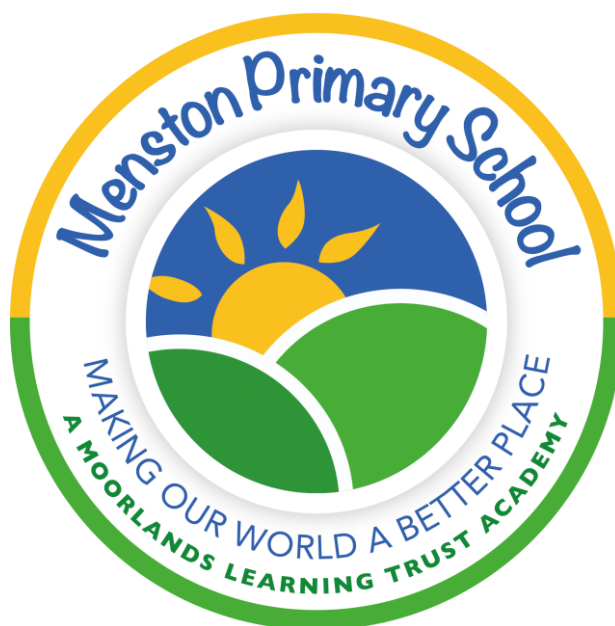


# Special educational needs (SEN) information report

Menston Primary School



**Approved by:**

Local Governing  
Board

**Date:** December 2023

**Next review due by:**

December 2024

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Glossary

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, we also have a glossary of terms at the end of this report and a glossary of acronyms on the school website [here](#).

## 1. What types of SEN does the school provide for?

Our school provides for a range of special educational needs including:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO



Our SENCO is Mrs. Charlie Gilmour.

Mrs Gilmour has five years of experience as a SENDCo and twelve years of experience as a teacher working with children with varied and complex needs.

She achieved a distinction in the National Award in Special Educational Needs Co-ordination in 2020.

## **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Recent training for class teachers has included:

- Dyslexia Awareness
- Making Sense of Autism
- Selective Mutism
- Supporting children who are struggling in Maths

We also access support for individual children which can include modelling and coaching sessions for members of staff in order to support a child's provision.

## **Teaching assistants (TAs)**

We have a strong team of TAs, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Our teaching assistants are all trained to deliver interventions such as:

