



Sandal Primary School

SEND Information Report 2024-2025

At Sandal Primary School we are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all children, including those with special educational needs or a disability (SEND). We will encourage all pupils to achieve their full potential and ensure they have full access to all areas of school life. We will seek to identify the needs of our pupils, so that the provision is very much tailored to meet individual needs through a range of teaching strategies, in a supportive learning environment.

1.What are the kinds of SEND (Special Educational Needs and Disabilities) that provision is provided for in school?

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

SLCN		CL				SEMH	SP					
<u>Sp</u>	<u>ASD</u>	MLD	SLD	PMLD	SpLD		VI	HI	MSI	P	M	S
9	23	8	4	0	14	18	0	2	0	0	4	4

SLCN-Speech, Language and Communication Needs

Sp- Speech and Language ASD- Autism spectrum

CL- Cognition and Learning

MLD- Moderate Learning Difficulties SLD- Sever Learning Difficulties

PMLD- Profound and Multiple Learning Difficulties

SpLD- Specific Learning Difficulties, including Dyslexia, Dyscalculia, Dyspraxia

SEMH- Social, Emotional and Mental Health

SP- Sensory and Physical Disability

VI- Visual Impairment HI- Hearing Impairment MSI- Multi-Sensory Impairment

P- Physical Disability M- Medical need S- Sensory

2.What are the school's policies for the identification and assessment of children with SEND?

The following policies are all consulted and followed for the identification and assessment of children with SEND:

- Special Educational Needs and Disabilities Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy (including e-safety policy)
- Equality Policy
- Behaviour Policy, including Anti-bullying
- Teaching and Learning Policy
- Admissions Policy
- Administering Medications Policy
- Intimate Care Policy and Agreement

3. How does the school know if children need extra help and support or may be identified as SEND?

At Sandal Primary, children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Concerns raised by a parent.
- Child is performing below 'age expected' levels, pre-key stage or equivalent or significantly behind peers
- Concerns raised by the class teacher including self-esteem, performance, behaviour, attitude to learning.
- Liaison with external agencies e.g. for a physical/ Sensory issue, speech and language.
- Use of tools for standardised assessment such as: GLR (Dyslexia Screening Test), Literacy and Maths Baseline Assessment Toolkit (Bradford)
- Medical diagnosis
- Children with plans in place, including Individual Learning plans (ILP's), My Support Plans and Education, Health, Care Plans (EHCP) which already clearly identify their needs.
- If an EHCP is in place, then their placement at our school is a decision that is made by the Local Education Authority.

4.What do I do if I think my child has Special Educational Needs or I need to raise a concern?

Arrange an appointment to speak to your child's class teacher and/or the SENDCo (Christina Spurduto) to discuss your initial concerns. Following an open discussion, a course of action will be agreed. Depending on the nature of your child's needs, additional support within school might be appropriate, or alternatively you might be signposted to an outside agency. Support and guidance with regard to accessing outside agencies will be provided by the SENDCo.

5.How will school support my child?

5a. Who will oversee, plan and work with my child and how often?

If, following the agreed monitoring period, concerns are still held despite appropriate intervention and support, or progress is only being made as a result of ongoing, higher level support, your child may be identified as having SEND and placed on the school's SEND register. This will only be done in close consultation with parents/ carers.

Children on the SEND register will be overseen by the SENDCo, Christina Spurduto. Her job is to monitor the progress and provision of all identified children to ensure school are meeting their individual needs.

At Sandal Primary School:

- The SENDCo and class teacher will meet with yourself and will write an Individual Learning Plan (ILP) for your child. The ILP will identify your child's targets, how to achieve them and what support is needed both at home and at school. A copy will be sent home and shared with the child so they are fully aware of what they are working towards.
- Inclusion review meetings with the class teacher and SENDCo, offered termly (autumn, spring, summer) where progress against targets is discussed.
- Class teachers will monitor targets and your child's progress reviewed termly. via 'assess, plan, do, review meetings' with the SENDCo and parents/ carers.
- For children with more complex needs, an Education Health and Care Plan may be considered. This would be discussed in more detail with parents/carers at relevant meetings; the SENDCo would explain what this could mean for your child in terms of school provision and support to ensure your child's needs are met.
- Statutory annual review meetings will take place for those children with an EHC plan, organised by the SENDCo.
- Early or emergency review meetings will take place, when necessary for those children with an EHC plan, organised by the SENDCo.

