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	Mr A Grant
SENDco	Miss Zoe Douthwaite
Inclusion Manager	Miss Lucy Bailey
Contact details: Address	West End Queensbury Bradford BD13 2AW
Email	zoe.douthwaite@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 or Miss Douthwaite.

How do we make sure all children reach their full potential?	- 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 will all children - Early identification of additional needs - Appropriate screening e.g. dyslexia and Irlens - 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 with a focus on English (reading and writing) - School 'Learning Muscles' **collaboration**, **curiosity**, **perseverance**, **resourcefulness**, **respect** and **reflectiveness** contribute towards and ethos of inclusion and equality.
How do we evaluate and review the support provided?	- 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
How do we involve parents, children and young people?	- 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
How do we raise awareness of Special Educational Needs and Disability for parents and the wider community?	- 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
How do we help children with physical needs?	- 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 • Sports coach to advise on how activities can be adapted for those with SEND whilst taking part in Physical Education with their peers
How do we help children with speech and language needs?	• 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?	• 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?	• 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?	• One to one support provided for pupils with EHC plans as necessary • Named adults in care plans as necessary • Playleaders at lunchtimes • Pupil workforce
How do we help children with behavioural difficulties?	• 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
	• HLTA and TA trained in delivering literacy through a multisensory approach • '20:20 Reading' program delivered by TA's

How do we help a child who needs support with literacy?	• 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, etc. • 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?	• Interventions delivered such as Max's Marvellous Maths, Power of 1, Precision teaching etc. • Maths based ICT resources such as TT Rock Stars • Numicon resources to support learning
How do we help a child who has medical needs?	• 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)?	• 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?	• Risk assessments completed by local special school • Support from the SEN team • Appropriate training offered to staff • Close links with family to understand needs – TAF where necessary • Regular review of practice
How will we meet a child's personal care needs?	• 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?	We have access to support from the following agencies; • 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) • Specialist Teacher support in the Early Years • 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 including school trips?	• 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 residentials
How do we prepare and support a child for joining school and transferring to secondary school?	• 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
How do we ensure that all staff are well trained?	• 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
How do we allocate resources?	• 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
How do we assess and review the progress of pupils with SEND?	• Through the use of target tracker, which is highly precise at assessing the pupils to which year group they are working at and which targets to develop. • Regular updates of the IEP and MSP targets. • Intervention Provision Outlines are regularly reviewed. • Use of SMART targets
How do we deal with complaints regarding our provision for children and young people with SEND?	• School's Complaints policy available to parents, included on school website

SEND Provision Map

Area of SEND	Universal provision	QFT	School Support
Cognition and Learning	• Physical/concrete learning resources • Enable tables • Support staff • Maths partners • Spelling books • Word banks in lessons • Enable table • Clear instructions displayed during the input and throughout the lesson.	• Target tracker and PPU meetings • Targeted group support in class • Ad-hoc same day intervention • Individualised target setting in Reading, Writing and Maths • Live marking	• Planned weekly intervention • Reading 20:20 • Toe-by-Toe • 1:1 reading • Reading volunteers • Little Wandle phonics and guided reading • Bespoke spellings for the weekly test • Dyslexia font word banks • Numbots • Power of 1/Power of 2 • Max's Marvellous Maths • Dyslexia screener • Dyscalculia screener • Irlens test • Accelerated reader individual test feedback • School based Academic Mentor • Precision teaching
Communication and Interaction	• Visual timetables • Makaton trained adults • Working walls displaying clear vocabulary • Whiteboards for note-taking • SOTW laminated and put in reading corners. • Door meet and greet.	• Individual visual timetables • Use of IPad for communication • Notebooks for individual students. • Teacher planned seating plans	• Social Stories • Lego Therapy • Buddy mentoring • School commissioned SALT • WELLCOMM programme (EY)

