



Horton Grange Primary School

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Headteacher: Miss Rebecca Marshall

Acting SENDco :Jennie Matthews

SEND Information Report March 2020

For information about Horton Grange Primary School's SEND policy and our SEND local offer, please see the school website.

What kinds of Special Needs and Difficulties do we cater for at Horton Grange Primary School?

We cater for a wide range of needs including cognition and learning; physical and medical; hearing and visual impairments; dual and multisensory impairment; specific learning difficulties; communication and interaction difficulties such as Autistic Spectrum Disorder; specific learning difficulties; social, emotional and mental health needs and speech, language and communication needs. (Please see our local offer for more details).

How do we identify children with Special Educational Needs and difficulties?

There are a range of ways in which we identify children with Special Educational Needs and Difficulties. Some children will have already been identified before they start at Horton Grange Primary School, in which case we work in partnership with the professionals that already know them to support their progress and learning. The progress of all our children is monitored half termly, and children are identified during Pupil Progress meetings when their progress has been less than expected. In most cases, children are identified by our very experienced teaching and support staff team. If staff feel that a child may have an additional need then they will speak to the SEND team and parents in the first instance. The child will then be assessed and observed to discover what is happening and why: support can then be tailored to their needs. If appropriate, school will then invite in external professionals to offer additional support.

How could my child get help in school?

Children in school with SEND will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in school. Staff may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder (ASD) Outreach Team or Learning Support Services (see information at the end of the report - Other Agencies). Children are also supported by our Language Development Worker and an external Educational Psychologist.

How do parents and staff work together to discuss provision and what our next steps should be?

We believe strongly in working together with parents. Parents are told about their child's progress and we try to work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve their full potential. Views and agreed roles are recorded when individual education plans are updated and copies are sent home termly. Informed parental consent is obtained before referral to any outside agency. Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are welcome to discuss concerns at any time, initially with the teacher but also with the SENDCO.

How is extra support allocated to children and how do they move between the different ranges?

The school budget received from Bradford LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs (£10793 for this year) in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENDCO discuss all the information they have about SEND across school, including the children getting extra support already and the children who will need extra support. The children who have been identified as not making as much progress as would be expected may be allocated additional resources/training where needed. All resources/training and support are reviewed regularly and changes made as needed.

How do we consult children with Special Educational Needs and Difficulties and involve them in their Education?

As part of additional assessment by the SENDCO and to inform individual plans, children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Views are sought from all parties involved and recorded more formally within the EHCP process and in formulating Individual Education Plans. The School Council also represents pupils' opinions and wishes.

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's teacher initially. The concerns may need referring to the SENDCO if your child is still not making progress. If you continue to feel that your child is still not making progress you should speak to the Head teacher or the school SEND Governor. (Please refer to staffing list.)

How will the school let me know if they have any concerns about my child's learning in school?

When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCO and then discuss this with you. As with all staff, the SENDCO operates an open door policy and actively encourages all staff to discuss their concerns about children whenever necessary. There are half-termly reviews and then subsequent pupil progress meetings involving the senior leadership team and class teachers to ensure all children are making good progress. This is another way your child may be identified if they are not making as much progress as initially thought. If your child is then identified as not making adequate progress, the class teacher will discuss this with you in more detail and listen to any concerns you may have too.

How will the teaching be adapted for my child with learning needs?

Teachers plan lessons according to the specific needs of all groups of children in their class, and ensure that your child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. Support staff will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and/or in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.

How will Horton Grange Primary School support my child?

Horton Grange has a range of interventions in place in our school which may be used when we identify a need for additional support. When the school identifies the need for additional intervention to enable a pupil to make expected progress, this will be recorded on the Pupil Progress Summary report. This is then discussed by the year group teaching team with a member of the Senior Leadership team at the half termly Pupil Progress meetings. If necessary, an Individual Education Plan (IEP) will be created to support children that fall into the Bradford Ranges 2, 3 and 4. Children that fall into Range 1 will be supported by Quality First Teaching. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a half termly report from the SENDCO on the progress of pupils with SEND.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her teachers and the Senior Leadership Team. His/her progress is reviewed formally every half term and a milestone level is given in Reading, Writing, Maths and Science. Progress in Phonics, RE, ICT and PSHEE is also tracked half-termly. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age. If your child is working below Milestone 1 above year 2, they will be assessed on the Pebbles system. (Please ask your child's class teacher for more information about Milestones and Pebbles.)

