



Wycliffe CE Primary School SEND Local Offer 25-26



Wycliffe CE Primary School is a fully inclusive school which aims to ensure that 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. The children are at the heart of all that we do. We aim to support each individual to access our curriculum and to maintain his/her health and well-being.

Our Local Offer demonstrates how Wycliffe CE Primary School supports all of our pupils with Special Educational Needs or Disabilities (SEND) in order that they may reach their full potential. We strive to build an informed and deep understanding of the child's needs, enabling us to continually reflect upon our practice, its impact and its effectiveness. We develop and modify our provision to identify and meet the requirements for individual pupils, through the graduated approach (Assess, Plan, Do, Review) as outlined in the SEN Code of Practice, 2014. Our Local Offer mirrors the Bradford Local Offer.

Question	School Response
What kinds of SEND are provisions made for in this school?	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations, 2014).</p> <p>The school provides support for a range of special needs which are classified by four broad categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical difficulties. We refer to the Bradford Matrix of Need v 2.0 and 2.1 in order to assess and provide for the level of support required for individual pupils matching the level of need at the stages of Below Age Related Expectations, SEND Support and EHCP.</p>

<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>Anyone can bring a child or young person who they believe has or probably has SEN or a disability to the attention of a local authority (Section 24 of the Children and Families Act 2014).</p> <p>Concerns may be raised by a referral to a General Practitioner (GP), a health visitor, a previous setting, the school nurse or another external agency. Concerns may also be raised by parents /carers or teaching staff. Wycliffe School has rigorous assessment and monitoring procedures that regularly track the progress children are making in Reading, Writing and Maths. If a child is not making at least expected progress, explanations are sought, interventions and support are considered and identified and action is taken as appropriate. However, it should be noted that slow progress and low attainment do not necessarily mean that a child has SEN and may not automatically lead to a pupil being recorded as having SEN.</p> <p>The progress of all pupils is monitored regularly by class/subject teachers, SENDCo and the senior leadership team, so that if a pupil is not making expected progress in a particular area of learning, appropriate investigations can be initiated. These are shared and discussed with parents/carers and, if appropriate, the pupil concerned.</p> <p>Parents/carers who have concerns about the progress or attainment of their child should make an appointment to speak to the class teacher to discuss their concerns in the first instance. The class teacher may then liaise with the Special Education Needs or Disabilities Coordinator (SENDCo).</p>
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<p>How does the school support a child who has SEND?</p>	<p>When the school identifies the requirement for additional intervention in order to meet a child's needs, the parents/carers will be invited to discuss the planned support. Intervention may NOT necessarily mean a child has special educational needs. In many cases additional support is delivered as a part of our 'quality first' provision to target specific areas requiring improvement.</p> <p>If a pupil meets the criteria for special educational needs or disabilities (SEND), as outlined in the Code of Practice, he/she will be placed on the SEND Register, the parents/carers informed and a provision map will be created detailing the exact support the pupil will receive.</p> <p>The support offered may be;</p> <ul style="list-style-type: none"> • Specific teaching and support from the class teacher and support staff; • Specific targeted small group work; • Specific targeted individual work; • Specified 1:1 support during lessons when deemed necessary; • Differentiated access to the curriculum when required; • Use of a range of resources to reinforce concepts and understanding, including the use of a wide range of IT resources; • Staffing support, where required, for pupils with Education, Health and Care Plans (EHCP); • Resources purchased and training undertaken if necessary and where possible and reasonable; • The implementation of targets and strategies recommended by professionals; • Advice taken from external agencies, where appropriate, and specialist staff from their services may come into school and become involved with the individual to assess needs or to address a particular need. Parental permission will be obtained prior to any outside agency becoming involved. <p>This is not an exhaustive list; provision is tailored to the needs of the individual child and will vary depending upon the specific needs of each child.</p> <p>It is the role of the SENDCo to oversee the effectiveness of the provision offered by our school to meet the needs of pupils identified with SEND.</p> <p>The progress of all children receiving additional support will be monitored to ensure that the provision put in place is having the expected impact.</p>
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<p>How does the curriculum match my child's needs?</p>	<p>The staff at Wycliffe CE Primary School understand that children do not all learn in the same way. Teachers and support staff are highly skilled and access a range of strategies to enable them to meet the needs of all children.</p> <p>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 pupils are able to make progress. This is done by differentiating the provision in order to meet the needs of the individuals and groups within the classroom.</p> <p>In addition, classroom environments are created and adapted so as to encourage and help individuals, each with a range of needs and abilities, to develop independent learning skills, for example a visual timetable, drawer labels with pictures.</p> <p>Individual targets are set for the children in Maths and English as standard across the school. These are recorded, shared with the pupils and reviewed regularly. Where the need is social or emotional, or linked to a particular need, specific targets will also be set and systems established to help the child overcome their barriers to learning and to achieve the goals.</p>
<p>How does the school support pupils with SEND at points of transition?</p>	<p>School has planned transition activities for children throughout the school. This will include activities such as meeting new teachers individually or in smaller groups, visits to new classrooms and opportunities to share worries around transition.</p> <p>Transition meetings may be held well before any transition points and may involve a team around the child, consisting of parents/carers, current staff, external agencies and personnel from the receiving setting or school.</p> <p>Staff visit local pre-school settings as well as make home visits. They may hold meetings with pre-school staff and the parents/carers of children with specific needs prior to them starting full time education.</p> <p>Children with SEND are offered additional opportunities prior to transfer to become familiar with a new setting by making visits if at all possible, receiving a photographic record of key people and places within the new setting. Parents/carers are involved in this process at every stage.</p> <p>The school participates in the transition programmes run by local secondary schools. Extra visits are organised for and on behalf of pupils who are felt to be vulnerable or who are in need of more time.</p> <p>Comprehensive records are passed on to the SENDCo of the next school.</p>

