



# SEND Local Offer

2023-2024

Draft until approved by Governors Autumn Term



## Introduction

Green Lane Primary is a three-form entry (two-form from Sept '24) primary school located in Manningham, Bradford. We are a dedicated and hardworking school who prides itself for its commitment to high quality education for all our children. Our aim is to help all our children to thrive and we ensure all pupils in school receive quality first teaching. A range of teaching and learning styles are used and appropriate targets are set for all children with a curriculum matched to their needs. The school ensures that arrangements ensure all children can access the curriculum, extra curricula activities; 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 where necessary.

## We are:

- One of six schools in The Priestley Academy Trust.
- Home to two discrete 12 place School Led Resourced Provisions (RP) for children with communication and interaction needs; one for children with severe speech and communication difficulties, Developmental Language Disorders; and one for children with, or on a pathway towards a diagnosis of Autism. These provisions support the work of Bradford Council in meeting the needs of pupils with severe needs from across the city. Skills and strategies are developed to help these pupils cope with change, manage their emotions and develop communication skills which help all our pupils across school.
- An Oracy school, and one that uses embedded Communication Friendly strategies across school.
- A BSiP (Bradford Schools in Partnership) school with strong links supporting a research led approach to quality provision for all.



The Priestley Academy Trust SENCOs have continued to work together regularly to share information, provide collaborative solutions to support individual needs in our schools, extend and embed the inclusion of SEND pupils in whole school systems, eg. assessment and data recording and training. This year we have enhanced the visual support of learning and communication across all schools by adding Widgit to our IT resources and enabling support staff and teachers access to training for this and Clicker8.



Early in the year, the PAT Central Team arranged for the ASD Reality Experience simulator to be parked on school grounds and over 100 Leaders, teachers and support staff from all the schools accessed a session to experience something of what it is like to have sensory

processing difficulties, often associated with Autism. This year the PAT Central Team also arranged training for senior leaders and SENCOs with a consultant SEND Law specialist. This continued with support to look at SEND finance across all schools, and has resulted in some schools examining, challenging and claiming into funding shortfalls. SENCOs have also benefited from continued access to SEND Legal advice throughout the year.

We have continued to work closely with the Educational Psychology Team, through sessions commissioned and directed in each school. We have used the Bradford's SCIL Team new offer to schools to address different needs, according to our own school's priorities. We have also met with the Team leader twice to receive up to date information about their offer to schools, and to feedback our views on the changes provided by this service.

SENCOs across the trust have attended CAER research training, and the Schools' Forum with Health professionals, adding to discussions pertinent to our settings. Two SENCOs presented a description of the SEND Needs in a Primary school to a 'Disability awareness, Shared Bi-monthly' event in January 23. This was well received with follow up questions and information shared after the event. Some schools have continued to support Bradford's Neuro Diversity research project to trial a screening tool with Year 1 parents and pupils.

This year all schools were involved in Inclusion training with different schools focusing on different areas of need. Good practice was then shared across the Trust to ensure all schools were making steps of progress in all 4 areas of need.

## Who are the SEND Inclusion Team?

From September 2023 our SEND Inclusion Team consists of:

Lorraine Lee: Assistant Head with responsibility for Inclusion

Ruth Drake: Special Educational Needs Coordinator

Lead Teacher for Resourced Provisions: currently vacant

Governor with responsibility for SEND: Tammy Gore

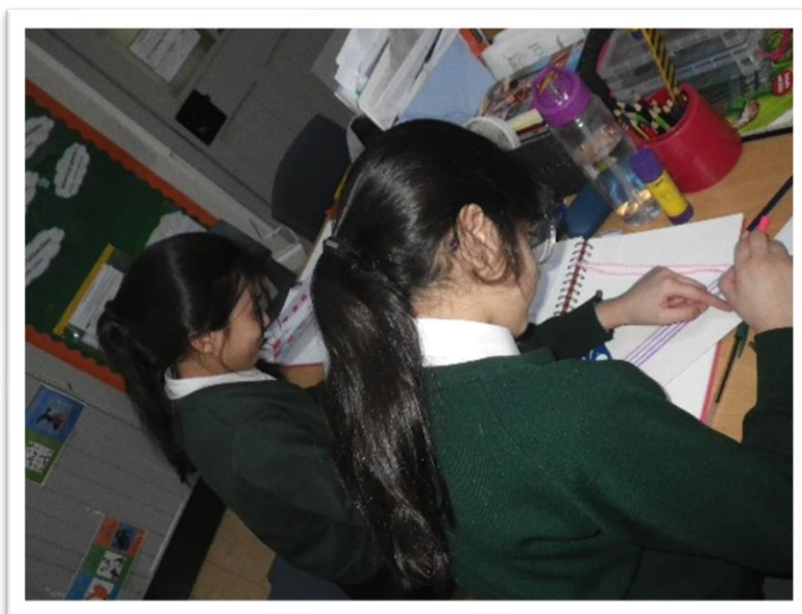
Appointments can be made with any of the above members of school staff through the Office 01274 774644.

The SENCO 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:**

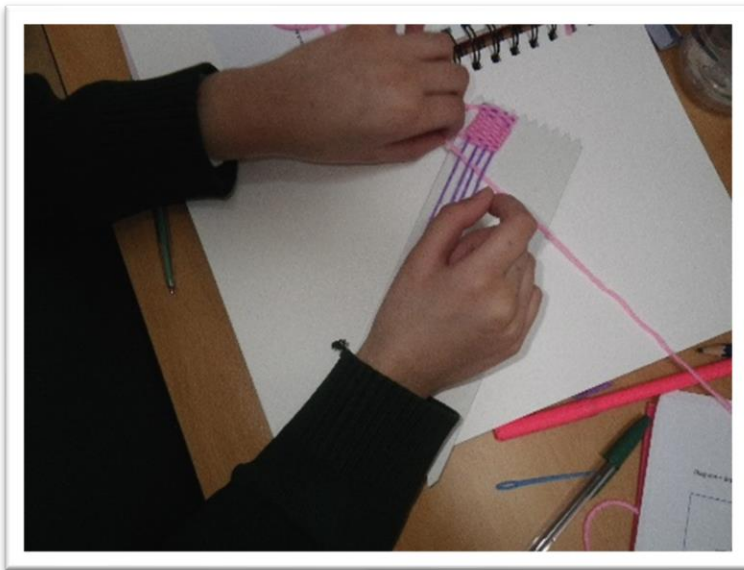
- trained to teach and use ELKLAN strategies (Speech language and communication needs);
- trained to lead early communication groups eg All Aboard
- trained to use specialist speech therapy strategies including Adult-child interaction, colour coding, shape coding and vocabulary development strategies
- trained in specialist ways of working with pupils with severe communication needs including Intensive Interaction and SCERTS
- Trained to work with pupils with Autism including having experienced something of what sensory processing difficulties could feel like
- able to de-escalate complex behaviour episodes and safely manage pupils who are anxious (Positive Behaviour Training)
- trained to deliver a structured Multi-sensory Learning Program for pupils with specific learning difficulties
- able to identify and give advice on Specific Learning difficulties
- 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 to enable children to challenge themselves to climb our in-house climbing wall and access our artificial caving system
- able to offer children timed sessions in our sensory room
- trained with Level 2 Food Hygiene certificates and First Aid qualifications





## We work in cooperation with external organisations to support our children and families with their mental health.

- we continue to commission a Step Two counsellor to work with referred pupils over 6 weekly sessions.
- This year we have continued to develop work with the 'Trailblazer' Project and Kinga Fazakas, an Education Mental Health Practitioner with Bradford District Care Trust's Mental Health Support Team. She has worked with staff, parents and pupils.
- We have hosted courses for parents including 'The Incredible Years' and BEAT, Urdu a course for parents of children not yet with an Autistic diagnosis.



