



SEND Information Report



Our School



At Worth Valley Primary School, we embrace the fact that every child is different, therefore, the educational needs of every child is different. All of our school staff have a responsibility for pupils with SEND. All of our teachers are teachers of Special Educational Needs. Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards those pupils. We strive to support all of our children to enable them to reach their full potential, regardless of their abilities.

What types of SEND do we provide for?



Worth Valley Primary School is mainstream school with a resourced provision for children with a diagnosis of autism or a primary need of speech, language and communication. At Worth Valley, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Some children require additional support to help meet their needs and/or support their learning. This can be on a short- or long-term basis, depending on the type of need.

Our approach to supporting pupils with SEND embraces the principles of the Children and Families Act 2014 and the accompanying Code of Practice:

- High expectations and aspirations for all our pupils
- Aspirations of our pupils and their parents/carers placed at the centre of everything we do
- Early identification of needs
- Support based on desired outcomes

We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

This Report explains what we can offer to all children who come to Worth Valley Primary School, and in particular those with SEND. This helps to inform Bradford's Local Offer which describes all the Local Authority's services and providers for children and young people with SEND and can be found by clicking on this link [SEND Local Offer for Bradford](#). [Bradford Local Offer](#)

SEND PUPIL NUMBERS	No. of Pupils
SEND	30
EHCP	15
Total	45
Pupils on roll	229
SEND %	19.7%
EHCP %	6.6%

How do we identify and assess pupils with SEND?



If our assessments show that a child has difficulty with their learning, we use a range of strategies and approaches that make full use of all available classroom and school resources.

The child will be placed on the SEND register and receive a One Page Profile which sets termly targets for the individual child linked to their individual needs. It will indicate the specific planned provision and reasonable adjustments needed in order for the child to make progress towards their individual targets. The SENDCo and class teacher will review the child's one page profile each term and adjust or set new targets depending on the child's outcomes. The one page profile document works as part of our Assess, Plan, Do, Review process in line with the SEND Code of Practice, 2014.

It helps to ensure the child's support is accurate and their progress is carefully measured and monitored.

"A pupil has special educational needs (SEN) where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age."

This means provision that goes beyond the differentiated approaches and learning arrangements provided as part of high-quality personalised teaching, known as Quality First Teaching. At Worth Valley Primary School we use the **Assess, Plan, Do and Review** Cycle to identify and assess pupils with SEND.

Assess – As a school, we carry out analysis of pupils needs which draw upon teacher's assessments and knowledge of the pupil. If a child requires assessments from an outside agency, the school will work closely with them to facilitate this. Assessments are reviewed regularly and used to inform next steps. During pupil progress meetings, class teachers meet with senior leaders to discuss the progress pupils have made.

Plan – Planning takes place between the class teacher, Special Educational needs Co-ordinator (SENDCo) and senior Leadership Team (SLT) as required. Parents will be informed if their child is being provided with SEND support. Any interventions or adaptations are planned specifically to include expected impact and outcomes and a review date.

Do – The SENDCo will support the class teacher, giving advice where needed. The class teacher remains responsible for working with the child and overseeing any adaptations/interventions needed.

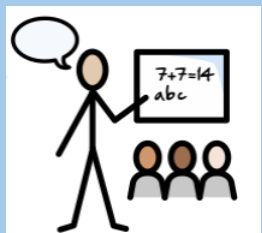
	Review – Pupil Progress is assessed termly; the effectiveness of the intervention/support program is reviewed and the cycle repeats.
How will I be able to raise any concerns I may have and who do I contact in the first instance?  Who is our special educational needs coordinator (SENDCO) and how can he/she be contacted?	Talk to us – contact your child’s class teacher about your concerns initially. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCO (Special Educational Needs Co-ordinator), the Deputy Head Teacher or Head Teacher. Appointments can be arranged in person, by phone or by email. First point of contact is the class teacher responsible for: • Ensuring High Quality Teaching expectations are in place as part of day-to-day teaching • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need and letting the SENDCO know as necessary • Communicating effectively with parents/carers • Ensuring the school’s SEND policy is followed in their classrooms and for all pupils they teach with any additional needs. The SENDCOs are Mrs Nicola Flaherty (Named SENCO) and Mrs Rachael Page (Deputy SENCO) - responsible for: • Developing and reviewing the school’s SEND policy • Co-ordinating all the support for children with special educational needs or disabilities (SEND) • Ensuring you are: 1. Involved in supporting your child’s learning 2. Kept informed about the support your child is getting 3. Involved in reviewing how they are doing • Liaising with all the other people who may be coming into school to help support your child’s learning, e.g. Speech and language, Educational psychology • Updating the school’s SEND register (a system for ensuring that all SEND needs of pupils in this school is known) • Providing specialist support for teachers and support staff in the school, so they can help children with SEND in the school to achieve the best progress possible • Mrs Nicola Flaherty and Mrs Rachael Page can be contacted via the school office or by email n.flaherty@worthvalleyprimary.co.uk or r.page@worthvalleyprimary.co.uk Please see our website for more information regarding how we support SEND at Worth Valley Primary School.

What is our approach to teaching pupils with SEND?



Worth Valley Primary School offers many different forms of additional provision. This can include: additional in-class support, additional out-of-class support, one-to-one support, flexible groupings (including small group provision) and access to a wide range of agencies. Additional provision is overseen by the SENDCo and is designed and implemented by an excellent team of teachers and supported by a skilled group of teaching assistants. At Worth Valley Primary School, we view every child as an individual and as such ensure the provision put in place is bespoke to that child and their needs at the time.

How do we adapt the curriculum and learning environment?



All children have an entitlement to a broad and balanced curriculum, which is adapted to enable them to:

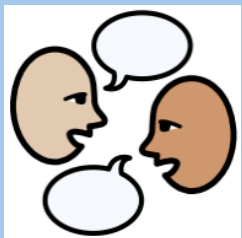
- Access the curriculum.
- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Our curriculum is based on the National Curriculum and includes all the mainstream subject areas. These are adapted by staff to enable pupils to access each subject in a meaningful and purposeful way. Teachers use a range of strategies to meet children's educational needs. Adaptive teaching and scaffolding are widely used in all classes. This is when the task is adapted to suit the needs of the learner to allow them to achieve the same outcome as their peers. Lessons have clear objectives and are adapted appropriately. We use assessments to inform the next stage of learning.

To ensure we meet the needs of pupils with English and maths difficulties, the school uses a variety of resources to facilitate access to the curriculum, including concrete manipulatives in maths, or a coloured overlay if a child had Irlen Syndrome, to name two examples. It may be that a child needs specialist equipment such as a sloping desk, a pencil grip or a chair/cushion to support posture. Resources of this nature may also be provided by school to support your child.

We believe our children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence, and offer opportunities for these skills to be embedded and transferred across the school setting.

**How do we consult
parents
of pupils with SEND and
involve them in their
child's education?**



Children

- Children who have OPPs (One Page Profiles) discuss their progress and targets when these are reviewed (age appropriate), as well as at termly meetings.
- If your child has an EHCP, their views will be sought before any review meetings (as is age appropriate).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning.
- All children are provided with the opportunity to be voted onto our School Council as well as hold other positions of responsibility throughout school.

Parents

- Parents' evenings
- Year 6 SATs information meetings
- Year group parent meetings
- Coffee mornings
- Class assemblies
- Stay and play sessions in EYFS
- Opportunities to stay and read with your child
- Questionnaires
- Access to children's One Page Profiles

If we feel your child has SEND we will arrange a meeting to discuss this with you and how we will support your child. You will be asked each term to share your views on how you feel your child is doing and to contribute towards their One Page Profile.

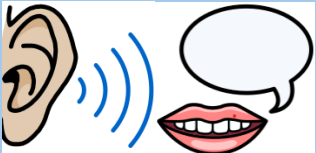
Children who have an Educational Health Care (EHCP) plan will also have an Annual Review which parents are invited to attend.

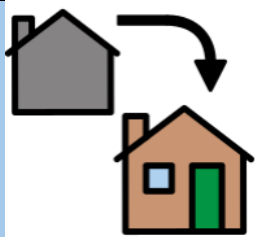
How will I know how my child is doing?

- You will be able to discuss your child's progress at Parents' Evenings.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by contacting the school office.
- You will receive a copy of your child's reviewed One Page Profile

How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENDCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with their behaviour or emotional needs.

	If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are normally provided that can be used at home.
How do we consult pupils with SEND and involve them in their education? 	The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their Teacher, TA or the SENDCo.
How do we assess and review pupils' progress towards their outcomes? 	Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed in the following ways: Termly pupil progress meetings – progress against targets will be assessed and targets and interventions will be adapted if needed. Progress against these targets will be reviewed termly; parents and children will be consulted as part of the review process, evidence for judgements assessed and a future plan made. Termly review with the Head Teacher, SLT and SENDCo every term in reading, writing and maths. At the end of each key stage (i.e. at the end of year 2 and 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. - The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in. - Regular learning walks, lesson observations will be carried out by the SENDCo, SLT and Head Teacher to ensure that the needs of all children are met and that the quality of teaching and learning is high. Where the SEND provision does not enable a child to make adequate progress, we work with parents and carers to request an assessment for an Education, Health and Care Plan. (EHCP)
How do we support pupils moving between different phases of education?	We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible. Parents and children are welcome to come and visit us at Worth Valley Primary to see what provision we offer. Parents/carers can request a meeting with the SENDCo if they would like to discuss any concerns or address any queries.



Once a place has been confirmed at Worth Valley Primary, we will contact the child's school and find out as much information as possible about the child. If a child is particularly worried or anxious, they will be offered some transition visits and an opportunity to meet their new class teacher and classmates. Often, we find a short transition is most successful.

Transition to secondary school or a new school can be a worrying time for both parents and the child. At Worth Valley, we aim to ensure extra transition visits for children with SEND. Where possible, a planning meeting will take place with our SENDCo and the SENDCo from secondary school. We ensure that all records are passed on as soon as possible and that they are made aware of any special requirements, both educationally and pastorally.

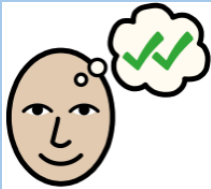
When moving classes in school, information will be passed onto the new class teacher in advance and a transition meeting will take place with the new teacher. One Page profiles will be shared with new teacher. Extra transition support can be made available if a child is feeling particularly anxious.

What support is available for my child's well-being?

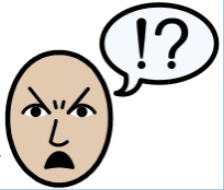


Your child's wellbeing and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self-esteem. One Page Profiles can be used, should there be an additional social, emotional and mental health need. Worth Valley Primary School offers a variety of pastoral support for pupils who may be encountering emotional difficulties, including:

- Teachers and teaching assistants readily available to discuss issues and concerns.
- Person- centred approaches
- Zones of regulation are used in school to help the children identify their emotions and use strategies to help them regulate.
- Staff talk children through situations they experience
- Lunchtime support from staff for children who find this time of the day challenging
- We have a designated mental health lead and have staff trained in Mental Health First Aid for both adults and children.
- If a pupil has a medical need, then a detailed Health Care Plan is compiled by the SENDCo with support from medical experts and in consultation with parents, with consideration to the emotional impact a condition may have.
- Most Teaching Assistants are first aid trained.
- In agreement with parents/carers, medicines may be administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member
- A number of staff are trained on how to use a defibrillator
- A pastoral team with a wealth of experience and expertise in supporting the mental health of both children and adults.
- Winnie the Therapy Dog
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What expertise and training do our staff have to support pupils with SEND? 	What training has been given to (or is planned for) staff supporting children with SEND Different members or groups of staff have received training related to SEND, including sessions on: • ASC • ADHD • Literacy Difficulties • Speech and Language • Social, Communication needs • Pathological demand avoidance • Social, emotional and mental health • Attachment and trauma • Occupational therapy • Emotion coaching • Zones of regulation • Physical and mental Health First Aid • Intensive Interaction • Deep Pressure Professional Development is ongoing, and staff have regular training opportunities to enhance knowledge and skills.
How will we secure specialist expertise? 	Senior leaders, teachers and teaching assistants are highly skilled in meeting individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including: • School Nursing Team • Speech and language Therapy • Occupational Therapist • Educational Therapist • Physiotherapist • Teacher of the Deaf • Bradford SCIL Team • Specialist Teacher for Children with medical/Physical Needs • Early help team • Bradford Virtual School Link Teacher • Paediatricians

How accessible is the school environment? 	Worth Valley Primary is a fully accessible building. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. Our school has an Accessibility Policy. All areas of the school are accessible by wheelchair. There are two disabled parking bays available in front of the main entrance. Accessible toilet facilities are available in the main entrance area, on the Key Stage 1 corridor, key stage 2 corridor, Butterfly Room and Early Years. If you have specific access queries or concerns, please speak with us. There is a platform lift and a lift to access the top floor (upper key stage 2 corridor).
How will my child be included in activities alongside pupils who do not have SEND including school trips? 	We are a fully inclusive school, so activities and trips are available to all. Risks assessments are carried out and adaptations are put in place so that all children can access them safely. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make any reasonable adjustments that may be needed to make sure that they can be included.
Pupils with medical needs 	If a pupil has a medical need, then a detailed Individual Health Care Plan is compiled. This may be with support from the school nurse/health professionals, in consultation with parents/carer. These are discussed with all staff that are involved with the pupil. Staff receive annual EpiPen and asthma training. When necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. Most staff have basic first aid training, and this is reviewed regularly.

How are resources allocated to meet children's special educational needs? 	The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on a child's individual needs. Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support or work from outside agencies. The SENCO will use time allocated to manage and monitor support.
Who can I contact for further information if I have any issues or concerns? 	The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for formal parents evenings but to instead contact us on an ongoing basis. Staff are contactable outside of teaching hours, appointment can be made by phoning the school office. Please telephone the school office on 01535 604240. For matters not directly related to your child's progress, parents are invited to contact the school office. A meeting can be organised with either the SENDCo, the headteacher or the deputy head teacher at a mutually convenient time.
What Do I do if I Have a Complaint about a SEND issue? 	If you feel your matters still has not been dealt with, you can follow the procedures outlined in our school complaints policy which is on our school website. We hope these responses have answered any queries that you may have but do not hesitate to contact the school if you have any further questions. Parents can get support from Sendiass when raising complaints.
Where can the LA's local offer be found? How have we contributed to it? 	More information about available support services can be found on our school website. The Bradford SEND Local Offer website below: Bradford Local Offer