all.**

### **Introduction**

Green Lane Primary is a three-form entry primary school located in Manningham, Bradford. We are a dedicated and hardworking school. Our aim is to help all our children to thrive. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate targets are set for all children with a curriculum matched to their needs. The school ensures that arrangements for providing access to learning, the curriculum, extra curricula activities and most areas of the school grounds are barrier free and do not exclude pupils (refer to School Access Plan for wheelchair access). Additional support will be provided if necessary.

We are:

- One of five schools in The Priestley Academy Trust.
- Communication Friendly. We strive to meet the diverse communication needs of all our pupils.
- Home to a 12 place School Led Resourced Provision (RP) for children with severe speech and communication difficulties (Developmental Language Disorders). This provision supports the work of Bradford Council in meeting the needs of pupils with diagnosed developmental language disorders from across the city. Skills and strategies developed to help these pupils develop functional and effective communication skills help all pupils.
- An Oracy Hub school and are working to support other Bradford schools through the Voice Bradford initiative and Birth To 19 research.
- A centre of excellence for support and integration of pupils who are New to English



- Home to a second 12 place School Led Resourced Provision (RP) for children with communication and interaction needs, including those with a diagnosis of Autism. This provision supports the work of Bradford Council in meeting the needs of pupils with Autism from across the city. Skills and strategies developed to help these pupils cope with change, manage their emotions and develop communication skills help all our pupils across school.
- A Born in Bradford (BiB) school with strong links supporting a research focus.

As a Multi Academy Trust, we are committed to working together to provide the highest quality of care for all our children. The Priestley Academy Trust SENDCos work together regularly, attending joint training sessions, working with external agencies and sharing good practice. As a Trust, we have continued to commission time from Bradford's Educational Psychology (EP) team, the use of this time has been driven by the needs of each school.

During the pandemic lock downs, and continuing into periods of COVID self-isolation, SENDCos have shared ideas for training which have been available to all teaching and support staff to work on from home. The EPs were commissioned to publish a mental health care leaflet which was widely distributed across all Trust schools, to parents and families, teachers and other adults working in school.

Through the year we have continued to work collaboratively to support newer SENDCos, to embed systems and procedures ensuring continuity of good practice across the Trust and to modify existing school based systems to match changes driven by Bradford LEA. This now includes the wider use of Edukey Provision Map through all schools, and the introduction of B Squared an electronic system to enable SENDCo and other key staff to track the progress of pupils working significantly below age related levels. We have continued to develop a shared SEND internet portal for the Trust schools, and to find new ways to work collaboratively but from a distance. As a Trust we have purchased Clicker 8 to support inclusive literacy learning for pupils with additional needs within their classrooms.

As SENDCos we are well aware of the importance of supporting our teachers and pupils with their mental health and emotional well-being. To enhance this some SENDCos have attended attachment and trauma training when offered and have/are arranging whole school staff training. This year all the Priestley Academy Trust schools have been supported to improve the mental health of identified pupils through commissioned Counsellors from Step2.

### **Who are the SEND Inclusion Team?**

Our SEND Inclusion Team consists of:

Lorraine Lee: Assistant Head with responsibility for Inclusion

Ruth Drake: Special Educational Needs Coordinator

Adele Reed-Griffiths: Lead Teacher for both Resourced Provisions

Alison Markham: Special Educational Needs and Safeguarding Administrator

Lauren Jackson: HLTA for both Resourced Provisions

Dr Nicki Symons (Greary): Governor with responsibility for SEND

Appointments can be made with any of the above members of school staff through the Office 01274 774644.

The SENDCO can be contacted at [ruth.drake@priestley.academy](mailto:ruth.drake@priestley.academy)

Admissions for all pupils, including those with SEND into mainstream places are administered through Bradford Local Authority admissions team. Admission for pupils with an EHCP and into resourced provision places is through Bradford's SEND Team. Further details of how to contact them are available on our admissions page, or from the school office. Every half term we hold a tour of the school, when parents considering the need for placement in a Resourced Provision can view our school. Details of the next tour are available from the school office (01274 774644)

At Green Lane we have teachers and support who are:

- trained to teach and use ELKLAN strategies (Speech language and communication needs);
- trained to lead early communication groups e.g. All Aboard
- trained to use specialist speech therapy strategies including Adult-child interaction, colour coding, shape coding and vocabulary development strategies
- trained in specialist ways of working with pupils with severe communication needs including Intensive Interaction and SCERTS;
- able to identify and give advice on Specific Learning difficulties
- able to de-escalate complex behaviour episodes and safely manage pupils who are anxious (Positive Behaviour Training)
- able to offer 'drawing and talking' as a way to process traumatic incidents
- able to lead Lego therapy groups to develop speaking, listening and social skills
- able to use Precision Teach strategies to over learn basic skills in multi-sensory ways
- trained in Forest schools and able to lead learning in outdoor environments