Toe by Toe

20:20 Reading

IDL

Power of Two

Precision Teaching

Alphabet Arc

Multi-sensory literacy approaches

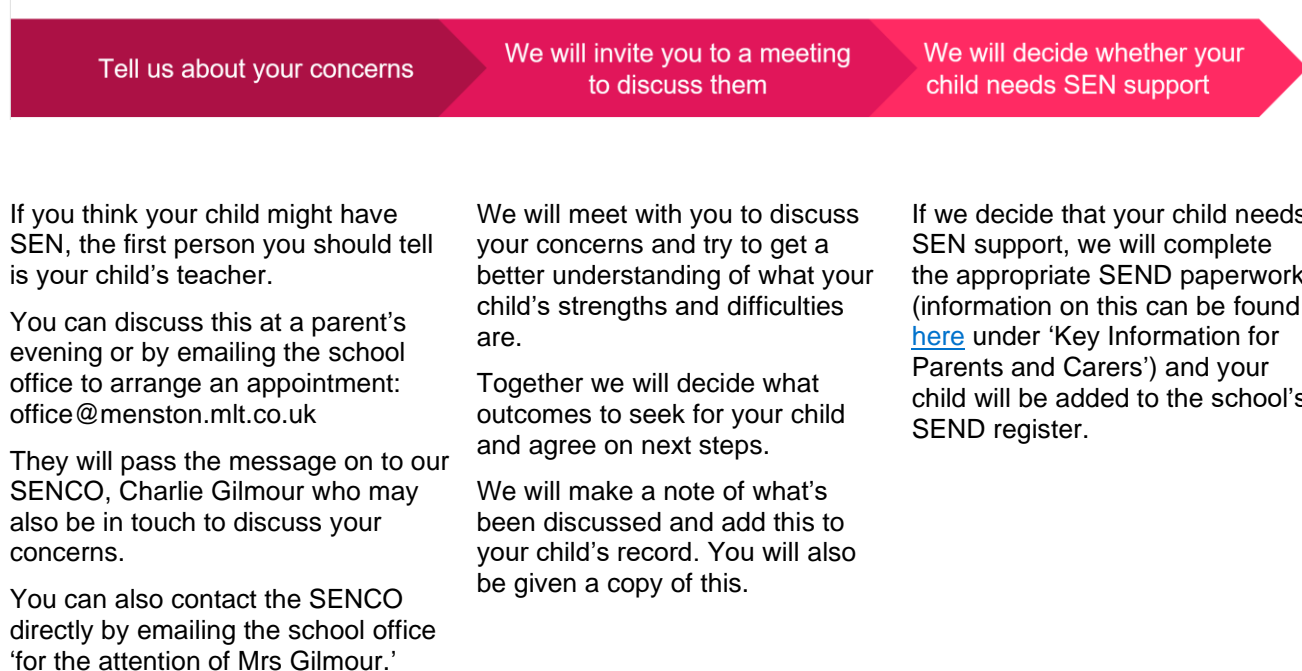
Mentoring

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Education Emotional Wellbeing Practitioners (EEWPs)
- Social Communication Interaction and Learning Team (SCIL)

### 3. What should I do if I think my child has SEN?



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or difficulties in social situations.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

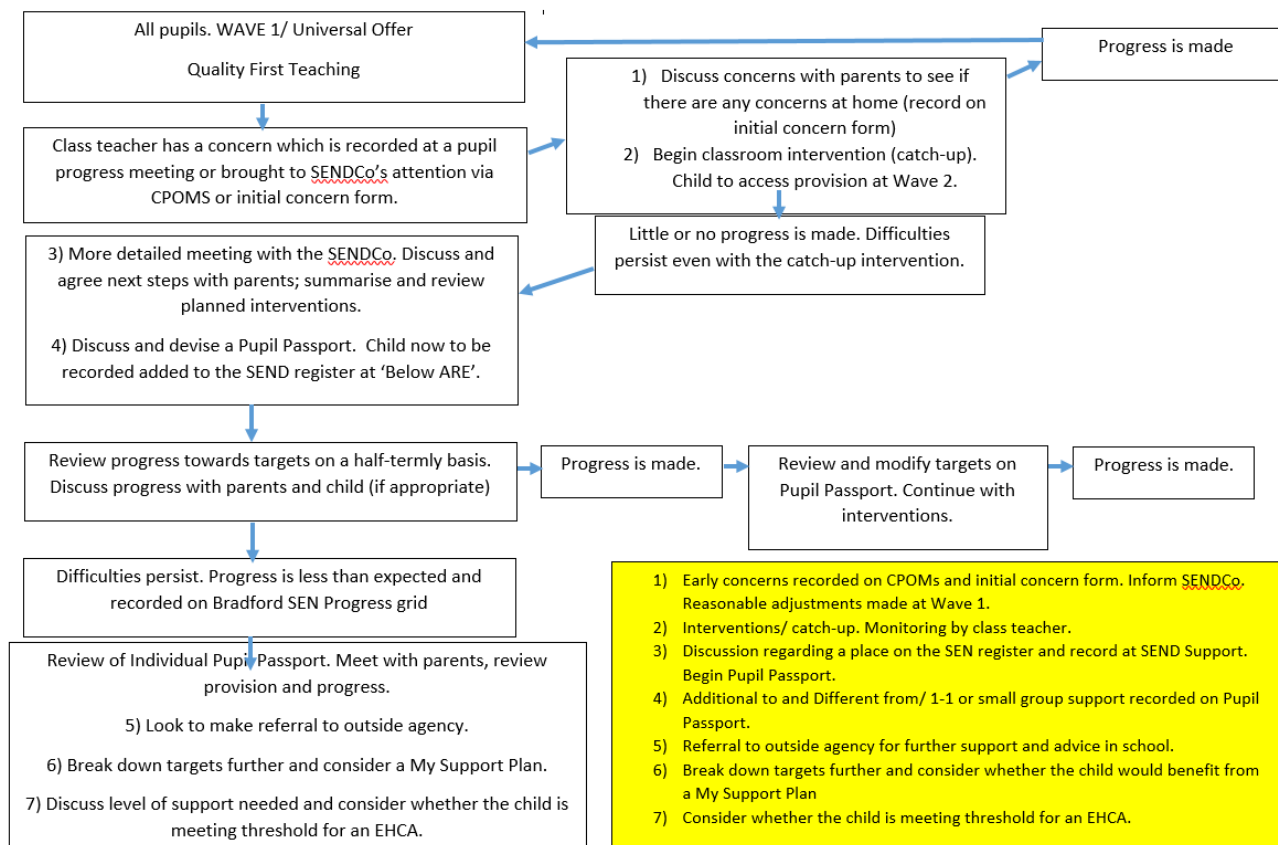
The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and, where appropriate, speak to your child to get their input as well. They may also, if necessary, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

