



Russell Hall Primary School – November 2017

The following details the school's individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Bradford's Local Offer <https://localoffer.bradford.gov.uk/> which details the provision available in all Bradford schools and academies.

School name	Russell Hall Primary School
Headteacher	Mrs A Grist
Inclusion Manager	Mrs Heidi Higgs
SEND Governor	Samantha Bland
Contact details: Address	West End Queensbury Bradford BD13 2AW
Email	Heidi.Higgs@russellhall.bradford.sch.uk
Telephone	01274 882116
Age range	3-11
Funding	Foundation
Policy for Special Educational Needs	http://www.russellhallprimary.co.uk/our-school/policies/
All About Russell Hall	We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). At Russell Hall we recognise that there are children who may have Special Educational Needs (SEN) throughout, or at a particular time during their school life. We hope that this information will support you with any questions that you may have regarding identification and provision for pupil with SEN. We aim to work with parents and carers to ensure that the best provision and support is available for your child. If you would like any further information, please do not hesitate to contact Mrs Higgs.
How do we identify Special Educational	Children are identified as having SEN through a variety of ways, including the following:- <ul style="list-style-type: none"> • Child performing below age expected levels

<p>Needs?</p>	<ul style="list-style-type: none"> • Concerns raised by parent • Concerns raised by teacher, for example if behaviour or self-esteem is affecting performance • Liaison with external agencies, e.g., Educational Psychology Service • Health diagnosis through a paediatrician • Liaison with previous school or setting, if applicable
<p>What should a parent do if they think their child may have special educational needs?</p>	<p>Talk to us – in the first instance contact your child’s class teacher; if you still have concerns you can contact the Inclusion Manager – Mrs Higgs.</p>
<p>How do we make sure all children reach their full potential?</p>	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum, which is differentiated, taking account of different needs of the learner and differing learning styles. • Well-staffed classrooms. At least 1 teacher and 1 support assistant in each class from Year 1 to Year 6 and at least 2 support assistants in EYFS. • Quality first teaching and high expectations of all pupils which is regularly monitored by the experienced leaders in school in half termly Pupil Progress meetings. • Rigorous pupil tracking and monitoring of attainment and progress • Individualised targets which are shared with all children • Early identification of additional needs • Appropriate screening e.g. dyslexia, dyscalculia and Irlens • Liaison with a range of external agencies who provide specialist assessment, support and advice: Speech and language therapy; occupational therapy; Child and Adult Mental Health Service (CAMHS); educational psychology; school nursing service; Behaviour and Attendance Service; hearing impairment team, Pre-5 team, continence service, physical and medical team etc. • Referral for EHCP assessment • Appropriate management time for Deputy Headteacher/Inclusion Manager • Inclusion Manager holds the National Award for Special Educational Needs Co-ordination • Termly reviews of IEP’s and targets with parents and professionals • Training for staff on SEN issues • Additional support staff for children with Special Needs • HLTA to support reading intervention • School ‘Learning Muscles’ collaboration, curiosity, perseverance, resourcefulness, respect and reflectiveness contribute towards and ethos of inclusion and equality.
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Support identified termly on class provision maps and individual learning plans • Teachers and support staff and SENCO evaluate progress made towards targets and adapt where necessary • Formal termly reviews • SENCO monitors progress of all pupils with additional needs
<p>How do we involve parents children and young people?</p>	<ul style="list-style-type: none"> • Pupils review progress for reviews with class teacher and are involved in setting targets, if appropriate • Parents invited to reviews to share views • SENCO holds SEN drop in sessions where parents are able to make appointments to discuss their children • Team around the Child’ meetings for parents and school staff for some pupils