- SENDCo and Inclusion and Well- Being Co-ordinator will attend Team Around the Child/ multi-agency meetings when appropriate.
- Parent consultations twice a year with class teacher.
- Class teachers will provide a written annual report for parents, but will be split into 2 parts at the end of the spring and summer terms.

Our local offer is on the school website which clearly states the provision that school can provide for pupils with SEND. <https://sandalprimaryschool.co.uk/>

5b. What are the arrangements to monitor the progress of children with SEND?

- The progress of all children in school is tracked closely using a range of methods, including the Foundation Stage Early Learning Goals, the National Curriculum and Pre-Key Stage standards
- Using standards on BSquared (assessment for children significantly below their year group expectations at KS1 age or older).
- For those children who are working below the Foundation Stage Early Learning Goals, the Early Years Developmental Journal is used.

These are alongside ongoing, daily monitoring of learning. Class teachers have pupil progress meetings termly with the Senior Leadership Team to ensure all learners are progressing. We have a responsive and flexible approach and adapt our teaching and provision according to the needs of the child. Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. The Headteacher and SENDCo report regularly to the Governing Body.

5c. What is the school's approach to teaching children and young people with SEND and how is the curriculum adapted to meet needs?

High quality first teaching (QFT) differentiated for groups of children or individual children, is the first priority in responding to children who may or may not have SEND. In agreement with 'The Code of Practice', all staff agree that additional intervention and support cannot compensate for a lack of good quality first teaching. All staff will have one to one pupil progress meetings that address the impact of teaching and provision as well as identifying staff need and areas for development. Full school procedures will take into account the teaching and learning of all vulnerable students, including those with SEND, and have a constant thread throughout all mainstream policies and practices as well as being an individual area of provision.

Class teachers differentiate the curriculum to ensure that all children are able to access it at their own level. Differentiation can take many forms such as:

- grouping according to attainment or mixed ability (children working at different learning levels). T
- Peer support
- additional adult or 1:1 support
- Specialist intervention programmes for a specific need which are usually delivered by trained teaching assistants, the Well Being and Inclusion Co-ordinator (Mrs Morris), Safeguarding and Attendance Officer (Abi Bradley) or our Literacy, Speech and Sensory support (Mrs Sorren).
- An outdoor nurture programme is available to support children with additional needs, which may include anxiety, building friendships and promoting co-operative skills.

Class teachers will endeavour to differentiate the curriculum whenever appropriate, but when the differentiated activity ceases to have any educational benefit, then children will work on the ILP targets instead.

As Sandal Primary, we ensure that:

- Long term plans are available to parents on the school website, alongside half termly newsletters to indicate what learning will take place in each subject for each year group.
- Additional planning time is given to all teachers every half term which includes time to plan for the needs of the SEND children accordingly.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that a lesson has different levels of work set for the class; however, on occasions, this might be individually differentiated.
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, coloured exercise books, practical resources etc.

5d. What additional provision and support is available to children with SEND?

Children are identified for additional provision as part of the school's monitoring and tracking processes throughout the year. They also may be identified for specific interventions once we receive further advice from external professionals via written reports or a written diagnosis report.

Children may have access to additional interventions or support which include:

Communication and Interaction:

- Speech and Language referrals, assessments, monitoring and reviews
- 1:1/Small group SALT intervention
- Talking Mats
- Comic Strip Conversations
- Visual aids such as daily timetables, picture cues, physical resources
- Referral to the SCIL team
- Social and communication focused boys and girls groups with Mrs Barnes
- Lego Therapy

Cognition and Learning:

- Dyslexia screening tests
- Irlens screener
- Referral to the SCIL team
- Referral to the Educational Psychologist
- Focus group intervention in areas of Literacy and Maths
- Targeted additional adult support in whole class teaching or small groups
- Precision Teaching
- BEAT Dyslexia
- Toe by Toe
- Busy boxes to close the gaps in learning
- Visual aids such as physical resources, picture cues
- Task planners
- Additional thinking time
- Individual work stations within the classroom environment
- Independent work stations in the shared areas to encourage independent working
- Readers and Scribes
- KS2 SATS Access Arrangements

