

SEND INFORMATION REPORT

At Lower Fields Primary Academy we embrace the fact that every child is different and therefore the needs of every child are different. The governing bodies of maintained schools and maintained nursery schools must publish information on their websites about the implementation of the governing body's policy for pupils with Special Educational Needs and Disabilities (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- what types of SEND we provide for
- how we identify and assess children with SEND
- who to talk to at Lower Fields Primary Academy about a child's difficulties with Learning/ Special Educational Needs or Disabilities
- our approach to teaching pupils with SEND
- how school will ensure all pupils are treated equally
- how we adapt the curriculum and learning environment
- how we enable pupils with SEND to engage in activities with other pupils who do not have SEND
- how we consult parents of pupils with SEND and involve them in their child's education
- how we consult pupils with SEND and involve them in their education
- how we evaluate the effectiveness of our SEND provision
- how we support pupils moving between different phases of education
- how we support pupils with SEND to improve their emotional and social development
- what expertise and training our staff have to support pupils with SEND
- how we secure specialist expertise, equipment and facilities to support pupils with SEND and how we involve other organisations in meeting the needs of pupils with SEND and supporting their families
- how we handle complaints from parents of children with SEND about provision made at the school
- where the LA's local offer can be found, what support services are available to parents and how have we contributed to it

We hope parents/carers, as well as prospective pupils, find the following information helpful and we encourage all interested parties to contact the school for further information.

Lower Fields Primary Academy is an inclusive school that ensures all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum regardless of gender, sexual orientation, ethnicity, social background, religion, physical ability or educational need.

Pupils are identified as having Special Educational Needs and Disability when they have greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the Local Education Authority. All pupils follow the Local Authority Guidance for Admissions, including those with a Special Educational Need or Disability (SEND).

Where a child is identified as having SEND an induction meeting will be arranged prior to admission to Lower Fields Primary Academy to ensure that school can adequately meet the pupil's needs.

<p>What types of SEND do we provide for?</p>	<p>We provide support for pupils with:</p> <p>Communication and Interaction (CI): Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASD)</p> <p>Cognition and Learning Difficulties (CL): Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)</p> <p>Social, Emotional and Mental Health Difficulties (SEMH)</p> <p>Sensory and Physical (SP): Visual Impairment (VI), Hearing Impairment (HI), Physical Difficulties (PD), Multisensory Impairment (MSI)</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>Identification:</p> <p>Before a child starts at Lower Fields Primary Academy we meet with parents to enable them to share with school about their child and their strengths and needs. Some pupils may therefore enter the school with their SEND already having been identified. The SENDCo, will in this instance, work with both the family and professionals involved with the pupil, to provide a tailored transition to Lower Fields Primary Academy.</p> <p>Pupils, throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 are assessed regularly against nationally set criteria to check their progress across areas of learning; this is monitored by class teachers and senior leaders. It is through this process that children who are not making expected progress are identified and further assessment of need and/or extra support may need to commence. In addition, teachers, support staff and parents play a vital role in raising concerns about other barriers to learning, such as communication, physical, social and emotional matters.</p>

