

## **Russell Hall Primary School**

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 <a href="https://localoffer.bradford.gov.uk/">https://localoffer.bradford.gov.uk/</a> which details the provision available in all Bradford schools and academies.

School name	Russell Hall Primary School
Headteacher	Mrs A Grist
Inclusion Manager	Miss Lucy Bailey
Contact details: Address	West End Queensbury Bradford BD13 2AW
Email	lucy.bailey@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 and Disabilities (SEND) 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 SEND. 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 Miss Bailey.
How do we make sure all children reach their full potential?	<ul> <li>Access to a broad, balanced curriculum, which is differentiated, taking account of different needs of the learner and differing learning styles.</li> <li>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.</li> </ul>

	<ul> <li>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.</li> <li>Rigorous pupil tracking and monitoring of attainment and progress</li> <li>Individualised targets which are shared will all children</li> <li>Early identification of additional needs</li> <li>Appropriate screening e.g. dyslexia and Irlens</li> <li>Liaison with a range of external agencies who provide specialist 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; Social communication &amp; interaction team (SCIL).</li> <li>Referral for EHCP assessment</li> </ul>
	Part-time teaching Deputy Headteacher/SENDCO
	<ul> <li>Termly reviews of IEP's and targets with parents and professionals</li> <li>Training for staff on SEND issues</li> </ul>
	<ul> <li>Training for stall on SEND issues</li> <li>Additional support staff for children with Special Educational Needs and</li> </ul>
	Disabilities
	<ul> <li>Level 3 cover supervisor to support reading/maths intervention</li> </ul>
	An Academic mentor to teach intervention groups
	<ul> <li>School 'Learning Muscles' collaboration, curiosity, perseverance, resourcefulness, respect and reflectiveness contribute towards and ethos</li> </ul>
	of inclusion and equality.
How do we evaluate	Support identified termly on class provision maps and individual learning
and review the	plans
support provided?	Teachers and support staff and SENDCO evaluate progress made towards
	targets and adapt where necessary  • Formal termly reviews
	<ul> <li>Formal termly reviews</li> <li>SENCDO monitors progress of all pupils with additional needs</li> </ul>
How do we involve	Pupils review progress for reviews with class teacher and are involved in
parents children and	setting targets, if appropriate
young people?	Parents invited to reviews to share views
	SENDCO holds SEND drop in sessions where parents are able to make appointments to discuss their children.
	<ul><li>appointments to discuss their children</li><li>SENDCO accessible to all parents via ClassDojo</li></ul>
	Team around the Child' meetings for parents and school staff for some pupils
How do we raise	Regular assemblies on how we are different and how to celebrate this
awareness of Special	Achievements of all pupils including those with SEND are celebrated in
Educational Needs and Disability for	celebration assemblies
parents and the wider	Awareness days in school
community?	
	Access to equipment which assists fine motor development and writing skills
How do we help	e.g. angled writing boards; a variety of pencil grips; iPads
children with physical needs?	<ul> <li>Support from Occupational therapists and Physiotherapists to deliver recommended programmes</li> </ul>
	Support from the Physical and medical team
	'Write from the start program'
	Fine and gross motor movement groups
	Accessibility Planning to consider needs of pupils and potential pupils
	Disabled toilet     Sports assabled by string Grass and fine mater interventions
	Sports coach delivering Gross and fine motor interventions