Social, Emotional and Mental Health:

- 1:1 with the Well Being and Inclusion Co-ordinator
- TA small group intervention with TA
- Access to sensory space calm/safe places set up within year groups
- Lunchtime clubs provided by TA's and White Rose, including board games club, football
- Outdoor nurture groups with Mr Haywood
- Drawing and Talking
- Sand or art therapy
- Nurture baking group
- Soft starts and ends to the day
- Ginger Bears programme (Early Years and Year 1)
- Friendship Formula and additional groups
- Emotional and behavioural risk assessments

- Referral to Early Help
- Referral to CAMHS
- Referral to the Educational Psychologist
- Referral to the SCIL team
- Zones of Regulation toolbox
- Lego Therapy
- Regular 'check ins' from class teacher

Sensory and/or Physical Needs:

- Daily sensory circuits for EYFS/KS1 and KS2 at designated times
- Daily access to the sensory room
- Planned sensory or movement breaks
- Exercises to focus on mid-line, core strength etc
- Sensory busy boxes
- Wobble stools
- Ear defenders
- Referrals and assessments carried out by the Physical and Medical Needs Advisory Service and the Vision and Hearing Support Teams.
- Recommended provisions from specialist teachers which may include access to laptops, writing slopes, use of computers, suitability for KS2 Access Arrangements.
- Referrals and assessments carried out by medical professional, including Paediatricians, the JACC pathway, the Developmental Coordination Disorder Pathway and Occupational Therapist.

5e. What support will there be for improving and ensuring the well-being emotional, mental and social development for children with SEND?

- Our SENDCo works closely with the Social, Communication, Interaction and Learning (SCIL) team in Bradford local authority, which enables her to discuss individual needs and work together to formulate appropriate action plans to follow in school and at home.
- We have a Well Being and Inclusion Co-ordinator and Safeguarding and an Attendance officer in school, to provide support to our children to help them overcome barriers to learning. These barriers might include attention difficulties, friendship difficulties, emotional difficulties, medical issues and bereavement. Additional support can also be provided for families, for example, help with attendance, separation and parenting strategies.
- Family Links training for parents is offered every year, to help share and discuss parenting strategies.
- The SENDCo and Inclusion team, work very closely together to ensure a whole view of all our children, especially those with SEND.

- If a family is experiencing difficulties and would benefit from support out of school, we can refer to the Early Help Team.
- Our Well Being and Inclusion Co-ordinator, Head teacher, Deputy Head teacher, Safeguarding and Attendance officer and the SENDCo, are all Designated Safeguarding Leads (DSL). These members of staff are responsible for ensuring we follow safeguarding procedures, prioritising the wellbeing and safety of all children in our care. Through appropriate procedures, Social Care may be contacted should we have any child protection or safeguarding concerns about a child.
- Our Well Being and Inclusion Co-ordinator, Mrs Bernadette Morris, is an Adult Mental Health First Aider and the children's Mental Health Champion. She is also a qualified Drawing and Talking Practitioner so she can offer a programme of support for children, for issues such as bereavement or any other traumatic experience. She is also the Senior Mental Health Lead in school.
- Within the city of Bradford, there are also specialist alternative provisions that can be accessed. This would be discussed in detail with parents/carers. If your child is at risk of exclusion, their behaviour is closely monitored and regular review meetings will be held in school with parents/carers and relevant professionals involved. If required, your child may have an individual risk assessment and a '7 stages of crisis' plan to support your child's mental well-being and safety.
- There are also a number of school policies in place that help support the well-being of our children. These can all be accessed from our school website <https://sandalprimaryschool.co.uk/> or via our school office on request.

5f. How will my child be included in activities outside the classroom?

We believe that all every child should be included in all aspects of school life. This includes fair access to our before and after school provision and extra-curricular clubs, as well as all educational visits and school residential visits. When specific, additional provision is required, the SENDCo will liaise with the class teacher and parent/carers to plan what is required for the child on an individual basis.