<p>How do we raise awareness of Special Educational Needs and Disability for parents and the wider community?</p>	<ul style="list-style-type: none"> • Regular assemblies on how we are different and how to celebrate this • Achievements of all pupils including those with SEND are celebrated in celebration assemblies • Workshops for parents e.g. Speech and Language workshops
<p>How do we help children with physical needs?</p>	<ul style="list-style-type: none"> • Access to equipment which assists fine motor development and writing skills e.g. angled writing boards; a variety of pencil grips; iPads • Support from Occupational therapists and Physiotherapists to deliver recommended programmes • 'Write from the start program' • 'Dough Disco' • 'Write Dance' • Fine and gross motor movement groups led by Sports coach • Accessibility Planning to consider needs of pupils and potential pupils • Disabled toilet • Hygiene suite to enable catheterisation • Staff trained in catheterisation • Staff trained in Moving and Handling techniques • Sports coach delivering Gross and fine motor interventions • Sports coach to advice on how activities can be adapted for those with SEND • Adaption to extra-curricular activities to promote inclusion for all
<p>How do we help children with speech and language needs?</p>	<ul style="list-style-type: none"> • Close liaison with Speech and Language Therapy to support delivery of intervention • School commissioned Speech and Language therapist ½ afternoon per fortnight • Parent workshops for Speech and Language • Staff attending Speech and Language sessions for individual pupils • Staff attending training in Social communication
<p>How do we help children with sensory impairment?</p>	<ul style="list-style-type: none"> • Space for quiet focused activities • Liaison with support services e.g. Hearing impairment team. • Pupils in Reception receive a vision check/hearing test • Regular contact with school nursing team • Use of Visual timetables in classes and in 1:1 work
<p>How do we help children with emotional difficulties?</p>	<ul style="list-style-type: none"> • School based Pupil and Family Liaison officer • Access to counselling services • Staff trained in emotional Attachment difficulties • Access to support from the Behaviour and Attendance team • Access to specialist support such as the SEN team, ASD team, CAHMS, educational psychologist service and Virtual Schools • Small nurture groups • Circle of Friends • Haven – lunchtime group
<p>How will we develop social skills throughout the day, especially break times?</p>	<ul style="list-style-type: none"> • One to one support provided for pupils with complex difficulties • Named adults in care plans as necessary • Playleaders at lunchtimes • Circle of Friends programme as appropriate • Lunchtime Haven • Targeted intervention from Pupil and Family Liaison officer
<p>How do we help</p>	<ul style="list-style-type: none"> • All staff trained in positive behaviour management strategies • Structured school and classroom routines including visual timetables

<p>children with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Family and Pupil Liaison officer • Access to support from the Behaviour and Attendance team • Staff have been trained in behaviour management and de-escalation techniques (TEAM TEACH) • Access to specialist services such as the SEN team, ASD team, CAHMS, educational psychology, family support and Virtual Schools • Support from Pupil and Family liaison officer • Individual behaviour charts with clear targets • Regulation training for staff • Regulation delivery from Sports Coach • Individual risk assessments where necessary • Whole school behaviour policy, rules, expectations and rewards
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • HLTA and TA trained in delivering literacy through a multisensory approach • ‘20:20 Reading’ program delivered by TA’s • Reading volunteers to support 1:1 reading • Dyslexia screening • Access to support from the Cognition and Learning team • ICT based programs such as Accelerated Reader, Education City, Clicker 5 etc. • Toe by Toe intervention • Lifeboats intervention (spelling) • Same Day intervention • Additional Phonics intervention
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> • Interventions delivered such as Max’s Marvellous Maths, Power of 1, Precision teaching etc. • Maths based ICT resources such as Education City • Numicon resources to support learning • Same day intervention • Times Tables Rockstars program • Dyscalculia screening • Access to support from the Cognition and Learning team
<p>How do we help a child who has medical needs?</p>	<ul style="list-style-type: none"> • Individualised health care plans created by School nurse, Home School Liaison Officer, parents, medical professionals etc. • First aid trained staff • Links with health care professionals e.g. physiotherapy, occupational health, school nurse etc. • Training for staff in asthma awareness, epilepsy etc. • Care Plans where appropriate • ‘Supporting pupils with medical conditions in school’ policy • Hygiene suite
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Access to translation services • Use of iPads for translation • Use of dual language signs where appropriate • ‘Racing to English’ program
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Risk assessments • Support from the SEN team • Appropriate training offered to staff • Close links with family to understand needs – CAF where necessary • Regular review of practice
<p>How will we meet a</p>	<ul style="list-style-type: none"> • Pupils encouraged to be responsible for own care needs as much as possible

