



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

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| 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 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. |

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| | <ul style="list-style-type: none"> • 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 and Irlen's • 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 & interaction team (SCIL). • Referral for EHCP assessment • Part-time teaching Deputy Headteacher/SENDCO • Termly reviews of IEP's and targets with parents and professionals • Training for staff on SEND issues • Additional support staff for children with Special Educational Needs and Disabilities • Level 3 cover supervisor to support reading/maths intervention • An Academic mentor to teach intervention groups • 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 SENDCO evaluate progress made towards targets and adapt where necessary • Formal termly reviews • SENDCO 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 • SENDCO holds SEND drop in sessions where parents are able to make appointments to discuss their children • SENDCO accessible to all parents via ClassDojo • 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 • Awareness days in school |
| <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 • 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 coach delivering Gross and fine motor interventions |

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| | <ul style="list-style-type: none"> • Sports coach to advise on how activities can be adapted for those with SEND |
| How do we help children with speech and language needs? | <ul style="list-style-type: none"> • Close liaison with Speech and Language Therapy to support delivery of intervention • School commissioned SALT working in school for one half day every fortnight • Staff attending Speech and Language sessions for individual pupils • 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 |
| How do we help children with sensory impairment? | <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 • Children have access to sensory equipment as needed • Adjustments made to provision in line with individual need |
| How do we help children with emotional difficulties? | <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 SEND team, ASD team, CAHMS, educational psychologist service, Sure Start, Virtual Schools • Small nurture groups • Circle of Friends • Haven – lunchtime group |
| How will we develop social skills throughout the day, especially break times? | <ul style="list-style-type: none"> • One to one support provided for pupils with EHC plans as necessary • Named adults in care plans as necessary • Playleaders at lunchtimes • Lunchtime Haven • Pupil workforce |
| How do we help children with behavioural difficulties? | <ul style="list-style-type: none"> • All staff trained in positive behaviour management strategies • Structured school and classroom routines including visual timetables • 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 SEND team, ASD team, CAHMS, educational psychology, family support and Virtual Schools • Inclusion and Progress team who meet twice monthly to discuss and review pupils receiving support and in need of support • 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 |
| How do we help a child who needs support with literacy? | <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. |

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| | <ul style="list-style-type: none"> • Toe by Toe intervention • Whole school staff have completed the Little Wandle Letters and sounds revised training |
| How do we help a child who needs support with numeracy? | <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 |
| How do we help a child who has medical needs? | <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 |
| How do we help a child who has English as an Additional Language (EAL)? | <ul style="list-style-type: none"> • Access to translation services • Use of iPads for translation • Use of dual language signs where appropriate • Makaton signs and symbols used to support language • Celebration of the children's heritage and own language |
| How do we support a child with complex and multiple needs? | <ul style="list-style-type: none"> • Risk assessments completed by local special school • Support from the SEN team • Appropriate training offered to staff • Close links with family to understand needs – CAF where necessary • Regular review of practice |
| How will we meet a child's personal care needs? | <ul style="list-style-type: none"> • Pupils encouraged to be responsible for own care needs as much as possible and staff only intervening when necessary • Intimate care policy • Clear written guidelines for staff to follow when changing a child |
| Which specialist services do we access beyond the school? | <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 • Physical and Medical Team • Counselling services • CAMHS • Social Communication Interaction and Learning Team (SCIL) • 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 |
| How will we include children in activities outside the classroom | <ul style="list-style-type: none"> • 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 |

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| <p>including school trips?</p> | <ul style="list-style-type: none"> • Use of Social stories to reduce anxieties • Additional transporting arrangements where necessary • Special arrangements for pupils to participate in Y4 and Y6 residentials |
| <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 • Transition booklets provided on an individual need basis • Good links with the local Children’s Centre • 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 |
| <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 SEND issues, for example bereavement, attachment disorder, regulation etc. • Attendance by SENDCO 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 SEND 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 EHCP • Use of the Local Authority ranging model to allocate resources • Careful provision mapping to match the pupils needs • Audit and evaluation of provision • All children regularly reviewed (at least once a term) and provision is matched to needs. • Allocated SEND budget to purchase additional resources |
| <p>How do we deal with complaints regarding our provision for children and young people with SEND?</p> | <ul style="list-style-type: none"> • School’s Complaints policy available to parents, including on school website |