	<p>Assessment:</p> <p>In line with Bradford Metropolitan District Council Children's Services at Lower Fields Primary we promote a graduated approach to assessing, identifying and providing for pupils' Special Educational Need or Disability. We recognise that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Once areas of SEND have been identified, pupils will be part of successive on-going cycles of monitoring where school will use a range of available assessment tools including 'B-squared' assessment and 'Thrive Online' to identify individual pupil needs, plan and deliver additional provision to meet these needs and monitor impact. During these cycles, the school (in consultation with parents) may involve additional specialists. Support plans are written with targets for all children at Range 2 plus, these are discussed with parents at the start of each cycle and re-visited with parents at the end of a cycle to share whether targets have been met. The assessment cycle runs termly.</p>
<p>Who are the best people to talk to at Lower Fields Primary School about my child's difficulties with Learning/ Special Educational Needs or Disabilities (SEND)?</p>	<p>Your child's class teacher or key worker knows your child the best and should be your first point of contact. Your concerns will then be passed by the class teacher on to the Special Educational Needs and Disability Coordinator (SENDCo). At Lower Fields Primary Academy, the SENDCo is Mrs C Clayton. Concerns will be dealt with by the SENDCo.</p> <p>You can always contact the SENDCo directly via the school office by telephoning school on (01274 770312) or email info@lfpa.org.uk</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>The staff and Governors at Lower Fields Primary Academy believe all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. Our approach to teaching pupils with SEND varies depending on individual need.</p> <ul style="list-style-type: none"> • All teachers plan differentiated and accessible lessons for ALL children. This might require additional planning/alterations to be made to meet pupils' specific needs. • Each year group has at least one teaching assistant who can be used to offer additional support (where appropriate) as directed by the class teacher. • Additional time-limited out of class interventions may be provided for pupils needing small group/individual tailored support to meet specific learning needs. These include Socially Speaking, Lego

	<p>Therapy and Precision Teaching. For some pupils, bespoke and individualised programmes will be put together using other evidence based resources such as Blank Levels and Thrive. These are monitored by the SENDCo and class teacher to ensure skills are transferred back into the classroom.</p> <ul style="list-style-type: none"> • For children with SEMH needs, extra support and personalised interventions may be accessed working with our pastoral team. • We have access to a commissioned Speech and Language Therapist (funded jointly through the SEND and Pupil Premium budgets). • For pupils with more complex needs, who have an Education, Health and Care Plan (EHCP), additional 1:1 Teaching Assistants may be provided to help achieve the outcomes set out in their plan. • The school also involves outside agencies in supporting children with additional needs including Educational Psychologists, Speech and Language Therapists, Specialist Practitioners, School Nurse etc.
<p>How will school ensure all pupils are treated equally?</p>	<p>All pupils have an equal opportunity to participate in as many aspects of the curriculum and of school life as possible. Lower Fields Primary Academy works to comply with:</p> <p>Children and Families Act 2014 Section 69 www.legislation.gov.uk/ukpga/2014/6/section/69</p> <p>The Special Educational Needs and Disability Regulations 2014 regulation 51 www.legislation.gov.uk/uksi/2014/1530/regulation/51/made</p> <p>Equality Act 2010 paragraph 3 Schedule 10 www.legislation.gov.uk/ukpga/2010/15/schedule/10</p> <p>All pupils have full access to a broad, balanced and appropriate curriculum. All pupils make consistent progress at their own rate and are encouraged to have a positive view of their talents and potential. A partnership is developed between parents, pupils and school in which each have an active role. We make this a reality through the attention we pay to the differences within our school.</p> <p>The school is committed to providing an environment that allows all children full access to all areas of learning providing any facilities needed e.g. ramps, disabled toilets.</p> <p>Please refer to Lower Fields Primary Academy accessibility policy.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The school has designed its curriculum to consider the general needs, interests and strengths of our pupils and it can be adapted to a range of special needs. Thrive online is now being used to identify specific needs relating to social, emotional and mental health so that we can adapt the learning environment and curriculum</p>