At the end of Reception, Key Stage 1 and 2 the school is required to report attainment externally for your child. This is something the government requires all schools to do and the results are published nationally. The progress of children with an Education, Health and Care Plan (EHCP), (at Bradford's Range 4 to 7) is formally reviewed at an Annual Review with all adults involved with the child's education.

How will both you and I know how my child is doing and how will you help me to support my child's development?

Annual reports and termly Parents' Evenings give all parents and carers regular feedback on their child's up to date academic levels, individual Reading, Writing and Maths targets and any behavioural, emotional or social difficulties. When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

How does the school train staff and secure specialist expertise?

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need. Circumstances include the SENDCO's need to keep up-to-date with local and national developments; a class teacher's need for in-depth knowledge to assist a child in their class with more complex barriers to learning; or Teaching Assistants' needs to be instructed in delivering specific intervention strategies. The SENDCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, CAMHS, School Health, Educational Psychological Service, Child Development Centre, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

What support will there be for my child's/young person's overall well-being?

The well-being of all of our pupils is our primary concern at Horton Grange Primary School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and ethos of the school.

We have many staff that receive first aid training and paediatric first aid training. If a pupil has a medical need, then a detailed Care Plan is compiled with support from the School Nurse/medical professionals in consultation with parents/carers. These are discussed with all staff who are involved in supporting the pupil at any point during the school day. Relevant staff are trained to support medical needs and in some cases staff receive training. We have guidance on procedures for administering medicines within our health and safety policy. Where necessary, and in agreement with parents/carers, prescribed medicines are administered in school, but only where a signed medication consent form is in place to ensure the safety of both child and staff member.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan (IEP) may be put in place for pupils with the additional needs.

Our Positive Relationships Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and used consistently across school. We regularly monitor attendance and work closely with our Education Social Worker. We support pupils returning to school after absence and take the necessary actions to prevent prolonged or unauthorised absence where possible. Pupils' views are sought through school council and other forums.

What specialist services and expertise are available at or accessed by the school?

All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. At appropriate times, schools will contact and seek advice from a range of educational outside agencies, Outreach Services and health professionals (refer to list at end of this document). We also work with Children's Social Care, Bradford Family Support and Community Police. We have Parental Involvement Workers to support families in our school community.

What support do we have for you as a parent/ carer of a child with an SEND?

We would like you to talk to your child's teachers regularly, so we know how they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. If necessary, homework will be adjusted as needed to your child's individual needs.

How will my child be included in activities outside the classroom including school trips?

We actively try to ensure that all our extra-curricular activities, including residential, are adapted for children's specific needs where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible.

How have we made sure Horton Grange Primary School is accessible to children with SEN? (including after school clubs etc.)

As a school we are happy to discuss individual access requirements. We are on a split site with many sloping paths, with our two buildings separated by a playground and our canteen in a third building. At present we have the following facilities: two lifts, ramps and disabled toilets. We ensure that equipment used is accessible to all children regardless of their needs. Visual prompts are used across the school to support learning. Radio aids are used to support children with hearing impairments.

How do we support improving emotional and social development?

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils. Occasionally, a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address issues.

How will we support your child when they are leaving this school? Or moving to another Year group?

We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible. If your child is moving to another school we will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. The SENDCO will arrange additional visits to new schools for your child and personalised resources to support transition may be used. Staff from the receiving school may also visit to see your child in their current setting. We will make sure that all records about your child are passed on as soon as possible. Teachers will attend Bradford training around transition arrangements.

When moving years in school, information about your child will be shared with their new teachers. Children will all have opportunities to meet their new teachers and work in their new classrooms. If your child would be helped by a personalised plan for moving to another year, we will put this in place.

