

# Special Educational Needs and Disabilities (SEND) information report

Menston Primary School



Approved by: Local Governing Board

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## 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
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	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 SENDCo



Our SENDCo is Mrs. Charlie Gilmour.

Mrs Gilmour has seven years of experience as a SENDCo and fifteen 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 SEND training, and are supported by the SENDCO 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
- Stammer training
- Demand avoidance training
- Assistive technologies training

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 SEND provision.

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

- Toe by Toe
- 20:20 Reading
- 20:20 Maths
- Power of Two
- Precision Teaching
- Alphabet Arc
- Multi-sensory literacy approaches
- Mentoring

### **External agencies and experts**

Sometimes we need support from appropriately qualified professionals from external agencies to offer our pupils the support that they need. Whenever necessary we work with a range of 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/ physiotherapists
- 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 special educational needs?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>You can discuss this at a parent's evening or by emailing the school office to arrange an appointment: <a href="mailto:office@menston.mt.co.uk">office@menston.mt.co.uk</a></p> <p>They will pass the message on to our SENDCO, Charlie Gilmour who may also be in touch to discuss your concerns.</p> <p>You can also contact the SENDCO directly by emailing the school office 'for the attention of Mrs Gilmour.'</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will complete the appropriate SEND paperwork (information on this can be found <a href="#">here</a> under 'Key Information for Parents and Carers') and your child will be added to the school's SEND register.</p>

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

All our teachers are aware of a wide range of factors that can inhibit children's ability to learn. They are equipped to identify a range of factors which may indicate that a pupil has special educational needs and are watchful for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include children who experience difficulties with reading, writing, maths or difficulties in social situations.

If the teacher notices that a pupil is falling behind, they find out any specific gaps that the pupil has in their learning. Extra tuition in the form of interventions is offered to close learning gaps. Pupils who don't have SEN usually make progress quickly once these particular gaps in their learning are addressed.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact parents/ carers to discuss the possibility that a child has SEN.

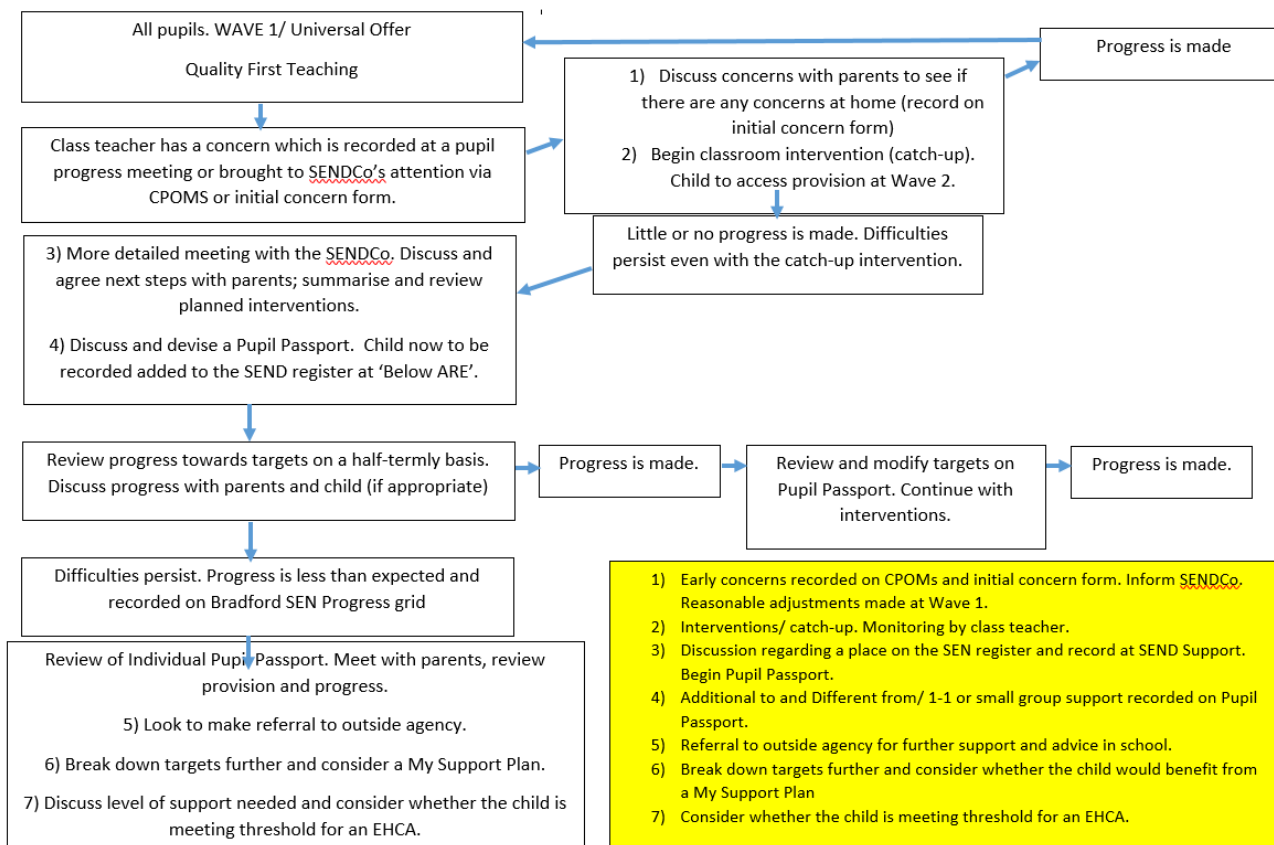
The SENDCO may observe the pupil in the classroom/ in the playground to see what their strengths and difficulties are. They will have discussions with the child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare the child's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