- trained to enable children to challenge themselves to climb our in-house climbing wall

We are extending the ways we can support children and families with their mental health. From September 2020 we have employed a Step Two counsellor to work with referred pupils over 6 week sessions. From Easter 2021 we have started work with Halima, an Education Mental Health Practitioner with Bradford District Care Trust's Mental Health Support Team. Through collaborative work on the 'Trailblazer' Project, we are developing whole school approaches, linking with all staff, pupils and families, to address social, emotional and mental health issues as soon as possible.



**Bradford and District 'Local Offer'** for families and pupils with SEND can be found at <https://localoffer.bradford.gov.uk/> This is where all information for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND) and their families can be found.

We play our part within Bradford's offer. This is our Offer to the pupils and families at Green Lane. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. This is subject to change depending on staff skills, budgetary constraints and policy review.

### **What is the rational on SEND at Green Lane?**

**'Our vision for children with SEND is the same as for all children and young people, that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.'**

SEND Code of Practice Department for Education 2014

We are committed to providing an appropriate and high-quality education for all children. We believe that all children, including those identified as having Special Educational Needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and which includes them in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Green Lane Primary School is committed to inclusion; responding to learners in ways which take account of their varied life experiences, learning styles and

individual needs. We provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Staff are trained and experienced in meeting the needs of learners who have difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction, including Autism
- Social, Emotional and Mental Health
- Sensory and / or Physical

Our current SEND register includes children who have needs in each area.

This year we have supported pupils with: hearing aids- including bone conductors, cochlear implants and with radio mics; catheters and callipers; and augmented communication devices.

<b>SEND Register April 2021</b>	<b>Mainstream</b>	<b>RP DLD</b>	<b>RP C&amp;I, AS</b>	<b>Total</b>
SEN support	106			
Total without EHCP	106			
Pupils with an EHCP	14	7	10	31
Pupils with an EHCP pending	1			

During 2020-2021 we have supported the transition of 1 Green Lane mainstream pupil to Swain House Resourced Provision, transitioned two Green Lane mainstream pupils into our school led resourced provisions and welcomed two in-year transitions of pupils into our resourced provision.

2021 July- September Transitions included 3 Year 6 RP DLD pupils to Year 7 Secondary school RP and 3 Year 6 Mainstream EHCP to Year 7 Mainstream academies.

Pupils awaiting transition to Green Lane September 2021 include 3 to RPs Year 1, Year 2 and Reception and one new assessment from our Nursery to RP.

### **How have we improved what is available to offer to pupils with SEND in the last 12 months?**

In the last 12 months we have

- Increased our range of gross motor equipment available for use by groups across school, through a donation from The Ark charity
- Increased our range and number of bikes available for use across school, from Nursery, and held Bikeability courses for pupils in Years 5 and 6
- Teaching and learning partners have accessed video webinars run by Speech Therapists during periods of lock-down or self-isolation. These have enhanced their skills ready for a return to wider school opening.
- Teachers and Teaching and learning partners have been encouraged to follow their own lines of research or training. Several staff have followed courses accredited by The Skills Network to learn more about areas of



interest e.g. Specific Learning difficulties; Working with challenging behaviours and an Introduction to Autism

- Specific staff have received direct training, virtually or face-to-face to meet the needs of their pupils e.g. Speech Therapists training RP staff to use Intensive Interaction or clinic based therapists developing vocabulary learning skills.
- All Aboard training for Nursery staff to extend the development of early communication skills within Nursery/ Reception



- Some staff have been involved with training to write and use Social Stories as part of a University of York research project
- Increased 1-1 and group work for referred pupils with emotional and mental health concerns
- Continued to support the education of pupils at home during lock-down with access to a differentiated diet of online activities, or sensory and motor skill activity

packs as appropriate

- Supported the continued education of pupils needing/ able to attend school during lock down and wider school opening through planned sensory, physical and creative activities appropriate to their stage of development and personal needs.
- Supported the continuation of skill development through the summer holidays with the provision of activity packs and appropriate equipment sourced through government Catch-up funds



### **How are children with Special Educational Needs identified?**

“Pupils are identified as having SEN when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority.”  
(SEND Code of Practice Department for Education 2014)