How does Horton Grange Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?

There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. A good place to start is the Bradford Parent Partnership, whose website can be found at <http://www.barnardos.org.uk/parentpartnershipservice.htm> (phone: 01274 481183). The SENDCO is available to help parents locate organisations that can offer more specialist advice.

| Questions | Type of support provided | What this could mean for your child | Who can get this kind of support? |
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| What are the different types of support available for children with SEN in this school? | Class teacher input via excellent targeted classroom teaching; also known as Quality First Teaching. | <ul style="list-style-type: none"> <input type="checkbox"/> Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. <input type="checkbox"/> Ensuring that all teaching is based on building on what your child already knows, can do and can understand. <input type="checkbox"/> Putting in place different ways of teaching, so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. <input type="checkbox"/> Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. | All children in school should be getting this as a part of classroom practice. |
| | <p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run in the classroom or outside. <input type="checkbox"/> Run by a member of staff who has had training to run these groups. <input type="checkbox"/> In Key Stage 2 this may include time in our Learning Support Centre. | <ul style="list-style-type: none"> <input type="checkbox"/> Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. <input type="checkbox"/> A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions using the teacher's plans either in a small group or within the classroom setting | Any child who has specific gaps in their understanding of a subject/area of learning. Children will be at the stage of the SEN Code of Practice called School Action (Bradford Range 1, 2), which means they have been identified by the class teacher as needing some extra support in school. |
| | <p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups.</p> <p>In Key Stage 2 this may include time in our Learning Support Centre.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Your child will have been identified by the class teacher/SENDCO (or you will have raised your worries) as needing more specialist input instead of or in addition to class room teaching and intervention | Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. |

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| | <p>AND/OR Individual support for your child of less than 20 hours in school</p> <p>Stage of SEN Code of Practice: School Action Plus (Bradford Range 2, 3), which means they have been identified by the class teacher/SENDCO as needing some additional specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> □ e.g. ASD Team or Learning Difficulties team <p>Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist</p> | <p>groups.</p> <ul style="list-style-type: none"> □ You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. □ You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. □ The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> □ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better □ Support to set better targets which will include their specific expertise for teachers to implement □ A group run by school staff under the guidance of the outside professional e.g. a social skills group □ A group or individual work with outside professional □ The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place | |
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| | <p>Specified Individual support for your child of more than 20 hours in school.</p> <p>This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school and a statutory assessment has been approved by the local authority.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from services such as:</p> <ul style="list-style-type: none"> ▫ ASD Team ▫ Outside agencies such as the Speech and Language therapy (SALT) Service. | <ul style="list-style-type: none"> ▫ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Bradford Local Offer. ▫ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. ▫ If they do not think your child needs this, they will ask the school to continue with the support Range 1 or 2. ▫ After the reports have all been sent in, the Local Authority will decide if your child's needs are severe/complex and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an Educational Health and Care Plan. If this is not the case, they will ask the school to continue with the support at Range 1 or 2. ▫ The Educational Health and Care Plan will outline the number of hours of individual/small group support your child will receive and what strategies must be put in place. It will also have long and short term | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> ▫ Severe, complex and/or need more than 20 hours of support in school |
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- goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

All of the people named below can be contacted by telephoning the school office on 01274 573287 or emailing office@hortongrange.bradford.sch.uk

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?

Class teacher

- He/ She is responsible for:
- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Special Educational Needs Co-Ordinator (SENDCo) - Rebecca Marshall.