Through collaborative work 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, 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 Developmental language disorders and Autism
- Social, Emotional and Mental Health
- Sensory or Physical needs

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

This year we have supported pupils with: diagnoses of Downs Syndrome, Di Georges Syndrome, spina bifida, and Autism; pupils who use catheters and calipers; pupils who use augmented communication devices.

<b>SEND Register September 2022</b>	Mainstream	RP DLD	RP C&I, AS	Total
SEN support	133			
Total without EHCP	90			
Pupils with an EHCP	19	10	13	42
Pupils with an EHCP pending	1			

<b>SEND Register September 2023</b>	<b>Mainstream</b>	<b>RP DLD</b>	<b>RP C&amp;I, AS</b>	<b>Total</b>
SEN support	106			
Total without EHCP	69			
Pupils with an EHCP	18	7	14	39
Pupils with an EHCP pending	2			

During 2022-2023 we received new EHC support for 2 mainstream pupils already on role and transitioned one pupil from a specialist school into our mainstream Year 6.

July- September transitions included 4 Y6 RP pupils, DLD or with Autism, to Year 7 Secondary school RPs as appropriate and 5 Y6 mainstream pupils with EHCP to local mainstream secondary schools of parents' preferences. This year one Y6 pupil with EHCP remains without a secondary placement whilst parents and the Local Authority reconcile what is best to meet their needs.

In our September 2023 intake we shall receive 3 new pupils to take up places in our RP for communication and interaction needs, including Autism. This takes this provision up to 14 pupils (2 higher than PAN).

## **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:

- 46 leaders, teachers and support staff from Green Lane attended the Autism Experience Simulator, which was hosted on our premises. This was provided by The Priestley Academy Trust and staff from all schools found the time and training beneficial.
- The Head Teacher, SENDCo and Resourced provision lead teacher contributed to the Local Authority Area Inspection during Autumn 2022 demonstrating how we contribute to, and are supported by, the SEND Team. A group of Green Lane parents and another group of pupils also contributed to this process.
- SENDCo and members of SLT have attended a series of training sessions provided by Bradford's Cognition and Learning Team: Fundamentals of Inclusion. This has refreshed our focus on Quality First teaching strategies for all pupils and will continue to cascade to all teaching and support staff through the coming year.
- We have been supported through the year by a link Specialist Teacher from the Cognition and Learning Team. She has supported early Career teachers to develop their skills for all pupils; given specific advice regarding pupils for whom we have concerns and led training sessions for support staff. This work will continue into 23-24
- 11 more Teaching and Learning partners are now trained and use Precision Teach strategies to develop academic learning; 6 staff began coaching to deliver a programme of early phonic awareness; 2 Teaching and Learning partners received training to administer Rescue medication in the case of an epileptic seizure; 28 Teaching and Learning partners and 5 teachers attended online workshops to develop their skills with Clicker 8.
- Teaching and Learning partners working in KS2 have received training to lead Read Write Inc phonic groups further across school, or with 1-1 pupils.
- Continued to run half termly Positive Behaviour training to ensure that all teachers and support staff from Green Lane, and many from our Trust schools are trained in these skills

and strategies. Our Assistant Head for Inclusion, and staff from other Trust schools are now able to train in-house too.