The school’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at a satisfactory rate, and who may have additional needs. This includes:

- Baseline assessment results, using Bradford SCIL Teams new baseline assessments (2021)
- Early Years progress observed and measured in Development Journal and plotted on Progress for Children in the EYFS Grid (September 2019)

- Progress measured against the P level descriptors (B Squared 2014) and plotted on Progress for School Age Children Grid (September 2019)
- Bench mark assessments of reading
- Standardised screening and assessment tools: Sandwell Maths, NARA, Salford Reading Test, Single word spelling test, BPVS, Early reading observation
- Observations of behavioural, emotional and social development: Boxhall Profile
- Evidence from an existing Education Health and Care Plan.
- Assessments by a specialist service, such as educational psychology, specialist teachers, speech and language therapists and other medical professionals identifying additional needs
- Another school or LA which has identified or has provided for additional needs.

### **How can parents/ carers raise a concern or complaint?**

Parents are always welcome to ask for an appointment to discuss any concerns about their child with the class teacher, Assistant Head Teacher for their year group (AHT) and/or a member of the Inclusion Team. At Green Lane our open door policy encourages partnership with parents/ carers.

Any concern should initially be raised with the class teacher or Assistant Head for their year group. If required a joint meeting with SENDCo will be arranged.

For further steps refer to the school Complaint Policy.

### **The Graduated Approach to SEND at Green Lane**

At Green Lane teachers monitor pupils progress through a graduated approach, stepping up or back support as required. Parents and Carers are invited to regular meetings with teachers where decisions can be made collaboratively, pupils are involved too where appropriate, and their views are always taken into account.

When a child is identified with a special educational need, the child will be placed on the schools' SEND Register with parental permission. We follow the Bradford Council's 'Matrix of need' for assessing children with special needs which identifies curriculum teaching and learning strategies appropriate for the area of need and the level of support required. The Class Teacher will then create an Individual learning plan for the child which contains personalised targets according to their area of need.

The Learning plan will be monitored by the class teacher weekly and by the SENDCo termly, through the year. Pupil meetings are held each half term with the year groups Assistant Head to discuss the progress of all the children in the class. If required the SENDCo may use specialist assessment tools during this time to further understand the needs of the child.



If concerns are still raised consideration to increase the level of support will be made. With parental consent referrals may also be made to external agencies for specialist advice.

For pupils with higher levels of need these meetings may include the SENDCo, and for pupils with an Education Health and Care plan there will always be a formal annual review where the effectiveness of the provision provided for the pupil is judged and reported on.



This graduated process is shown in the following chart:

### Below age related expectations

- May only require differentiation of the plans for the whole class: modified learning objectives, teaching styles and access strategies.
- Differentiation will be recorded in the daily planning by the class teacher. Q1 Best Endeavours spread sheet will be used to inform a step-up to SEND Support.  
<https://bso.bradford.gov.uk/content/send-documentation>
- Monitoring of progress will be carried out by the class teacher and used to inform future differentiation: assess, plan, do, review cycle.

### SEND Support

- If child's progress is still cause for concern, over one year behind, class teachers will seek advice from the Inclusion Manager, PPLs or SENDCo
- Bradford Matrix of Need (2019) and Q1 Best Endeavours spread sheet will be used to inform a step-up to SEND Support.  
<https://bso.bradford.gov.uk/content/send-documentation>
- Individual learning plan detailing the support accessed by the child, written and reviewed at least termly by Teachers, PPL and parents
- Monitoring will be carried out on a half-termly basis and adjustments made to the provision for the child using a graduated response

### SEND Support Plus

- If child continues to work at levels substantially below peers - over 2 years behind National expectations
- Bradford Matrix of Need (2019) will continue to be used.  
<https://bso.bradford.gov.uk/content/send-documentation>
- Advice is sought from appropriate specialist services for strategies, specialised assessment or direct work
- Individual learning plan detailing the support accessed by the child, written and reviewed at least termly by SENDCo, Teachers and parents
- Additional intervention alongside differentiated classroom support

### Education Health and Care Plan

- Applied for if child has been supported at SEND Support Plus for at least two terms and less than expected progress has been made; or arrives at Green Lane School with significant Special Educational Need or Disability, or a medical condition requiring significant school based support.
- Provision map written using targets from the Education Health and Care Plan when published
- Reviews held termly and as Statutory Annual review cycle
- Provision may consist of personalised intervention, individual programmes of work and enhanced learning opportunities