	<p>appropriately. Other adaptations include the modification of tasks and pre-teaching of concepts and vocabulary. Lower Fields Primary Academy uses the 'Matrix of Need' provided by Bradford Metropolitan District Council Children's Services to help adapt both the curriculum and learning environment to suit a variety of SEND. This guidance can be found online at https://bso.bradford.gov.uk/content/revised-range-guidance</p>
<p>How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?</p>	<p>We include all children in all activities, unless there is a chance of a pupil harming himself or herself or if parental choice is that they don't take part. Teachers plan to provide daily opportunities to develop their skills in working with a range of peers including those with SEND. Pupils with SEND may be given additional resources, strategies or support to enable them to participate, dependent on their need, for example an additional adult may be used to facilitate an activity providing models and strategies for both the SEND and non-SEND pupils to work together. Our experienced staff team within school also provides a focus on developing the social and emotional skills required to engage appropriately with others in a secure setting, which can then be transferred back in to the classroom.</p>
<p>How do we consult parents of pupils with SEND and involve them in their child's education?</p>	<p>We hold two formal parental consultation evenings a year and a transition meeting in the Summer Term. In addition to having the opportunity to discuss their child's education with their class teacher, the SENDCo and Head teacher are always in attendance and available to join in a meeting or to arrange a follow up appointment where required. The SENDCo, in consultation with class teachers and key workers, will keep parents informed of any relevant appointments, assessments, changes to provision etc.</p> <p>All pupils who are have identified SEND needs in line with the SEND Code of Practice (Published 11 June 2014 last updated 1 May 2015) will have a support plan this will be reviewed, shared and discussed with parents every term. The parents of pupils with a medical care plan will meet regularly with the SENDCo to ensure the plan addresses the needs of their child, this is reviewed in a timely and appropriate way.</p> <p>Parents of pupils with an EHCP are also invited annually to attend and contribute to an annual review alongside the SENDCo and any relevant specialists involved with their child. The SENDCo welcomes the input of parents, who know their child best, to ensure the best possible outcome from these meetings.</p>

<p>How do we consult pupils with SEND and involve them in their education?</p>	<p>Adults supporting pupils with SEND in school consult pupils regarding their interests and use this information to help support them in their learning i.e. using a favourite activity as a reward for an educational achievement etc. Pupils are encouraged to participate fully in the life of the school and to be actively involved in their learning by being encouraged to feedback and evaluate their own progress. SEND pupils with an EHCP are also involved, as much as possible, in their annual review. Their opinions on what is working well and what they would like to get better at is of particular interest in these meetings. Some pupils will present their opinions in the meetings whilst others will have a familiar adult contribute on their behalf.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>All SEND provision is recorded for pupils at SEND Support and in receipt of an EHCP. This is in the form of a Provision Map which sets what each child is accessing. Interventions to meet SEND needs are recorded on a document used by class teachers and SLT to track and monitor progress and support for all pupils (RAG). This details the provision type and how often and by whom this is provided. Each provision has a form of assessment that measures progress from the start to end date which may be based on academic, social and emotional skills, communication goals etc. This progress along with other available resources are monitored and reviewed at least termly and reported to the class teacher and SENDCo so that the impact of the success of this provision can be measured and changed or adjusted as required. Pupils with SEND needs, including those with EHCPs, have individual reviews three times a year with the child's class teacher where provision is set out in a support plan in line with their current needs. Feedback from pupils and parents is included where appropriate and parents are invited in to contribute, discuss, sign and take home a copy of their child's support plan. For children with an EHCP the information from these reviews is used to inform the annual review.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We value the importance of successful transitions between different phases of education and although each pupils' transition will be designed specifically to meet their needs, the school will generally support pupils by:</p> <ul style="list-style-type: none"> • Having regular dialogue with parents/carers and pupils. • Transition Meetings with new class teacher for parents and pupils at the end of the Summer Term.

	<ul style="list-style-type: none"> • Meeting with professionals involved with pupils to share essential information including new/old teachers/SENDCo Team/specialists etc. • Observing pupils in their current setting for pupils coming to Lower Fields Primary Academy. Ensuring additional transition visits to new placements (with familiar adults) where appropriate. • Supporting parents/pupils to select the most appropriate setting for the pupils' needs (if moving to another setting). • Involving staff from old/new settings in EHCP annual reviews (where viable/appropriate). • Creating resources to decrease anxiety of change i.e. transition booklets, social stories etc.
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>Within school we have a Pastoral Team who are available to provide immediate support to both pupils in crisis and those pupils who have ongoing social emotional and mental health needs. We use 'Thrive online' to identify 'gaps' in emotional development and provide tailored interventions to develop the necessary skills for each stage of development. In addition to this, during lessons, pupils are encouraged to have social awareness and respect through whole school SMSC themes alongside following the school's anti-bullying and behaviour policies. Throughout school children use zones of regulation to identify their feelings and to formulate strategies to help them deal with strong emotions.</p> <p>Extra pastoral support arrangements for listening to the views of children is provided to any child in school who needs this alongside the implementation of measures to prevent bullying should this be required.</p> <p>Should we require specialist support to work with pupils, we can currently access the school nurse, Educational Psychologist and Bradford SCIL team.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>We ensure that our staff are well trained to enable them to support children with SEND. When we introduce a new programme or intervention we first make sure that those who will deliver it are appropriately trained and supported.</p> <p>We have a range of highly qualified and experienced learning support staff who work with children with a range of SEND needs. Each year team has access to support staff to work alongside teachers in a classroom or deliver interventions as required. All our staff receive regular and appropriate Continuing Professional Development (CPD)</p>

	<p>as required e.g. input from specialist Speech and Language Therapists, Dyslexia and Autistic Spectrum training and support. Currently the school commissions a Specialist Speech and Language Therapist who develops tailored therapy plans for pupils with Speech, Language and Communication Difficulties or Autism Spectrum Disorder, and provides training and input for support staff working with these children. Additionally, she has provided training for teaching staff on developing vocabulary skills using WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years and supporting pupils in the classroom.</p> <p>We have a specialist team of Pastoral Staff to lead on supporting SEMH needs. This includes two members of staff with a qualification in Nurture Provision. They work both alongside teachers in classrooms and in specialist inclusion intervention spaces.</p> <p>The SENDCo (Mrs C Clayton) is a qualified teacher with significant middle and senior leadership experience in these areas. She provides additional training and support to staff regarding the support of SEND pupils across school.</p> <p>Allocated specialist time is provided to deliver training to support staff both on how to support pupils with specific needs such as Autism Spectrum Disorder or Visual Impairment and how to effectively carry out specific interventions such as the 20:20 Reading Scheme and precision teaching amongst others.</p>
<p>How do we secure specialist expertise, equipment and facilities to support pupils with SEND?</p> <p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The school currently has good links with a range of specialists in Education, Health and Social Care and pays to secure their expertise, where appropriate. This may involve assessments, identifying additional strategies/provisions, reports for supporting EHCP applications or providing specialist equipment/ facilities etc. Please refer to Lower Fields's accessibility policy.</p> <p>For Example:</p> <ul style="list-style-type: none"> • Community Paediatricians • Speech and Language Therapists • Child and Adult Mental Health Service (CAMHS) • Barnardo's • Social Services • School Nurse • GPs • Child Development Centre • Educational Psychologists

	<ul style="list-style-type: none"> • Bradford Metropolitan District Council Children's Services:- SCIL (Social, Communication, Interaction, Learning Team (including Autism, Cognition and Learning, Early Years and Social, Emotional and Mental Health) • Low Incidence Team (including Physical Difficulties, Visual Impairment, Hearing Impairment and Multisensory Difficulties) <p><i>If we are unable to obtain the help in school, we will ensure our parents know where they can go to find it.</i></p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school should be clear about the difference between a concern and a complaint. By taking informal concerns seriously at the earliest stage, the numbers that develop into formal complaints can be kept to a minimum. As such, we would always encourage parents to approach a relevant member of staff such as the class teacher or SENDCo to informally discuss any complaints so that we can address concerns/complaints and move towards a resolution. The school parental complaints procedure can be found on the school website.</p> <p>Statutory Information - Lower Fields Primary Academy (lfpa.org.uk)</p>
<p>Where can the LA's local offer be found? What support services are available to parents? How have we contributed to it?</p>	<p>For Bradford Metropolitan District Council Children's Services local offer, parents/carers/pupils can visit their website at: https://localoffer.bradford.gov.uk/local-offer</p> <p>The Local Offer provides a list of support services available to parents and the support available to pupils for the various SEND needs at each range. At Lower Fields Primary Academy, we have excellent relationships with staff at Bradford Metropolitan District Council Children's Services. We feel this is very important and is a significant way in which we can all work together to help improve the LA Offer provided to support the children of Bradford.</p>

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