Social, Emotional, & Mental Health	• Staff trained in restorative talk • Reading corner • Dojo rewards • Worry monster/box • Embedding a mistake-friendly culture	• Now/next board • Use of Zones of regulation • Brain breaks	• School Family and Pupil Liaison Officer • Lunchtime Play Leaders • Reward charts • Pupil workforce (Y5 Y6) • Individual risk assessments • Choosing time
Sensory & Physical	• Trained Sports Coach • Team Teaching with class teacher and Sports Coach • 5 minute movement breaks, e.g. go noodle • Relaxed lighting in rooms.	• Regular handwriting practice • Angled-writing boards • Pencil grips • First aid trained staff	• Gross/fine motor intervention • Write From the Start • Accessibility planning to consider the needs of a pupil • Bespoke PE lessons adapted for pupils • Individual risk assessments

School	Russell Hall Primary School
Date of report	September 2023
SENDCo	Zoe Douthwaite
SEND Governor	Claire Taylor

SEND Profile

- At the beginning of September 2023, there were 51 children on the SEND register (including Nursery)
- This equates to 23.29% of the school population (incl. Nursery)
- 7 children have an Education Health Care Plan (EHCP)

	SEND (R1-3)	EHCP (R4+)
Nursery	0	0
Reception	8	0
Year 1	5	1
Year 2	6	1
Year 3	4	2
Year 4	9	1
Year 5	5	0
Year 6	7	2

Primary Areas of Need

Area of Need	Communication & Interaction	Cognition and Learning	Social, Emotional & Mental Health	Physical & Medical
Number of Pupils	12	15	19	5
% of SEND Register	24%	30%	37%	9%

NB: Some children may additional secondary needs

Other Vulnerabilities

Pupil Premium	15 Pupils (30% of SEND Register)
Attendance	SEND support – 95.67% EHCP- 97.78% Non-SEND – 96.33%
Attendance Below 90%	Pupils None. (of SEND Register)

Gender of Pupils on SEND Register	
Boys	30 Pupils – 58%
Girls	21 Pupils – 42%

Achievement of Pupils with SEND (in-year data)

EYFS	
GLD (National)	62.2%
GLD (National SEND)	11.2%
GLD all pupils (School)	60%
GLD SEND pupils (School)	20%

Year 1 Phonics	
Working at Expected Standard (National)	84%
Working at Expected Standard (National SEND)	38%
Working at Expected Standard (School)	48.4%
Working at Expected Standard (School SEND)	25%

Year 2 Phonics	
Working at Expected Standard (School)	29%
Working at Expected Standard (School SEND)	0%

KS1 Attainment	Reading	Writing	Maths
Working at Expected Standard (National)	62.9%	55.7%	64.6%
Working at Expected Standard (School)	53.3%	50%	63.3%
Working at Expected Standard (School SEND)	0%	0%	0%

KS2 Attainment - National	Reading	Writing	Maths
Working at Expected Standard (National)	68.8%	70.9%	71.5%
Working at Expected Standard (School)	46.7%	70%	30%
Working at Expected Standard (School SEND)	20.0%	20.0%	20.0%

KS2 Attainment - Teacher Assessment	Reading	Writing	Maths
Working at Expected Standard (School)	80%	66.7%	73.3%

Progress SEND pupils	Reading		Writing		Maths	
Exp progress 6 points	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Reception (from Autumn term)	16.7%	66.7%	33.3%	70%	50%	86.7%
Year 1	12.5%	61.3%	50%	77.4%	37.5%	66.7%
Year 2	0%	33.3%	0%	50%	0%	56.7%
Year 3	60%	83.3%	70%	86.7%	70%	83.3%
Year 4	80%	83.3%	80%	83.3%	60%	76.7%
Year 5	55.6%	69%	77.8%	75.9%	55.6%	69%
Year 6		77.8%		81.5%		66.7%
(Unable to find accurate data for SEND in year 6 due to children being taken off roll.)						

Actions

- Ensure provision mapping and intervention in all year groups matches need, particularly in writing and maths
- Conduct analysis of writing data at objective level to investigate greatest area of need
- Update Core offer on website
- Update SEND policy
- SEND case study
- To improve outcomes for pupils with SEND so that they are in line or exceeding national and regional average.
- Improve intervention and catch up.
- Ensure that intervention is monitored for effectiveness.
- Meet needs of pupils with SEN with the development of a nurture room.

- Enhance playtime provision to support pupils with SEN.

- Further training opportunities in Makaton and supporting ADHD.

- Develop relationships with pupils and parents/carers of pupils with SEND, to enhance communication with male care givers and supporting pupil voice.