## Intervention

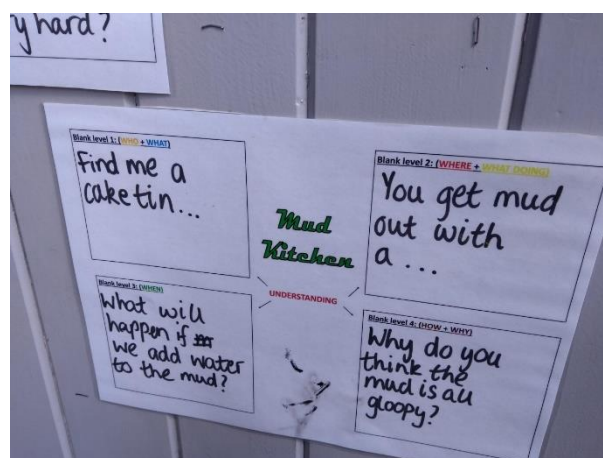
### How do we support children with accessing the curriculum?



- Class teachers (with support from AHTs) know the profile of their class and individual needs; learning activities are planned to match children's learning needs to help children know more, understand more and remember more.

- The environment is communication friendly, stimulating, yet calm, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.

- Children supported at SEND Plus will receive individual and /or group support within and/or outside the classroom dependent upon the individual needs of the child.
- Children supported through an Education, Health and Care Plan, will have support available from an additional adult/s directed by the Class Teacher and Inclusion Team.



- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.

- All staff know and understand the needs of all pupils.



- Additional provision will be made to ensure that children with SEND will get the most out of all educational visits. Children with SEND may sometimes benefit from extra out of school activities in addition to class visits.

- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.







- School will work closely with parents providing them with support, resources and activities to work with children at home.
- See current Accessibility Plan on school Web site

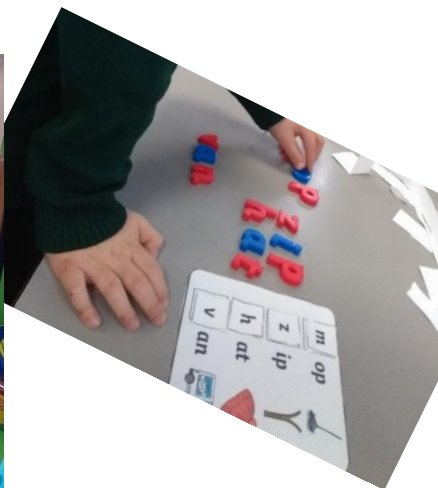
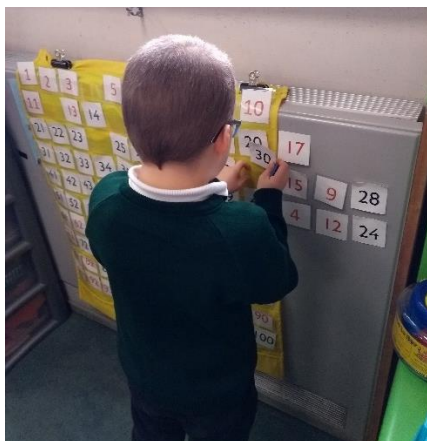
### **How do we support children with English and Mathematics?**

Strategies and interventions are in place to support English and Mathematics. Teachers and Teaching and Learning partners make sure the classroom environment is language rich and have well-organised wall displays to support learning in all areas of the curriculum. Concrete resources are readily available for all children to use.

For children with specific learning needs activities may include:

- Reinforcement and pre-teaching in small groups.
- Specific programmes for literacy (such as Active Literacy, SAIL).
  - Specific interventions for reading (such as Reading 2 x 20, Better Reading).
  - Specific programmes for numeracy (such as Plus One, Power of 2, Closing the Gap or Firm Foundations: Numicon).



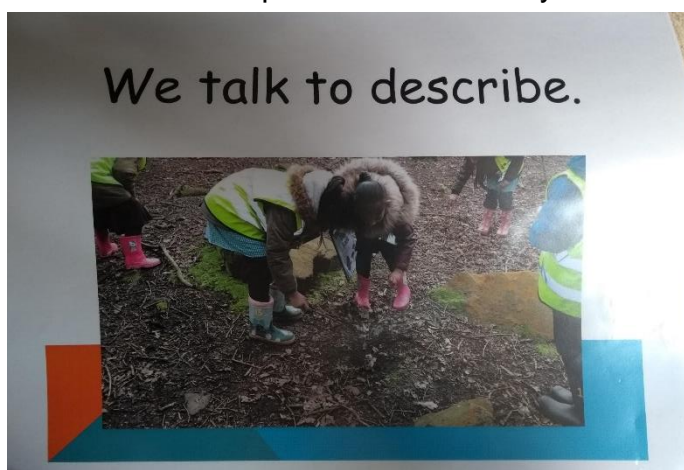


- Assessment tools (such as Cognition and Learning Team Baseline, BPVS, NEALE Analysis, Sandwell Maths assessment and Marie Clay Analysis of Pre Reading Abilities.)