- Embedded the use of Orchard House, a bespoke provision for pupils within our resourced provision for communication and interaction including Autism, into the life of the school. This includes timetabled sessions for small group early phonics, focused attention skills and social skills. The sensory room has been widely used by pupils from the resourced provision, from our nursery provisions and other pupils across school.
- Orchard House meeting room has been in demand for Annual reviews; consultations with specialists; school led training for parents and staff or hosting training from external sources.
- Continued to commission Educational Psychologist time which has been used to provide consultation sessions for teachers to discuss concerns particular to their class or groups of pupils; to support parents and school when updating or requesting new Education Health and Care assessments; to ensure pupils with significant need have the correct provision at Green Lane and will transition to the correct school for their next steps in learning
- In conjunction with the Priestley Academy Trust schools we have purchased a tool to help provide visual support for all learners- Widgeit. We continue to develop the use of other electronic tools: B Squared Connecting Steps a system to track progress of pupils working at academic targets, but significantly below their age-related expectations, and Edukey Provision map to record Individual learning plans and One page profiles.
- Specific teachers and support staff have received direct training to meet the needs of their pupils eg Speech Therapists trained RP staff to use Colour coding or Cued articulation skills; clinic based therapists trained us to develop early communication skills; Resourced provision lead teacher coached Intensive interaction skills; and SENDCo led a series of workshops for support staff to introduce the visual support tools Widgeit and Clicker8.
- We have been actively involved in Bradford's Neuro Diversity Future Pathway project. The pilot stage has involved all staff attending Autism awareness training: 19 teachers and 37 Teaching and learning partners. This project will run through 2023/24 as well.
- Orchard House is accessed frequently throughout the school holidays across the year by AWARE, supporting families of children with Autism.
- Some Teaching and learning partners have followed courses accredited by The Skills Network, or other providers, to learn more about areas of personal interest and to gain higher qualifications.
- 6 members of support staff have updated their Paediatric First Aid, CPR and work place First Aid training this year.
- Specialist opportunities are being advertised to four of our SEND support staff to further enhance our provision as well as training opportunities across the team.

## 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.**

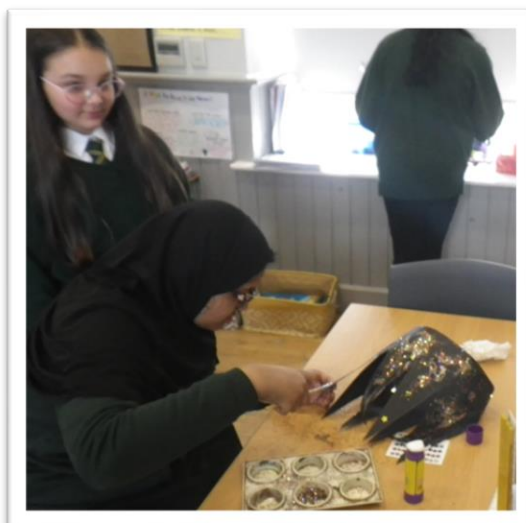
**This includes:**

- Early Years progress observed and measured in Development Journal and plotted on Progress for Children in the EYFS Grid (November 2021)
- Baseline assessment results, using Bradford SCIL Teams new baseline assessments (2021)
- Progress measured against the Progress Steps and year group level descriptors (B Squared Connected Steps 2020) and plotted on Progress for School Age Children Grid (April 2020)
- Phonics (RWInc) assessments of reading alongside NTA assessments.
- Standardised screening and assessment tools: Sandwell Maths, NARA, Salford Reading Test, Single word spelling test, BPVS, Early reading observation, TALC
- 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- children's previous assessment records.



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

Parents are always welcome to ask for an appointment to discuss any concern 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 authentic partnership with parents/ carers. Any concern should initially be raised with the class teacher or Assistant Head. 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 account of.

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 flow chart on the following page...

## 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, Assistant Head (AH) or SENDCo
- Bradford Matrix of Need v2.2 (2021) 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, AH 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 increased needs

- If child continues to work at levels substantially below peers - over 2 years behind National expectations
- Bradford Matrix of Need v2.2 (2021) 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 with high SEND Support needs 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 with increased SEND Support needs 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 is 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 skills?

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.

All KS1 pupils engage in a daily graded phonics session: Read Write Inc

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).