<p>How does the school involve me as a parent/carer and my child in meeting his/her SEND needs?</p>	<p>We aim to work in partnership with parents/carers to support each child's well-being, learning needs, progress and aspirations. Parents/carers are encouraged to make an appointment at the office if they wish to speak to a member of staff. The child's class teacher should be the first point of call.</p> <ul style="list-style-type: none"> • Share initial concerns held; • Informing parents/carers when their child is being placed on the SEN Register and the reasons for doing so; • Invitation to Passport/EHCP review meetings; • Working in partnership to share views and concerns; • Ensuring regular contact / communication between home and school; • Arranging meetings to discuss and obtain informed consent for referral to external agencies; • Sharing the results and recommendations of external agency involvement; • Review the provision that has been delivered and its impact termly; • Arrange additional support or interventions your child may need; • Discuss any further referrals to other professionals if necessary; • Explain and agree the review process that will be in place for the child; • Explaining carefully and sensitively why pupils receiving support and determining what they themselves would like to improve and achieve in their learning; • Sharing with the pupil what the targets and outcomes are for their particular needs; • Pupil/teacher conversations.
<p>What support will there be for my child's overall well-being?</p>	<p>The well-being of all of our pupils is one of our primary concerns at Wycliffe CE Primary School. Pupils are supported in their social and emotional development throughout the school day, through the curriculum and via extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught explicitly on a weekly basis.</p> <p>Additional support from specialist staff is arranged as required for individual pupils, both in and out of the classroom; and with their guidance a tailored personal plan may be put in place for pupils with the highest need - for example those requiring a care plan for intimate care or specific medical requirements.</p> <p>See also the school's Behaviour, Attendance and Medical Needs Policies.</p>

How is my child involved in his/her own learning and decisions made about his/her education?	<p>Where appropriate, pupils are encouraged to evaluate their work within lessons, reflecting on their learning and achievements.</p> <p>Pupils' views are obtained as part of continuous monitoring and progress reviews.</p> <p>Pupil Voice is obtained as a matter of course when applying for an Educational Health Care Assessment (EHCA).</p>
What specialist services and expertise are available at or accessed by the school?	<p>We seek and follow advice from external specialist agencies, according to need, which may include:</p> <p>NHS Speech and Language Therapist Service Bradford Council's Educational Psychology Team School Nursing Team</p> <p>Specialist Advisory Teachers from the Local Authority, for example: learning difficulties teachers, autism specialists, SEMH specialist and the early year's specialists.</p> <p>CAMHS (Child Adolescent Mental Health Services)</p> <p>Bereavement Support groups Health Services as appropriate Church Early Intervention Team</p> <p>We also work alongside services such as Children's Social Services, Adoption and Fostering service and local support and community groups for a range of needs.</p> <p>Should there be a SEND need or concerns raised prior to admission, the school will also contact feeder schools to seek information and advice prior to admission. We liaise closely with the secondary schools to which Year 6 SEND pupils are transferring in order to secure an effective and sustainable transition process.</p>
What are the admission arrangements for a pupil with SEND?	<p>We follow the Bradford Local Authority guidance for admission of all pupils which includes pupils with an existing Education, Health and Care Plan (EHCP). The Local Authority SEN Assessment Team makes decisions regarding the placement of children with an EHCP.</p>