Tania Ackernley (SEND team)

- As part of the graduated response, she is responsible for:
- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- To provide specialist support for teachers and support staff in the school, so they

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| | | <p>can help your child to achieve their potential.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supporting your child's class teacher in identifying appropriate interventions and to write IEPs that specify the targets set for your child to achieve. <input type="checkbox"/> Organising training for staff, so they are aware and confident about how to meet the needs of your child and others within our school. |
| | Teaching Assistant may be allocated to some pupils with SEN and or disabilities | We have Teaching Assistants in the majority of lessons who also may be allocated to some pupils with more significant Special Educational Needs and/or disabilities. As a school, we welcome regular dialogue between parents and Teaching Assistants on how a child's day has been and we do actively encourage this continued. |
| | Head Teacher Mrs Stephenson | <ul style="list-style-type: none"> <input type="checkbox"/> As part of the graduated response, she/ he is responsible for: - <input type="checkbox"/> The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met. <input type="checkbox"/> She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| | SEND Governor Mrs Alia Zafar | <ul style="list-style-type: none"> <input type="checkbox"/> She is responsible for: <input type="checkbox"/> Making sure that the school has an up to date SEND Local Offer/Information Report/Policy <input type="checkbox"/> Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school <input type="checkbox"/> Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. <input type="checkbox"/> Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. |

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| Who are the other people providing services to children with SEND in this school? | Parental Involvement Workers | Yasmin Akhtar & Naila Parvez |
| | Local Authority Services | <ul style="list-style-type: none"> - School Nurse - Health Visitors - Occupational Therapist - Community Paediatrician - Physiotherapist - Speech and Language Therapist (SALT) - Child And Adolescent Mental Health Service (CAMHS) - Autism Support Service - Learning Difficulties Team - Educational Psychologist - Social, Emotional and Behavioural difficulties Team - Pre 5 / Early Years' Service - Physical Difficulties Team - Visual Impairment Team - Hearing Impairment Team |

How do we handle complaints from parents of children with SEND about the provision made at Horton Grange Primary School?

Most complaints are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENDCO and then the Head teacher. Beyond this, a complaint may be taken to the Governing Body and Bradford Education.

The Senior SEN Officer with responsibility for Horton Grange Primary School is Kashmir Rajput and his email address Kashmir.rajput@bradford.gov.uk

Any parent wanting independent support to put their case is welcome to use the services of the Parent Partnership (see below).

For further information, see <https://www.gov.uk/complain-about-school>

| GLOSSARY OF TERMS | |
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| IEP | Individual Education Plan |
| EHCP | Education, Health, Care Plan |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| ASD | Autistic Spectrum Disorder |
| SENDCO | Special Educational Needs and Disabilities Coordinator |
| SEN Special Educational Needs SEN Code of Practice | The legal document that sets out the requirements for SEN |

What does the Special Educational Needs and Difficulties register look like in our school?

| Year group | Number of children in Year group | Number on the SEND register at range 2+ | Percentage of the year group | Number of children at range 4 with an EHCP (Primary need only) |
|------------|----------------------------------|---|------------------------------|--|
| Nursery | 85 | 10 | 9% | 1 |
| Reception | 85 | 8 | 9% | 1 |
| Year 1 | 84 | 12 | 14% | 4 |
| Year 2 | 90 | 11 | 12% | 1 |
| Year 3 | 74 | 16 | 22% | 1 |
| Year 4 | 89 | 15 | 17% | 1 |
| Year 5 | 89 | 18 | 20% | 3 |
| Year 6 | 90 | 28 | 31% | 1 |

What are the children's Special Educational Needs and Disabilities? Please note that individual children may have multiple needs.

| Need | Number of children | Number of children at range 1, 2 or 3 | Number at range 4 not on an EHCP | Number of children at range 4 with an EHCP (Primary need only) | Number at range 4 awaiting EHCP (Primary need only) |
|---|--------------------|---------------------------------------|----------------------------------|--|---|
| Moderate learning difficulties | 21 | 21 | 0 | 0 | 0 |
| Severe learning difficulties | 4 | 3 | 0 | 1 | 0 |
| Physical and medical | 9 | 5 | 0 | 4 | 0 |
| Visual Impairment | 2 | 0 | 2 | 0 | 0 |
| Hearing Impairment | 2 | 0 | 2 | 0 | 0 |
| Social, emotional and mental health needs | 42 | 32 | 2 | 7 | 1 |
| Speech, language and communication needs | 38 | 38 | 0 | 0 | 0 |
| Total | 118 | 99 | 6 | 12 | 1 |