The SENDCO will ask for parent/ carer opinion and, where appropriate, speak to the child to get their input. 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 SENDCO will decide whether the child needs SEN support. Parents/ carers will be told the outcome of the decision.

If a child does need SEN support, their name will be added to the school's SEN register, and the SENDCO/ class teacher will work with parents/ carers to create a SEN support plan for them.

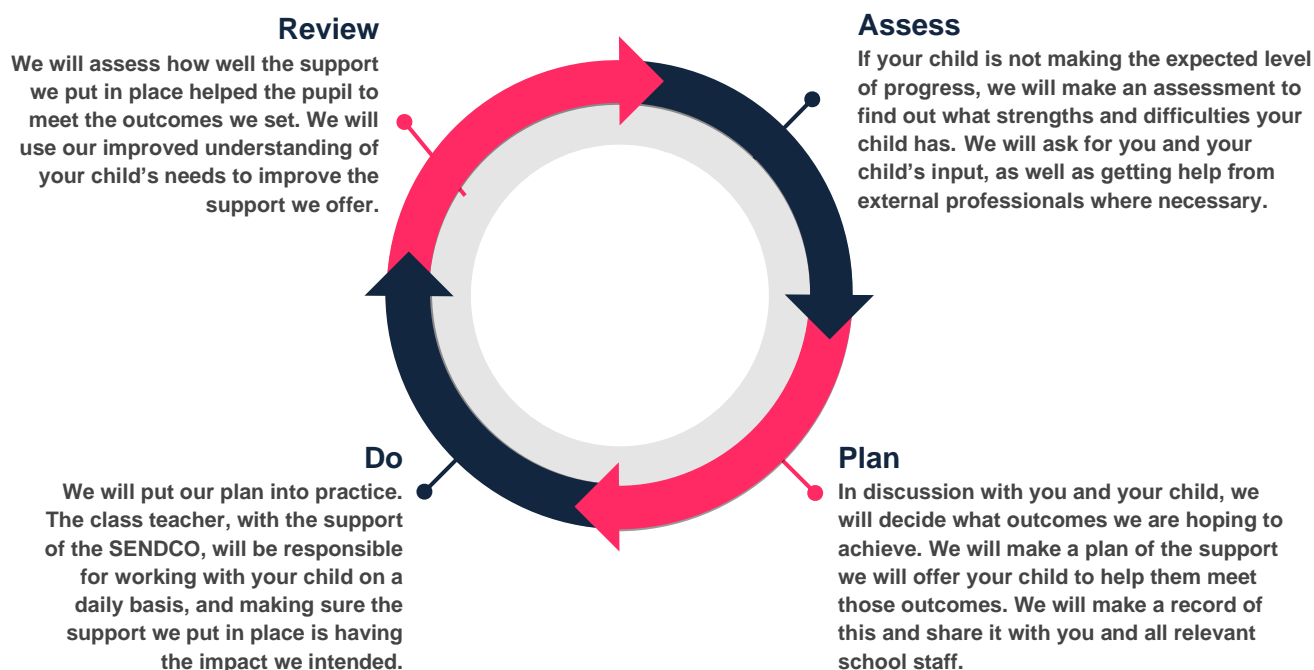
The structure of support is detailed in this flowchart:



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

We follow the 'graduated approach' to meeting children'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 set outcomes that we want to see children achieve. These are recorded on their pupil passport, My Support Plan or EHCP depending on their SEND stage.

Whenever we run an intervention, we assess children’s starting points 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 children’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 each child’s progress towards the outcomes we set over time and improve our offer as we learn what each 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 provide termly reports on each child’s progress.

Class teachers meet parents/ carers to:

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

The SENDCO 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 are 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. This is so that you can provide insight into what you think would work best for your child.

We also want to hear from you 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 as soon as you can 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 a child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis.

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?

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality, adaptive teaching is our first step in responding to every child's needs. We will make sure that all children have access to a broad and balanced curriculum in every year they are at our school.

Teachers adapt teaching to meet pupils' different needs. There is no 'one size fits all' approach to adapting the curriculum, teachers work hard to make sure that adaptations are effective.

These adaptations include:

- Differentiating the curriculum, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting 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 children 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
<b>Communication and interaction</b>	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 evaluate the effectiveness of provision by:

- Reviewing their progress towards children's personalised goals each term
- Reviewing the impact of interventions at appropriate intervals
- Using pupil questionnaires/ capturing pupil views in other ways
- Monitoring by the SENDCo
- Holding annual EHCP reviews

## 10. 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 participate in our school trips, including our residential trips.

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.

## 11. How does the school support pupils with disabilities?

Our 'Accessibility Plan' can be 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 have two accessible parking spaces outside of school.

## 12. 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 SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND 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](#).

## 13. What support will be available for my child as they transition between classes and settings?

### Between years

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

- Ask both the current teacher(s) and the next year's teacher(s) 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 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 SENDCO of the secondary school will come into our school for a meeting with our SENDCO. 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

## **14. 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 Designated Teacher for LAC, Deputy Designated Safeguarding Lead and SENDCo) to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances may impact on their access to school. This will include planning for any required adaptations to teaching and learning and any additional pastoral care needs.

Children who are looked-after or previously looked-after, if they have SEND needs, will be supported in line with our commitment to providing the best offer for all pupils with SEND. 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.

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

### **Complaints Procedure**

Every well governed and managed Trust and school will from time to time have to deal with complaints relating to aspects of its operation. This complaints procedure is not limited to parents or carers of children that are registered at one of the Trust's schools.

Any person, including members of the public, may make a complaint to the Trust / school about any provision of facilities or services that it provides, including support provided for SEND. There is a difference between a concern and a complaint.

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought' and which can be dealt with informally through the school or Trust without requiring this policy to be used. It is in everyone's interest that concerns, and complaints are taken seriously at the earliest stage to make every effort to resolve the matter informally by the staff concerned; where they cannot be, formal procedures can be followed.

The Moorlands Learning Trust complaints policy can be accessed [here](#).