6. How will I know if my child is doing well and the provision in place is having a positive impact?

Through:

- Class teachers and the SENDCo ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers.
- Reviewing children's targets in ILP's and ensuring that they are being met.
- Verbal feedback from the child, the parent and teacher to build a whole picture of the child's learning.

- Children moving off the SEND Register when they have made sufficient progress – parents will always be informed if this has taken place.
- Discussions during inclusion review meetings which are offered to parents/ carers once every term, with the class teacher and SENDCo. The discussion will be around the progress that the child has made against their targets and around the support or additional provision they are currently receiving. The next steps that they need to take will then be agreed upon.
- Offering advice and practical ways that you can help to support at home.
- Annual review meetings if your child has an EHCP. These review meetings are held annually and a written report is produced.

You are also welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on or raise any concerns that you may have.

7. How are the school's resources/funding allocated and matched to the needs of children with SEND?

Our aim is to ensure that all our children's needs are met and the school budget is used and managed well, to ensure that we achieve this aim. School receives a notional SEND budget that is spent on:

- Providing additional adult support in the classroom
- Training for class teachers and teaching assistants
- Additional resources and access to specialists, such as the Educational Psychologist.
- Needs specific provision
- For children with a higher level of need who have an Education, Health and Care Plan (EHCP), school is provided with additional funding from the local authority, to ensure that their more complex needs are met.

The SENDCo, in discussion with class teachers and parents/carers, will decide on the most appropriate type of support required for each individual child and formulate an individual provision map. For example, a child with significant needs may require full-time additional support in the classroom or, equally, another child may require the delivery of a focused intervention three times per week. For children who have an EHCP, this does not automatically mean that they receive 1:1 additional adult support, as every child's needs are different and will be met in a variety of ways.

8. How will the school help my child to transfer to the next phase of education?

We have developed excellent links with our feeder high schools and work closely with them to plan effective transition for all our Year 6 children.

- As well as the usual transition days that are offered by the secondary schools, additional transition arrangements are organised by the SENDCo and Well Being and Inclusion Co-Ordinator for those children with additional needs, a disability, or are considered vulnerable.
- The child and parents/carers are fully involved in the planning of these additional arrangements and will be involved in relevant meetings.
- We work closely with the SENDCo, Head of Year and Pastoral Team at our feeder high schools to ensure that the transition plan put in place for each child, meets their individual requirements.
- In addition, the SENDCo collates and provides each secondary school with a comprehensive set of each child's SEND records to ensure that all information is passed on by the start of the new academic year.
- Where possible, the SENDCo will invite the relevant secondary school SENDCo's to the final SEND review meetings, so that parents/ carers have the opportunity to meet with the secondary SENDCo and are able to highlight any concerns or worries they have.

Internally, we ensure transition between year groups and key stages are as successful as possible. We identify children who may require additional support during these changes. Class teachers are responsible for ensuring that SEN information is passed to a child's new class teacher/s. Parents/carers are invited to an informal transition meeting before the end of the academic year to meet key staff in the child's new class.

We also use social stories and class passports, when appropriate, to help explain the changes in a child-friendly way and to help reduce any anxieties a child may have. These are sent home so families can refer to them over the summer holidays.

Additionally, the Early Years Foundation Leader will liaise with early year's settings for our younger children and actively engage in any arranged meetings. The class teachers in the Early Years Foundation Stage will offer home visits for children who are new to school. These visits will also be accompanied by our Family Learning Mentor.

If a child on our roll is changing placement (e.g. If specialist provision has been agreed as a more suitable educational setting), we co-ordinate this transition carefully with key staff in the new setting and involve parents/carers to ensure this transition is successful.

9. What specialist services and expertise are available or accessed by school?

Within our school we have a culture of sharing good practise and expertise to ensure that our staff feel confident and are as knowledgeable as possible within the field of SEND, to effectively support our children.

- The Social, Communication, Interaction and Learning team (SCIL) can be accessed to provide support for children who have a range of difficulties that might include

cognition and learning, autism, social, emotional and mental health, physical or medical difficulties. School has a link teacher from the team in order to fully access the service.