### **How do we support speech and language development?**

We have a 12 place school led resourced provision (RP) which supports pupils from across the Local Authority who have an Education, Health and Care plan and meet the criteria for our provision, including a diagnosed developmental language disorder. The RP is managed by a specialist teacher who works closely with teaching and Learning partners as well as Speech and Language Therapists who work in the RP for 3 days a week. The RP staff form part of a team who work collaboratively with class teachers, outside agencies and families.

Each child is formally assessed by a Speech and Language Therapist on entry to the RP. Informal baseline classroom assessments also help staff to establish a clear starting point for the children. The children continue to have ongoing assessments in order to show progress and evaluate the effectiveness of different interventions and strategies. These pupils are reviewed and assessed as part of their statutory annual review cycle. All RP pupils are integrated within their classroom for the majority of their school day. Withdrawal for specialist intervention or planned activities is timetabled as required.





We are a Communication Friendly School. Teachers make sure their classes have high quality language support and activities such as Talk for Writing and Language for Learning. The use of Makaton is developing throughout the school.

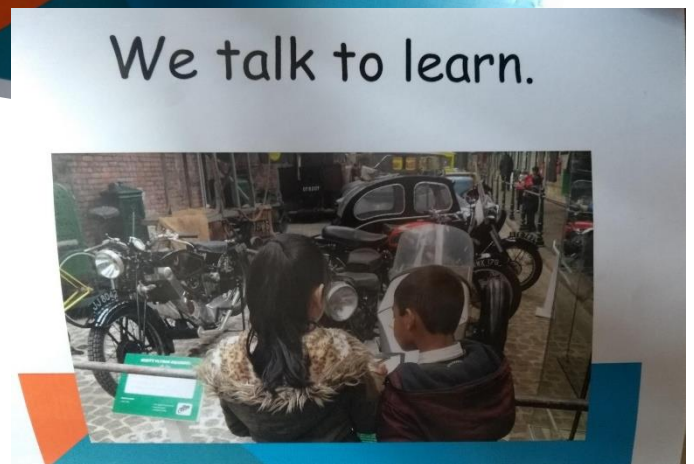
Communication friendly strategies and interventions such as Chatterbox, Lego Therapy, Language Steps and social communication programmes such as Time to Talk are used when required. We also liaise regularly with speech and language experts in school and external agencies.

We continue to work with organisations, such as Voice 21 and Language 4 Learning, in order to support other schools in the development of oracy in their settings. We have learned new strategies to develop the depth of talk for all of our pupils and regularly share these skills with colleagues from local and District schools.

Children are referred to the Speech and Language Therapy service in consultation with parents. Support is given across school to work on targets set by therapists. If required we welcome therapists into school to observe pupils, or endeavour to attend workshops provided by the service to learn strategies to support individual pupils.

Children with social communication difficulties, and in the early stages of

communication are helped through Intensive Interaction activities. The SCERTS Framework (Social Communication, Emotional Regulation and Transactional Support) is used to assess children's skills of communication. Next step targets are set and the framework helps to review progress against these.





### **How do we support pupils with Social communication difficulties (including AS)**

Some pupils with a diagnosis of Autism have their needs met within their classroom, with or without an Educational Health Care Plan, under the direction of the class teacher and Inclusion team, as required.

We also have a 12 place school led resourced provision (RP) which supports pupils from across the Local Authority who have severe additional needs, an Education, Health and Care plan and meet the criteria for our provision, which could include a diagnosis of Autism.

The RP is managed by a specialist teacher and HLTA who work closely with Teaching and Learning partners and a Speech and Language Therapist when required. The RP staff form part of a team who work collaboratively with class teachers, outside agencies and families. These pupils are reviewed and assessed as part of their statutory annual review cycle. The assessment tools we can use include the Autism Progression Framework (AET), Early Years Well Being profile (Bradford Autism Team), Sensory profiles.

All RP pupils are integrated within their classroom for the majority of their school day. Withdrawal for specialist intervention or planned activities is timetabled as required.



Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities. The SCERTS Framework (Social Communication, Emotional Regulation and Transactional Support) is used to assess children's skills of communication. Next step targets are set and the framework helps to review progress against these.

For some children with social communication difficulties the SCERTS Framework (Social Communication, Emotional Regulation and Transactional Support) is used to

assess children's skills at regulating their emotion, and understanding the emotions of others. Next step targets are set and the framework helps to review progress against these. 'Social stories' or comic strip conversations may be used to help their understanding. Break-out areas have been identified and equipped across school, as required, to provide safe spaces for children to regulate their emotion before returning to their class. Key staff are trained in Positive behaviour de-escalation strategies.



### **How do we promote positive behaviour?**

The Behaviour Policy describes the high standards of behaviour and conduct expected in school. We also put a greater emphasis on learning behaviours, which encourages children to make positive, safe choices leading to good outcomes. We use 'Zones of Regulation' to help all pupils understand and alter their behaviour when needed.

Our aim is to equip children with skills to manage difficult situations and overcome barriers to learning and behaviour. We make sure a child's difficulties or challenges are known to all staff in order that they understand the possible reasons behind behaviour and how to respond. In class, a Teaching and Learning Partner may support targeted children to stay on task and focussed on learning. In the playground, staff may involve targeted children in specific activities. Some children who find good behaviour choices a challenge may need additional help such as



social skills or Lego Therapy group intervention, home - school behaviour charts or one to one support.

Where difficult situations have occurred, for example a social interaction break down on the playground, senior staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

### **How do we support children's emotional well-being?**

Emotional well-being is supported primarily through Quality First Teaching and our school values of compassion and respect. We have begun work in some year groups with Zones of Regulation, where children are taught to recognise emotion in themselves and others, and how these change for positive impact. We have also developed a 'Well Being and Mental Health Team' which is made up of a group of TLPs who have the skills to support children who face a range of difficulties, both short term and long term. This means making sure that children who find "change" difficult are well prepared for any changes or transitions. For example some children who are changing class, or School are helped to make their own transition book, which they can revisit during the summer holidays. They may take part in additional structured transitional activities supported by familiar staff.

To promote positive friendships, we may use a 'circle of friends' or 'circle time' involving the whole class. Some pupils may benefit from Social skills and Lego groups or one to one intervention from trained staff. We have run a Student Hub during some lunch times, where pupils can drop-in and discuss issues bothering them, for example difficulties with friendships or anxiety over work.

For some children with social communication difficulties the SCERTS Framework (Social Communication, Emotional Regulation and Transactional Support) is used to assess children's skills at self regulating emotion, or accepting mutual regulation. Next step targets are set and the framework helps to review progress against these. Additional transactional or sensory support may be trialled and offered if necessary.

Since September 2020 we have employed a Step two counsellor who has taken referrals from school concerns to work with in weekly sessions for 6 week blocks. From Easter 2021 we have started work with Halima, an Education Mental Health Practitioner with Bradford District Care Trust's Mental Health Support Team. Her team triage referrals from concerned staff and parents and will support individuals or groups of pupils in school, or can plan correct referral pathways to more appropriate agencies. She has also begun work to support the needs of adults and parents around school.

School may also seek advice and support from external agencies, such as Educational Psychologist, CAMHS, or school nurse team, if necessary.

### **How do we support children's physical needs?**

We look to support children's physical needs primarily through Quality First Teaching and our school values of respect and responsibility. Specific curriculum subjects such as PE including OAA will be planned according to the needs of specific children. We also provide a higher level of support when appropriate.

In Reception all pupils have followed an additional gross motor skills programme, regardless of need, which ensures early identification of specific difficulties. Older children with mobility or sensory additional needs, or for whom Physiotherapists and Occupational Therapists provide specific advice and guidance, access small groups following planned activities to meet their needs and develop their gross motor skills for target children.

Fine motor skills are developed through access to individually prepared Clever Fingers boxes or activities to strengthen muscles and improve handwriting. These are delivered in class during independent learning times, or as a small group with adult direction.

Most of the learning spaces in Green Lane are accessible to all. It has some adaptations such as ramps, lifts and accessible toilets (refer to School Access Plan).



There is an on-site wheelchair to aid accessibility for short term needs, once appropriate risk assessments have been completed.

Pupils with long term mobility difficulties have risk assessments and Personal Evacuation plans completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school.

### **How do we support children's medical needs?**

Members of the school nurse team visit school regularly to give advice and training to staff, and to carry out planned checks and screenings with children. Individual Medical Care plans are written by Pupil Progress leaders or SENDCO for children in conjunction with parents/carers and any other appropriate key staff.



In school we have first aid rooms for use by children and adults who are hurt or unwell, or require regular medical procedures. Medicines are stored safely in the school office. There is a medicine policy which is adhered to.

We have hygiene suit facilities at strategic points across our school premises. Staff work together to ensure personal care requirements are completed whilst maintaining the child's dignity and moving forward towards independence.

Where possible pupils with asthma inhalers are responsible for these themselves. Children with Adrenaline auto-injectors (Epi Pen) or inhalers have these in class and carry them when they leave the premises. There is a team of staff who are first aid trained, and training is updated as required. Asthma and Epi pen training is given annually to all available staff.

The school has Defibrillation equipment at strategic points on site. All school staff have been trained in how to use this.

Specific staff are now trained to deliver personal physio and use of a nebuliser, and to assist with a catheter.

### **How do we support children with additional needs with extra-curricular activities?**

Some children at Green Lane may need additional support during break and lunch times. Peers or Buddies may be used, or an adult will be delegated to ensure the safety and social inclusion of pupils if necessary.

At Green Lane we have taken pride in the variety of experiences we can offer our pupils and families. These have previously included a half day forest school and half day spent on the Leeds Liverpool canal in the school Barge; climbing wall activities, a day out at Yorkshire Wild Life Park during the summer holidays, residential visits to London, and on the tall ship 'Maybe' sailing around the coast of Scotland (Year 6), and to Ingleborough Hall (Year 5). Arrangements are always made to include pupils with SEND where they and their families wish it. This year activities have been more limited, but all pupils have had opportunity to access learning outside the school environment, whether on half day visits to St Ives park; day visits to Hesketh Farm, Saltaire and Scarborough or more locally experiencing Lister Park.



## **How do we support pupils when moving between phases of education and preparing for adulthood?**

*Please be aware that these activities were changed during 2020 transitions due to COVID-19 pandemic conditions. It is our firm intention to re-establish face to face transitions when possible.*

At Green Lane, we do our utmost to ensure that a pupil's transfer is as smooth as possible, at whatever age this occurs. This always involves the parent's wishes and is at the pace of the child. During the summer term all pupils take part in Transition activities where they get the opportunity to spend time with their new class teacher and in their new classrooms. When necessary, pupils with SEND have an extended transition with additional visits from the new class teacher and additional time spent in the new classroom. A photo booklet will be sent home with younger pupils, and those with high SEND needs, to talk about through the holidays.

When transition is between schools the SENDCO, Lead Teacher and class teachers share information and exchange records with the previous or receiving school prior to moving. If this is out of authority this is sometimes through phone conversation. Where transition is of pupils with high SEND Needs we will write a Transition plan with school and parents including visits from our class teacher to the sending school, and a series of introduction visits to us. We have good working relationships with our local Special schools, and their Inclusion teams, and have been commended for our endeavours to exchange comprehensive information.

During Year 5 and 6 we support all parents in making choices for Secondary school. For pupils with SEND this often includes attending tours of schools and specialist provision with parents. When transferring to secondary school, the SENDCO will liaise with the SENDCO from the secondary school to pass on information regarding individual children. If possible the secondary SENDCO will attend a Year 6 EHCP review to meet the pupil and parents. We support pupils to attend additional visits to the secondary school where these are arranged.

We have good working relationships with our local Secondary schools, and their Inclusion teams, and have been commended on our support for their transition programmes. During Autumn 2 an Assistant Head or member of the Well being team will visit local schools, especially those where vulnerable pupils have transitioned to. We always look forward to hearing how are pupils are faring in Year 7 and beyond. In the last 12 months we have successfully transitioned:

- three pupils with EHCPs to mainstream secondary schools;
- three pupils with EHCPs to two mainstream secondary resourced provisions
- one pupil with EHCP from mainstream to a specialist primary resourced provision for pupils with hearing difficulties
- received two pupils in-year, into our resourced provisions.

## **How do we work in partnership with parents and carers?**

*Please be aware that some of these activities were curtailed during COVID-19 pandemic conditions and have yet to be safely re started in school. It is our firm intention to continue when possible, or to adapt to new virtual ways of partnership.*

At Green Lane our open-door policy encourages partnership with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times of day and of the year which enable parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. We seek to help families access the best advice and support for their children.

The school hosts regular coffee mornings for all parents/ Carers. These are a good way for parents to feel less isolated and share their concerns with other families. They are attended by members of the senior leadership Team. Specific SEND coffee mornings are also organised to share information specific to these families. These are also opportunities for parents and carers to tell us what is or is not working from their perspective, or make new suggestions.