<p>What training is available to the staff supporting children with SEND?</p>	<p>We continually invest time and money in Continuous Professional Development for staff in order to improve provision for all pupils, to develop enhanced skills and knowledge in order to deliver short term support interventions, to use specific equipment or resources.</p> <p>We provide specialist training for individualised, specific interventions.</p> <p>The Local Authority offers general and bespoke training and support to SENDCos. SEND Coordinators from across BDAT participate in regular meetings for training, to share resources and good practice, and work to continually support and improve the provision on offer in their schools.</p> <p>We work closely with the school nursing team and other health colleagues to ensure that the appropriate staff are trained to manage and understand conditions which require specific medical or physical assistance in school.</p>
<p>How does the school ensure that children with SEND are included in all activities at school, after school clubs and on school trips?</p>	<p>All pupils are expected to be provided with and to receive equal access to the curriculum although that curriculum may be adjusted to ensure that it meets the need of an individual pupil.</p> <p>Enrichment activities may be arranged which may take the form of visits out of school. A risk management process is completed for each visit and an Individual Risk Assessment for SEND pupils, as required, is made. This may require a pre-visit by staff to the venue to determine specific issues such as with access, lunch accommodation and toileting facilities. Designated staff may accompany the pupil so as to ensure their safety as required. It may be that parents are invited to accompany their children if there are any concerns with any safety aspect of the visit. Where the venue is within walking distance, but thought to be too far for a pupil's individual disability, arrangements are made, with parental consent, to transport the pupil to and from the venue. We respect parents' opinions regarding SEND pupils participating in all visits and endeavour to work with them in the best interests of the child.</p> <p>Extra-Curricular Clubs and Breakfast Club are open to all pupils. Depending on the nature of the club and the type of disability, the provider may request additional adult support in order that a pupil may safely participate. Our SEND Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.</p> <p>Where there are concerns for safety and access, a personalised risk assessment is carried out to consider how reasonable adjustments can be made to meet any additional needs.</p>

<p>How is the school accessible to children and adults with physical/sensory difficulties?</p>	<p>An Accessibility Plan is in place.</p> <p>Feasible, practical and reasonable adjustments are made to improve the accessibility of the environment to meet individual needs. Adaptations have been made to the building to improve conditions for children and adults with specific needs such as handrails, specialist seating etc.</p> <p>The setting is mainly on one level. Entry / exit points are accessible by wheelchair. Upstairs rooms used only for community events, meetings etc.</p> <p>There are ramps to the front and rear entrances and an internal ramp to the lower level.</p> <p>There is an adapted / disabled toilet and shower.</p> <p>The dining room is accessible via a lift.</p> <p>The school aims to create a visually stimulating, sensory and auditory environment in which children with SEND can thrive.</p> <p>Funding for and provision of specialist equipment is shared between the school's own budget allocation, the LA Top Up provision and health professionals, all of whom work closely together to ensure appropriate provision is made and needs are met.</p> <p>Any pupil who requires assistance with any aspects of an emergency evacuation has a Personal Emergency Evacuation Plan (PEEP) created around them and their needs.</p>
<p>How are the school's resources allocated and matched to pupils' special educational needs?</p>	<p>The school receives a budget to support the needs of children with SEND. However, where a child's needs are assessed to be significant and complex, funding provided by the Local Authority for these high needs may be available. The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programs, staff training etc.</p> <p>The SENDCo maintains information and detail regarding the needs of children with SEND. Funding is managed by the Executive Head Teacher, Head of School and Executive School Business Manager.</p>