How do we help children with speech and language needs?  How do we help children with speech and language needs?  Staff attending training in Social communication and interaction  WELLCOMM programme used in Early Years  The use of Makaton is promoted whole school  3 staff have a Level 1 Makaton qualification  Pupils in Reception receive a vision check/hearing lest  Eagular contact with school nursing leam  Use of Visual timetables in classes and in 1:1 work  Children with semotional difficulties?  How do we help children with  emotional difficulties?  How will we develop school skills throughout the day, especially break times?  How do we help children with behavioural difficulties?  How do we help children with behavioural difficulties?  How do we help schildren with behavioural difficulties?  How do we help achildren with behaviour data the more season with a behaviour and Attendance team and the more season and the properties of the properties		
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ICT based programs such as Accelerated Reader, Education City, Clicker 5		Dyslexia screening
<ul> <li>ICT based programs such as Accelerated Reader, Education City, Clicker 5</li> </ul>	support with literacy?	Access to support from the Cognition and Learning team
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	Toe by Toe intervention
	Whole school staff have completed the Little Wandle Letters and sounds
	revised training
Have do see bala a	Interventions delivered such as Max's Marvellous Maths, Power of 1,
How do we help a	Precision teaching etc.
child who needs	Maths based ICT resources such as Education City
support with	Numicon resources to support learning
numeracy?	
	Individualised health care plans created by School nurse, Home School
How do we help a	Liaison Officer, parents, medical professionals etc.
child who has medical	First aid trained staff
needs?	<ul> <li>Links with health care professionals e.g. physiotherapy, occupational health,</li> </ul>
necus:	school nurse etc.
	<ul> <li>Training for staff in asthma awareness, epilepsy etc.</li> </ul>
	Care Plans where appropriate
	Supporting pupils with medical conditions in school' policy
How do we help a	Supporting pupils with medical conditions in school policy     Access to translation services
child who has English	Use of iPads for translation
as an Additional	
Language (EAL)?	The state is a gradient of the state is a
Language (EAL)?	<ul> <li>Makaton signs and symbols used to support language</li> <li>Celebration of the children's heritage and own language</li> </ul>
How do we support a	
How do we support a child with complex	Risk assessments completed by local special school     Support from the SEN toom
-	Support from the SEN team     Appropriate training offered to staff
and multiple needs?	Appropriate training offered to staff  Class links with family to understand people. CAE where recessory.
	Close links with family to understand needs – CAF where necessary  Page large review of practice.
How will we meet a	Regular review of practice  Public analyzared to be recognible for own core needs as much as possible.
	Pupils encouraged to be responsible for own care needs as much as possible and staff only intervening when page 2007.
child's personal care needs?	<ul><li>and staff only intervening when necessary</li><li>Intimate care policy</li></ul>
needs?	<ul> <li>Intimate care policy</li> <li>Clear written guidelines for staff to follow when changing a child</li> </ul>
Which specialist	We have access to support from the following agencies;
services do we	Specialist Inclusion Service (ASD team and the HI service)
access beyond the	Educational Psychologists
school?	Speech and Language Therapy
SCHOOL?	Occupational Therapy
	Physiotherapy
	Physical and Medical Team
	Counselling services
	Courseling services     CAMHS
	Social Communication Interaction and Learning Team (SCIL)
	Social Confindincation interaction and Learning Team (SCIL)     Educational Social Worker
	Behaviour and Attendance Team
	D 5.
	Virtual Schools for Looked after pupils     School pursing team
	School nursing team     Access to support from the Great Heights cluster of schools
How will we include	Access to support from the Great Heights cluster of schools      Every staff deployed on trips to most the requirements for the risk.
children in activities	<ul> <li>Extra staff deployed on trips to meet the requirements for the risk assessments</li> </ul>
outside the classroom	Parents/carers consulted prior to trips     Evtra-curricular clubs planned so that all pupils are able to attend a club.
	Extra-curricular clubs planned so that all pupils are able to attend a club     Differentiated plan of support for Social times of a play time and lunch times.
	Differentiated plan of support for Social times e.g. play time and lunch times

including school trips?	<ul> <li>Use of Social stories to reduce anxieties</li> <li>Additional transporting arrangements where necessary</li> <li>Special arrangements for pupils to participate in Y4 and Y6 residentials</li> </ul>
How do we prepare and support a child for joining school and transferring to secondary school?	<ul> <li>Home visits by EYFS staff for all pupils starting the EYFS</li> <li>Transition booklets provided on an individual need basis</li> <li>Good links with the local Children's Centre</li> <li>Close liaison with the EYFS and Y1 staff to plan transition into KS1</li> <li>Invitation to the Secondary Schools to the Y6 IEP meetings</li> <li>Extra transition events for identified pupils</li> <li>Close liaison with all other settings involved in transition – good exchange of information.</li> <li>Involvement of parent partnership to support all parents in transition decisions</li> </ul>
How do we ensure that all staff are well trained?	<ul> <li>Appropriate awareness sessions as appropriate for all teachers and support staff on SEND issues, for example bereavement, attachment disorder, regulation etc.</li> <li>Attendance by SENDCO at local learning events and networks to keep up to date with latest research and national developments</li> </ul>
How do we allocate resources?	<ul> <li>Use of Notional SEND budget to support pupils through differentiated resources, additional teachers and support staff</li> <li>One to one support given as specified in a child's statement of EHCP</li> <li>Use of the Local Authority ranging model to allocate resources</li> <li>Careful provision mapping to match the pupils needs</li> <li>Audit and evaluation of provision</li> <li>All children regularly reviewed (at least once a term) and provision is matched to needs.</li> <li>Allocated SEND budget to purchase additional resources</li> </ul>
How do we deal with complaints regarding our provision for children and young people with SEND?	School's Complaints policy available to parents, including on school website