## **How do we work in partnership with other agencies?**

Within school we have an extensive knowledge of services to support children and families in the local community. We liaise closely with external services including, but not restricted to:



- SEND Bradford Teams: Social Communication Interaction and Learning Team; and Low Incidence Teams : Visual and Hearing Impairment,



- High Park School Learn and Play, Outreach work for parents and Early Years children
- Educational Psychology Service (including commissioned additional hours)



## MENTAL HEALTH SUPPORT TEAM

- Health Professionals: School Nurse, Occupational therapy, Physiotherapy, Paediatric Continence Team, Paediatricians and Hospital Consultants, Speech and Language Therapy Service (SALT), Audiology services, Child and Adolescent Mental Health Services (CAMHS)



- Medical Needs and Hospital Education Service
- Social Care, Early Help agencies
- Family and Children's Centres.



- Parent Support Agencies including: BRADNET, SENDIASS (formerly Barnardo's)

- Other charitable Agencies e.g. Downs Syndrome (Pamela Sumter) Support Centre, Bingley
- Born in Bradford



## **JOINT STATEMENT OF SCHOOL, LGB AND LOCAL AUTHORITY RESPECTIVE RESPONSIBILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY**

### **• Introduction:**

This Statement sets out in summary form, the respective responsibilities of schools, Local governing board and the LA in order to ensure that the additional needs of pupils identified as having special educational needs (SEN) and/or a disability are met; in a timely and effective way, with minimum bureaucracy.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of each and every-one of their children. They want to be listened to and treated with respect. Where children have additional needs and advice from outside agencies is required, parents want to be fully involved and also be confident that schools are able to respond to that need as quickly as possible. The LA is required to publish the arrangements for SEN. Parents and carers of children and young people will therefore be informed that all schools receive funding within the notional and delegated budget to enable them to make provision for children with SEN and that, schools have the autonomy to make arrangements from within their existing staffing or to seek external advice and support.

Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties under the Education Act 1996:

### **Schools and LGB must ensure:**

- That to the best of their endeavours, the necessary provision is made for any pupil who has SEN.
- That where the head teacher or a nominated governor has been informed by a LA that a pupil has SEN, those needs are made known to all who are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- That they report to parents on the implementation of the school's policy for pupils with SEN.
- That they, have due regard to the statutory guidance within the current SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- The school must ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The current SEN Code of Practice explains there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code of Practice describes this as a graduated approach to addressing children's SEN. The Code suggests that where a child does not make

sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.

If little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement. However, the Code is clear that the involvement of external specialists can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEN continues to make little progress despite the support provided through the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN, either as set out in Chapter 7 of the SEN Code of Practice or through a request for an education, health and care plan (Sept 2014).

- **Respective Responsibilities of the LA, School and Local Governing Board**

The policy of the LA and partners is to encourage all schools to provide for children with special educational needs within their own locality area in accordance with the Education Act 1996.

It should be remembered that additional resources for children/young people with SEN are provided to supplement schools' own resources and are not instead of them. It is not expected that resources will usually be delivered on a 1:1 basis with an individual child but rather there will be effective and flexible deployment of resources. Decisions on how best to support children/young people will always take into account the context within which the child is educated.

### **Funding for Pupils without a Statement of SEN or Education Health Care Plan (EHCP) September 2014**

Schools should make clear to LGB and parents the sum of money within the school's budget that has been generated through the school budget formula for SEN.

#### **Schools must:**

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENDCO
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive arrangements for pupils present and future with a disability

**The Local Governing Board must:**

- Appoint an SEN Governor to have oversight of the arrangements for SEN
- Know how many pupils in the school have SEN
- Know how much money the school gets for SEN and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEN and/or disabilities
- Review and approve the SEN policy and any other relevant policies e.g.
- Monitor the expenditure on SEN
- Monitor the progress of SEN and ensure that the provisions specified in statements of SEN are made
- Ensure that SEN provision is integrated into the school improvement plan
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN

**The LA must:**

- Ensure a sufficiency of provision for pupils with SEN and review it annually
- Make arrangements for the Statutory Assessment of Pupils and maintain and review Statements of SEN and EHC Plans
- Publish information on SEN funding and provision
- Monitor the progress of children with SEN
- Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service

**Right of redress:**

Parents have the following rights of redress, should the school, LGB or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of LGB or LA) for disability discrimination to the SEN and Disability Tribunal
- A complaint to the LA Ombudsman (Schools and LAs)