- Referrals to the NHS Speech and Language Therapy service following successful identification of need through the initial screeners that are provided by the service, for schools to complete. Once a referral has been accepted, following an assessment in clinic, the therapist will contact the SENCo in school and recommend strategies to target any areas of difficulty and will provide any necessary resources required. The therapist will also come into school to deliver specific training for teaching assistants wherever necessary. You will be provided with a copy of your child's support plan so that you can support your child at home. These targets will be monitored closely and re-assessments/re-referrals will be carried out as necessary. Support is delivered by school staff, usually the class teaching assistant or our Literacy, Speech and Sensory support.

We also have access to, and work closely with, a number of specialist teams, as and when appropriate. These include:

- School Nursing Team
- Physiotherapists
- Occupational Therapists
- Clinical Therapists
- Allocated Educational Psychologist at the Local Authority
- Bereavement, domestic violence and other support groups.

Families are encouraged to view and access the Local Offer for Bradford. It is a new way of giving children and young people with special educational needs and disabilities (SEND) 0-25 and their parents or carer's information about what activities, services and support is available across education, health and social care in our area. You can find out more via the link: <https://localoffer.bradford.gov.uk/>

Further advice and support can be sought from:

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

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

10. What training have staff supporting children with SEND currently had?

- The SENDCo, who oversees the management of SEND, in addition to being a qualified teacher, holds the 'National Award of SEN Coordination' (NASENCO) from Leeds Trinity University.
- Teachers have had support in implementing age appropriate strategies to develop SEMH skills both in the classroom and through specific provisions.
- Mrs Sutcliffe, Mrs Royle and Miss Riddiough have received further training on 'Practical strategies and support for children with communication and interaction needs'. This has been effective particularly to support children with Autism and also the children who require 1-1 support.
- Miss Bates and Mrs Foster have received the BUSS level 1 qualification. This training focuses on children who have had early childhood trauma and as a result, have underdeveloped sensory systems. Both members of staff will be able to implement some of the strategies they have learnt, across all age ranges.
- Mr Douglass and Mrs McGoldrick are leads on Attachment and Trauma in early childhood. They completed training for this last year which is designed to help school have a more informed approach to trauma and attachment in order to create a 'Team around the child' where needed.
- Teachers receive ongoing support and training from our link person at the SCIL team. E.g. focusing on high quality provision and strategies to cater for children with SEMH needs.
- The specific training held by teachers and teaching assistants includes: Dyslexia and Autism training, Irlens, precision teaching, numicon, Alphabet Arc, Lego therapy, Drawing and Talking, Little Wandle training including catch up (phonics programme), Emotion Coaching, Restorative behaviour management, Zones of Regulation and trauma and attachment.
- External training is accessed using a wide range of providers, based on needs identified in school by the SENDCo.
- Additional training provided to class teachers and teaching assistants is dependent on the needs of the child they are supporting. This training can be provided internally, through the use of staff meetings and informal training sessions from the SENDCo and the wide range of outside agencies who work closely with school to support our children.
- The school operates an internal training programme for support staff, facilitated by the SENDCo.

11. What is the role of the Governors surrounding SEND in the school?

As a school, we have a governing board with an allocated SEND Governor. Currently, the named Governor is Jane Collett.

Her role is to champion the issue of special educational needs within the work of the governing board and to have specific oversight of the school's arrangements and provision for meeting special educational needs. She plays a vital role in ensuring that SEND stays on the governing board agenda and provides a link between the governing body, its committees and the staff with regard to Special Educational Needs.

The SEND Governor meets with the SENDCo at least once a term to obtain an overview of SEND policies, procedures and practices and to ensure they are being implemented so that pupils with special educational needs have the opportunity to participate as fully as possible in all aspects of school life.

12. Who can I contact for further information?

If you would like any further information please do not hesitate to contact any of the below:

- Miss Christina Sperduto, SENDCo
Christina.sperduto@sandalprimaryschool.co.uk
- Mrs Bernadette Morris, Well-Being and Inclusion Co-ordinator
Bernadette.morris@sandalprimaryschool.co.uk
- Mrs Abi Bradley
Abi.bradley@sandalprimaryschool.co.uk
- School Office on 01274 598115
office@sandalprimaryschool.co.uk

Our SEND Governor can also be contacted via the school office.

Christina Sperduto



SENDCo

Paul Douglass



Headteacher