<p>child's personal care needs?</p>	<p>and staff only intervening when necessary</p> <ul style="list-style-type: none"> • Intimate care policy • Clear written guidelines for staff to follow when changing a child • Staff trained in catheterisation
<p>Which specialist services do we access beyond the school?</p>	<p>We have access to support from the following agencies;</p> <ul style="list-style-type: none"> • Specialist Inclusion Service (ASD team and the HI service) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Counselling services • Physical and Medical Team • CAMHS • Educational Social Worker • Behaviour and Attendance Team • Pre-5 team • Virtual Schools for Looked after pupils • School nursing team • Access to support from the Great Heights cluster of schools
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Risk assessments to assess need and adjustments to be made • Extra staff deployed on trips to meet the requirements for the risk assessments • Parents/carers consulted prior to trips • Extra-curricular clubs planned so that all pupils are able to attend a club • Differentiated plan of support for Social times e.g. play time and lunch times • Use of Social stories to reduce anxieties • Additional transporting arrangements where necessary • Special arrangements for pupils to participate in Y4 and Y6 residential
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by EYFS staff for all pupils starting the EYFS • Good links with the local childcare providers • Close liaison with the EYFS and Y1 staff to plan transition into KS1 • Invitation to the Secondary Schools to the Y6 IEP meetings • Extra transition events for identified pupils • Close liaison with all other settings involved in transition – good exchange of information. • Involvement of parent partnership to support all parents in transition decisions • Additional ECHP reviews to support transition
<p>How do we ensure that all staff are well trained?</p>	<ul style="list-style-type: none"> • Appropriate awareness sessions as appropriate for all teachers and support staff on SEN issues, for example bereavement, attachment disorder, regulation etc. • Attendance by SENCO at local learning events and networks to keep up to date with latest research and national developments
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Use of Notional SEN budget to support pupils through differentiated resources, additional teachers and support staff • One to one support given as specified in a child's statement of EHC • Use of the Local Authority ranging model to allocate resources • Careful provision mapping to match pupil need • Audit and evaluation of provision • All children regularly reviewed (at least once a term) and provision is matched to needs. • Allocated SEN budget to purchase additional resources
<p>How do we deal with</p>	<ul style="list-style-type: none"> • School's Complaints policy available to parents, including on school website

**complaints regarding
our provision for
children and young
people with SEN?**

Abbreviations

AT	Attainment Target (in National Curriculum)
BDA	British Deaf Association
BDA	British Dyslexia Association
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
CP	Child protection
CPD	Continuing Professional Development
CRB	Criminal Records Bureau
DCPO	Designated Child Protection Officer
DDA	Disability Discrimination Act
DfE	Department for Education
DI	The Dyslexia Institute
DOB	Date of Birth
DRC	Disability Rights Commission
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulty
EP	Educational Psychologist
EPT	Educational Psychology Team
ESW	Education Social Worker
EYFSP	Early Years Foundation Stage Programme
FS	Foundation Stage
FSM	Free School Meals
FSP	Foundation Stage Profile
FTE	Full Time Equivalent
GLD	Good level of development (an Early Years judgement)
IEP	Individual Education Plan
KS	Key Stage
KS1	Key Stage 1 Years 1-2 (5 - 7 year olds)
KS2	Key Stage 2 Years 3-6 (8 - 11 year olds)
KS3	Key Stage 3 Years 7-9 (12-14 year olds)
LA	Local Authority
LAC	Looked After Children
MIND	National Association for Mental Health
MLD	Moderate Learning Difficulty
NoR	Number on Roll
PRU	Pupil Referral Unit
R R (Y1, Y2 etc)	Reception (Year 1 etc)
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENDA	Special Educational Needs Discrimination Act
SMART	Smart, Measurable, Achievable, Relevant, Time-scaled targets
Y Y1, Y2 etc	Year 1, Year 2 etc