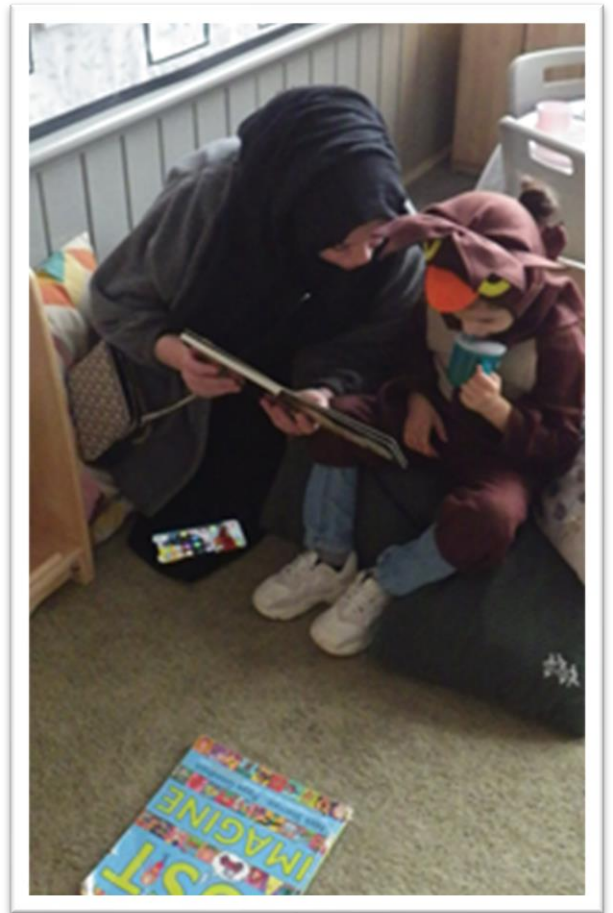
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Specific programmes for literacy (such as Active Literacy, SAIL).

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 with RP pupils once 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.



Oracy skills underpin learning activities across the curriculum, and throughout school. Teachers make sure their classes have high quality language support and daily activities such as Talk for Writing, debating skills or Language for Learning. Makaton is used when needed across 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. 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.

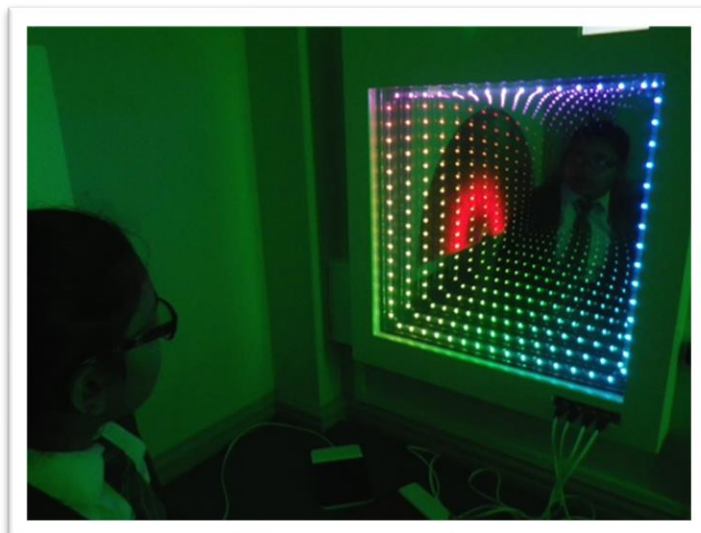
Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities. The SCERTS Framework (Social Communication, Emotional Regulation and Transactional Support) is used to assess children's skills of communication. Next step targets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



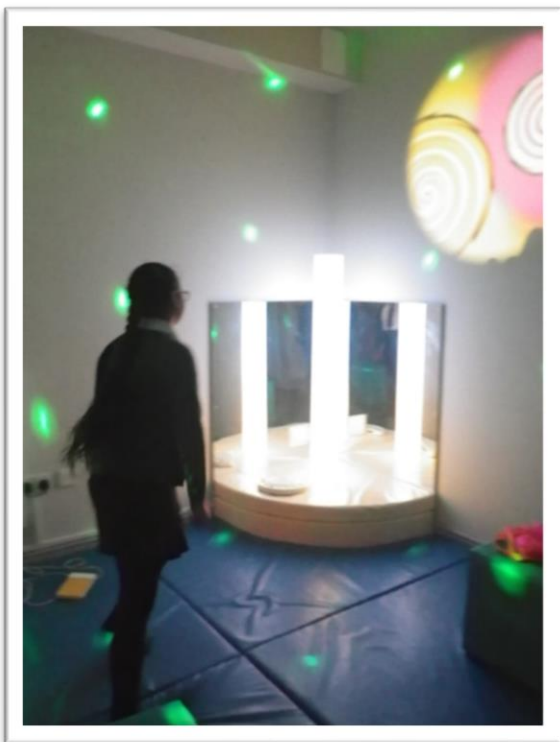
## How do we support pupils with Social communication difficulties including Autism?

We have an additional 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, which could include a diagnosis of Autism.

The RP is managed by a specialist teacher who works 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 use could 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, such as our sensory room, 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. All Green Lane teachers and support staff are now trained in Positive behaviour de-escalation strategies.

## How do we promote positive behaviour?

The Positive Relationships and 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 so 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

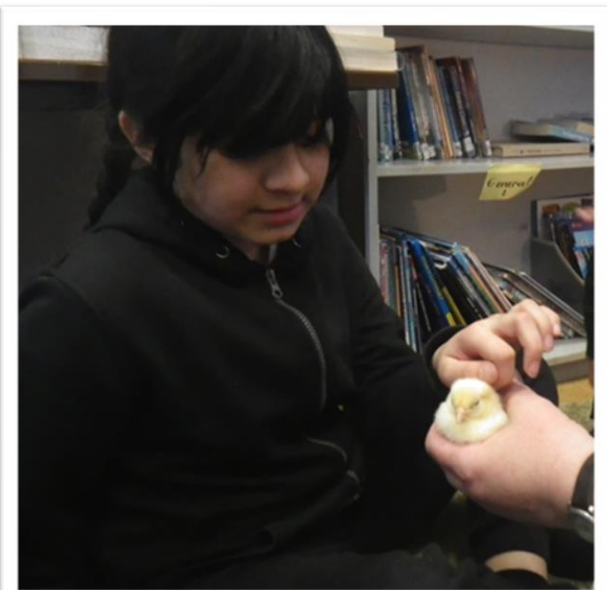
what went wrong and what actions could be taken if a similar situation happens again.

## 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 to use 'My Happy Mind' across school to enable all

pupils to develop an age-appropriate understanding of well-being and mental health. Some year groups support this with Zones of Regulation, where children are taught to recognise emotions in themselves and others, and how these change for positive impact.

We ensure 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.



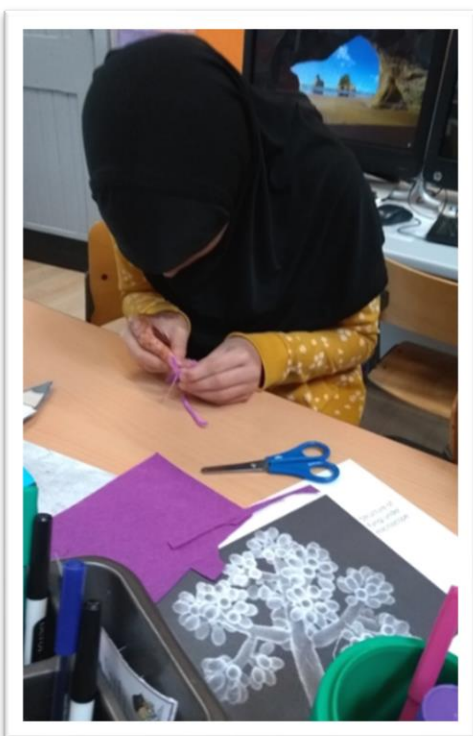


To promote positive friendships, we may use a 'Circle of Friends' or 'circle time' involving the whole class. Some pupils may benefit from social skills and Lego groups or one to one intervention from trained staff. We run a Student Hub during upper Key Stage 2 lunch times, where pupils can drop-in and discuss issues, for example difficulties with friendships or anxiety.

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.

We continue to employ a Step 2 counsellor who supports pupils identified through a referrals process (from school or parental concerns) providing a block of sessions to address their needs.

School may also seek advice, make referrals and support from external agencies, such as Educational Psychologist, CAMHS, MHST or school nurse team, when 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.

ALL children take part in weekly Active Enrichment experiences such as archery, bubble disco, climbing, gardening, pond dipping, etc. Our children in EYFS begin Bike Ability and continue to learn to ride a bike as they move through school; specialist bikes are also available for children with gross motor difficulties.

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. Sensory circuits are in place for those children who require this provision.

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 physical health or mobility difficulties have a Medical care plan risk assessment and/or Personal Evacuation plan completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school. Training from external agencies is provided when appropriate.

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

Members of the school nurse team are available, by phone as a source of advice for staff, and in school to carry out planned checks and screenings with children. Individual Medical Care plans are written by AHTs 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 suite 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. New staff are added to this team every year. Asthma and Epi pen training is given annually to all available staff.

The school has 4 Defibrillation equipment at strategic points on site. All school staff have annual training in how to use this.

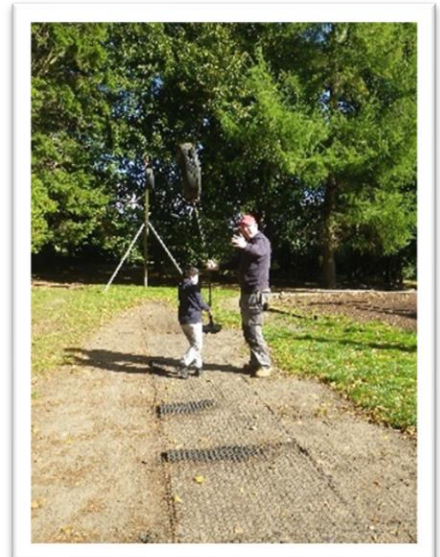
Specific staff are trained to deliver Epilepsy relief medication.



## 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 from class 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. This year these have included half or full day visits for groups to the local library and Garden centre; and class visits including to St Ives, Lister Park, Saltaire, The Royal Armouries Museum, Bradford Literacy Festival and Scarborough. We also ran very successful residential visits both in both Year 5 and Year 6. Arrangements are always made to include pupils with SEND working in partnership with families.



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

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 book 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. 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 expressing preferences for Secondary school. For pupils with SEND this often includes arranging and 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 transition 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 other member of staff may visit local schools, especially those where vulnerable pupils have transitioned to. We always look forward to hearing how our pupils are faring in Year 7 and beyond.

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

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 weekly coffee mornings for all parents/ Carers and has an active parents' group: 'Friends of Green Lane' (FOGL). These are a good way for parents to feel less isolated and share their concerns with other families. They are also 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.

Green Lane actively seeks opportunities to share opportunities for our parents to meet with other families who share their own experiences. We often use WEDUC to ensure families are signposted to support on offer in the local community.

## 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 (SCIL 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)

Bradford Teaching Hospitals **NHS**  
NHS Foundation Trust



- Health Professionals: School Nurse, Occupational therapy, Physiotherapy, Paediatric Continence Team, Paediatricians and

Hospital Consultants, Speech and Language Therapy Service, Audiology services, Child and Adolescent Mental Health Services

- Medical Needs and Hospital Education Service, Bradford
- Social Care, Early Help agencies
- Family and Children's Centres.
- Parent Support Charities and Agencies including:

SENDIASS (formerly Barnardo's)

AWARE Airedale and Wharfedale Autism Resource

Downs Syndrome (Pamela Sunter) Support Centre, Bingley



## **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)