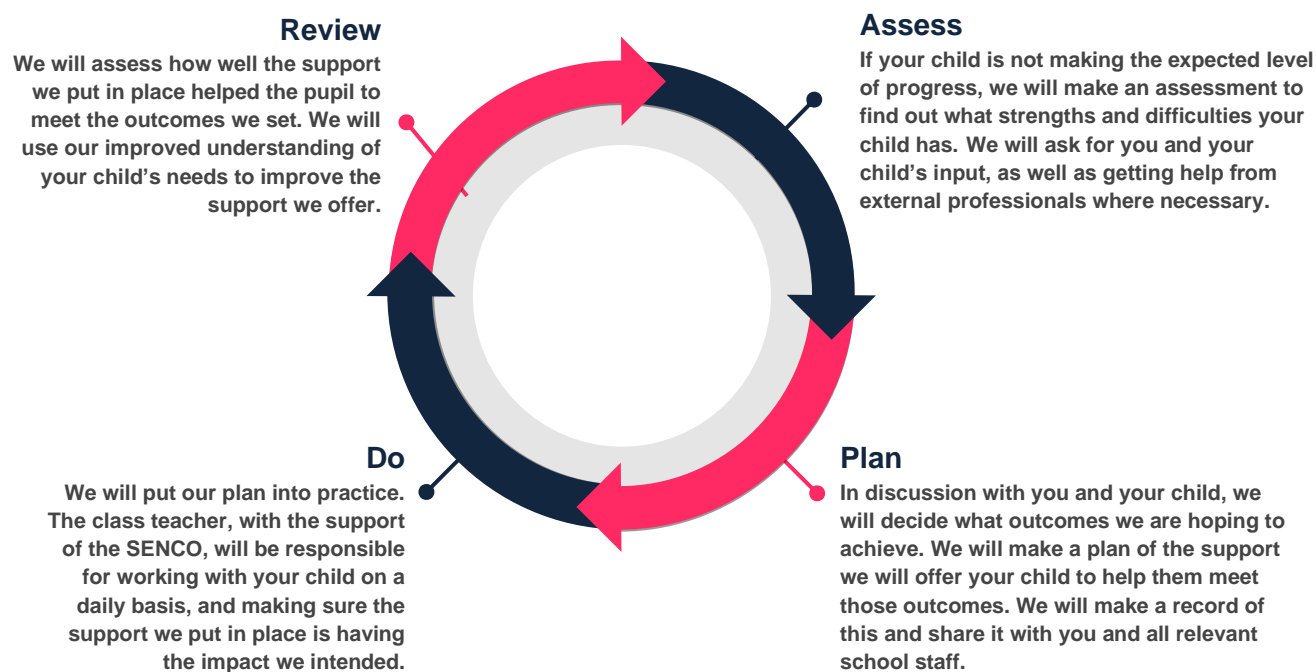
This structure of support is detailed in this flow chart:



## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. These are recorded on their pupil passport, My Support Plan or EHCP depending on their SEND stage.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. This may be a quantitative assessment for interventions around learning or a more informal assessment based on observations of your child for concerns around social interaction and emotional wellbeing.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

The frequency of these meetings is outlined here:

Below ARE	Half termly review of pupil passport by class teacher. Termly SEND review with class teacher, SENDCo (if needed) and parents / carers
SEND support	Termly review of My Support Plan with class teacher, SENDCo, parents / carers and any relevant outside agencies
EHCP	Termly review meetings with parents / carers, SENDCo, Class teacher and support staff  Statutory annual review with all stakeholders including any outside agencies who had input into the EHCP and / or subsequent provision

We know that you're the expert when it comes to your child's needs and aspirations so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy if requested.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

Our Accessibility plan can be viewed on the school website [here](#). This included ways in which we strive to ensure all pupils are able to access the curriculum.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is required for a specific need or intervention.
- Teaching assistants will support pupils in small groups when they may need to work on a differentiated curriculum or when more adult direction is needed to complete a learning task.
- We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories



	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Dyslexia friendly texts Writing frames Assistive technology Toe by Toe 20:20 reading
	Moderate learning difficulties	Precision Teaching Pre-teaching Small group work
	Severe learning difficulties	Increased 1:1 support Specific interventions identified by outside agencies such as Speech and Language Therapists or Educational Psychologists
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Timers Task planners Brain breaks
	Adverse childhood experiences and/or mental health issues	Nurture groups Mentoring Self-esteem work Additional 'happy breathing' and meditation
<b>Sensory and/or physical</b>	Hearing impairment	Classroom adjustments as per recommendations from a Teacher of the Deaf
	Visual impairment	Limiting classroom displays Classroom adjustments as per medical advice or parental requests
	Multi-sensory impairment	Completion of a sensory profile and subsequent adaptations
	Physical impairment	Classroom adjustments as per parental requests or advice from professionals such as physiotherapists

These interventions are part of our contribution to Bradford Authority's local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at appropriate intervals dependent on the programme
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Ingleborough Hall and the Lake District.

All pupils are encouraged to take part in sports day, school performances, outdoor learning days etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

We endeavour to include all children in all aspects of school life but we also allow children to have a voice and will not expect that to carry out any extra-curricular activities if they choose not to.

## **12. How does the school support pupils with disabilities?**

Our 'Accessibility Plan' can found on the school website [here](#).

Our school site is adapted to meet the needs of children with physical disabilities. We have two accessible toilets in school. We also make adaptations on a case-by-case basis should any further equipment be required for an individual child. We has a disabled parking bay outside of school.

## **13. How will the school support my child's mental health and emotional and social development?**

At Menston Primary School, we are passionate about supporting children with their mental health and emotional wellbeing. We run a programme called myHappyMind which enables all children to access learning about how their brain works, what makes them special, developing an attitude of gratitude, understanding positive relationships and setting meaningful goals for themselves. You can learn more about myHappyMind [here](#).

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN through mentoring sessions
- We have a 'zero tolerance' approach to bullying. We hold the Silver Award for the United Against Bullying Programme run by the Anti-Bullying Alliance. Our Anti-Bullying Policy can be found [here](#).

## **14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Transition meetings will be held in accordance with the policy of the school they will be moving to.

### **Between phases**

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Arranging additional transition sessions where needed
- Members of staff from the secondary school may visit a child or group of children at Menston Primary School

## **15. What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Wilson (as Designated Safeguarding Lead and Headteacher) will work with Mrs Gilmour (as Deputy Designated Safeguarding Lead and SENDCo) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 16. What should I do if I have a complaint about my child's SEN support?

A copy of our complaints procedure can be found [here](#).

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. This will be done through Collis Mediation. Their contact details are available [here](#).

## 17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bradford's local offer. Bradford publishes information about the local offer on their website:

[Bradford Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Bradford SENDIASS | Barnardo's \(barnardosendiass.org.uk\)](#)

Local charities that offer information and support to families of children with SEND are:

- [AWARE](#)
- [LS29](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages