



Menston Primary School SEN Information Report

What types of SEN do we provide for?	As with all mainstream schools, we can provide a rounded and balanced education for all children for whom mainstream education is appropriate. We provide for children with a range of Special Educational Needs, including Autism Spectrum Condition; cognition and processing needs; social, emotional and mental health needs; and physical and medical needs.
How do we identify and assess pupils with SEN?	Special Educational Needs are identified initially using Bradford SEN Matrix of Need, School Age Progress Grid, EYFS Progress Grid and Baseline Assessment tools, which are documents used in all Bradford schools. Further diagnostic tools such as dyslexia and dyscalculia screeners are used where appropriate. Where screening identifies pupil need within 'SEND Support Plus' on the Matrix of Need, referrals are made to Bradford SEN support services.
Who is our special educational needs co-ordinator (SENCO) and how can she be contacted?	The Special Educational Needs co-ordinator at Menston Primary School is Mrs. Marie Wilson until December 2021 and then Mrs. Charlie Gilmour from January 2022, who can be contacted via the school office on 01943 873180 or office@menstonprimary.co.uk
What is our approach to teaching pupils with SEN?	All pupils with SEN access appropriately differentiated Quality First Teaching in the core subjects. Bradford's Best Endeavours and Matrix of Need documents are referred to for advice on provision for children with SEN. This provision may include specific programmes delivered by trained staff, as well as specialist resources.
How do we adapt the curriculum and learning environment?	Children's starting points are identified using a range of resources, including baseline assessment tools, checklists, age-standardised tests and screeners. These starting points form the basis of adapted provision which may include one-to-one catch up sessions or the allocation of additional resources. One-to-one catch up sessions usually take place in designated quiet areas using specialist resources. Adaptations to the learning environment can also include the provision of specialist resources within classrooms and other areas of school.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	Provision is tailored towards inclusion. Resources including staff, physical resources and technology are allocated based on children's individual needs. Teaching support staff are directed to maximize inclusion of children with SEN in curriculum enhancement opportunities, including off-site visits and residential visits.
How do we consult parents of pupils with SEN and involve them in their child's education?	Regular communication between school staff and parents takes place in a variety of ways. These include end-of-the-day informal conversations, formal reviews and written communication. Support plans, which are reviewed and updated termly, are shared with parents, usually in face-to-face meetings. Parents of children with Education, Health and Care Plans attend annual review meetings.
How do we consult pupils with SEN and involve them in their education?	We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, children are involved in the setting and reviewing of goals. The ways in which children are encouraged to participate reflect the child's evolving maturity. Children's views and contributions are always valued and responded to sensitively. Where children are involved in one-to-one catch-up programmes, they review their progress within each session.
How do we assess and review pupils' progress towards their outcomes?	Personalised support plans are based upon SMART targets (specific, measurable, attainable, realistic and timely), so the impact of provision can be evidenced. Screening tools such as Salford Reading Test or Vernon Spelling Test can be used to baseline assess and also to measure progress made. Children are also tracked against National Curriculum objectives. These will, where appropriate, be objectives from a prior year group. Some pupils who are not able to access the National Curriculum at the age-appropriate level are assessed against B-Squared level descriptors.
How do we support pupils moving between different phases of education?	When children transfer to us from local pre-school settings and when children transfer from us to local secondary schools, SENCos always transfer information about children with SEN, ideally through face-to-face meetings. These meetings are held in advance of the child transferring and will sometimes culminate in bespoke transition plans. Transition plans may include additional planned visits and the creation of booklets containing photographs of the setting and key staff.

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>We have a successful programme of mentoring in place, where children meet with a trusted adult once a week to celebrate their achievements. Where tools such as 'zones of emotional regulation' have been recommended for children with SEN, we have introduced these to the whole school population. This has been recognised as inclusive practice by professionals within Educational Psychology and Autism Spectrum services. We also use assemblies and PSHE lessons to raise all children's awareness of inclusivity. We also run the Jenby's in Schools emotional wellbeing project. This project aims to equip teaching staff, parents and children with knowledge and understanding of child emotional and mental health, whilst empowering children with tools and strategies to manage a range of feelings and difficulties.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>We ensure that National Autistic Society Basic Autism Awareness training is delivered to our whole staff every two years. Teaching support staff are trained to deliver programmes such as Precision Teaching, Alphabet Arc and Catch-Up Literacy and Numeracy. Bespoke training to support individual children includes SCERTS Social Communication and Emotional Regulation training, Tier 2 Autism training and training to deliver speech & language programmes such as Elklan and PORIC.</p>
<p>How will we secure specialist expertise?</p>	<p>The school has close links with professionals from Bradford's Speech, Language & Communication Therapy services and Bradford wider SEN services. The school follows formal referral procedures to procure appropriate and timely support for children as needs arise.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The SENCo manages a designated budget to support children with SEN. From this budget, training, equipment and resources are procured as needed. At times, specialist equipment is loaned from Bradford services. This may include equipment to support children with physical impairments and disabilities.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Where needed, we work with NHS services such as the School Nursing team and Occupational Therapy. Because we are situated on the Leeds/ Bradford border, we also work with Leeds SEN professionals. Where appropriate, we signpost families to appropriate programmes such as Early Bird and family counselling.</p>

How do we evaluate the effectiveness of our SEN provision?	The success of provision is evaluated through monitoring of classroom practice, analysis of pupil tracking data for individual pupils and groups of pupils, value added data for pupils on the SEN register and school self-evaluation. Feedback from parents and children is also a key part of our evaluation.
How do we handle complaints from parents of children with SEN about provision made at the school?	The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Headteacher. The SEN governor or chair of governors may be involved if the complaint is not resolved satisfactorily.
Who can young people and parents contact if they have concerns?	The first point of contact for any concerns is the class teacher. Class teachers, the SENCo and the Headteacher (Mrs. Marie Wilson), can all be contacted via our school office on 01943 873180 or office@menstonprimary.co.uk
What support services are available to parents?	We have a Parental Involvement Worker, Mrs. Belinda Smitheringale, who works closely with the SENCo and Headteacher to signpost appropriate support services to families. Mrs. Smitheringale can be contacted via our school office on 01943 873180 or office@menstonprimary.co.uk
Where can the LA's local offer be found?	Bradford's Local Offer can be viewed at https://localoffer.bradford.gov.uk/