

Idle CE (A) Primary School  
SEND Information 2025 – 2026

**What are Special Educational Needs (SEN)?**

The SEND Code of Practice 0-25 states that:

**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.** A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a **significantly greater difficulty in learning than the majority of others of the same age**, or
- b) has a **disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age ...**

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## What are the broad areas of SEN?

### Communication and Interaction.

Children and young people with speech, language and communication needs (SLCN) have **difficulty in communicating with others**. This may be because they have **difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication**. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication.

### Cognition and Learning

Learning difficulties cover a wide range of needs, including **moderate learning difficulties** (MLD) and **severe learning difficulties** (SLD), where children are likely to need support in all areas of the curriculum. **Specific learning difficulties** (SpLD), **affect one or more specific aspects of learning**. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, Emotional and Mental Health

Children and young people may experience a wide range of **social and emotional difficulties**. These may include becoming **withdrawn or isolated**, as well as **displaying challenging, disruptive or disturbing behaviour**. These behaviours may reflect **underlying mental health difficulties** such as anxiety or depression. Other children and young people may have other difficulties, such as **attention deficit disorder, attention deficit hyperactivity disorder or attachment difficulties**.

### Sensory / Physical

Sensory / physical needs include **visual impairment** (VI), **hearing impairment** (HI) or a **multi-sensory impairment** (MSI) which will require specialist support and/or equipment to access their learning. Some children and young people with a **physical disability** (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### How will my child's needs be identified and assessed?

At Idle CE (A) Primary School we know that **early identification is important to provide timely intervention and support.**

**Baseline information is gathered in Reception** (or when children join the school).

All children's **attainment against the National End of Year Expectations is formally monitored three times per year.** Termly meetings are held with the Class Teacher and Leadership Team which provides opportunities for discussion of children's progress. We are able to **identify where children have not made expected progress, where they are significantly behind their peers, and where they are not making progress in line with their peers.** We will also consider what the barriers are and what the children needs.

At Idle CE (A) Primary School we are developing a range of **identification tools that will further identify a child's additional needs. Referrals to specialist services** will also be made if we have concerns about individuals. This includes Speech and Language Therapy (SALT) and the SCIL Team. When possible, we will also access the Educational Psychology Service.

**Parents can speak to their child's class teacher if they are concerned about their child's learning, progress or well-being.**

Children may be placed on the **SEND register** if they have provision that is **additional to and different from** that normally available to others of the same age.

### How will I know my child is making progress?

Children's **academic attainment is monitored regularly. Additional information is also collected at least termly**, this may through moderation, small step progress measures and day to day observations made in the classroom.

Classroom observations, formal and informal discussions with staff, book looks, and discussions with pupils are part of an **ongoing monitoring cycle to ensure effective learning is taking place** for all children.

**Progress for children with SEND is monitored** in line with the school processes. This is also considered as part of the Graduated Response where One Page Profiles and My Support Plans (MSPs) will be reviewed at least termly, and progress is monitored against individual targets..

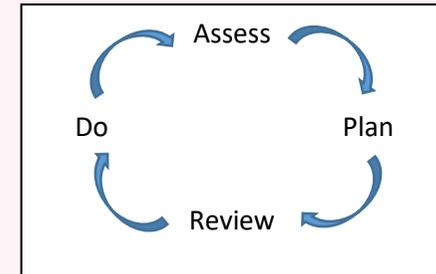
Adults who provide interventions are asked to keep records of the children's learning against specific outcomes to monitor their progress. This helps to ensure that any barriers to learning can be identified and addressed in discussion with the class teacher. Adults can then adjust the provision as needed, repeating an objective or providing additional challenge. Interventions are also monitored by the SENDCo.

We also use SEMH assessments to monitor the emotional wellbeing of children with a social or emotional difficulty. These allow us to create a baseline assessment, plan individualised support and monitor progress.

## What is the Graduated Response?

The Graduated Response is a cycle of **Assess, Plan, Do, Review**.

- 1) The class teacher **identifies any issues/next steps**.
- 2) The class teacher **plans an appropriate way of supporting a child**. This may be done alongside the SENDCO and parents.
- 3) The class teacher or a member of support staff **delivers the plan** for a specified time.
- 4) The plan is **reviewed and impact is considered**.
- 5) **Next steps are identified** (the cycle starts again).



For some children this cycle may only happen once. If a child makes sufficient progress they may cease to require SEN support.

For some children the cycle may happen several times.

For other children, after several cycles, it may be decided that an assessment for an Education, Health and Care Plan is required. Children who are identified as moving towards an assessment for EHCP have a My Support Plan in line with Bradford procedures.

Children who are at SEN support are given One Page Profile/My Support Plans which are used regularly and continually monitored. Formal reviews with children and parents will take place at least termly.

## How will my child be supported if they have SEND?

High Quality Teaching in class includes **effective provision for all children to make progress**. This means **teaching and learning that matches pupils' needs**. At Idle, wherever possible, we want children to access the same content, moving forward at broadly the same pace. Teachers support children to access learning through adaptive teaching and reasonable adjustments, for example, **scaffolding tasks, using different resources, alternative tasks, questioning, additional or focused adult support, peer collaboration, use of language, and alternative methods and ways of recording**. Teachers make judgements on based on the learning objective/outcome and the individual. They choose and use appropriate learning resources, have calming areas in classes and use visual resources such as timetables and now/next boards. Seating positions can be adapted for children's needs.

**If children need additional support they may be placed in intervention groups with clear outcomes, targeted support and regular reviews**. This varies depending on their individual needs. A number of **additional interventions** are used to support children as appropriate to develop phonics, reading, writing, maths, and emotional and social skills.

We recognise that a small proportion of children who have Special Educational Needs are working significantly below the End of Year Expectations and **require personalised support**. Teachers are able to make some **adaptations and adjustments to the curriculum and environment where required**. Children who are working below their End of Year Expectations will be taught appropriate objectives. This is to ensure there are no gaps in their learning and we can track their progress. Referrals to specialist support services will be made if appropriate.

If children are identified as needing additional support for social and emotional skills, the school runs individual and small group interventions to support this. These include Resilience groups and social skills groups. These are in addition to the support or provision available in class.

All children, including those with SEND, are given the opportunity to participate in after school clubs and lunch activities. When classes are planning offsite visits, risk assessments are completed, and, where necessary, children's individual needs identified and catered for.

### Who do I talk to about my child's Special Educational Needs or Disabilities?

**Class teachers** – The class teacher is the first person you should speak to if you have concerns about your child.

**Interim Pastoral Lead – Miss Amy Mitchell** is responsible for attendance, SEMH and pastoral needs. She is contactable via the school on 01274 410111.

**Interim SENDCo – Mrs Maggie Parry** is responsible for overseeing the support in place to meet children's additional needs. She is contactable via the school on 01274 410111.

The **SEND Governor is Jacqueline Devereux** who is contactable through the school office.

### How are staff trained to support children with SEND?

The Interim SENDCo has a Post Graduate Diploma in Professional Studies, specialising in SEND / SLCN. She has also completed the National Award for SEN Co-ordination and is a qualified Nurture Group Practitioner. The SENDCo provides training and support for staff.

**Staff training sessions** have been held in school by the SENDCo and Senior Leadership Team as well as Specialist Services including the SCIL Team. Members of staff have also gone on training sessions held by Specialist Services and other professional agencies such as CAMHS, SaLT, Physical Disability Team and the Teacher of the Deaf.

Additional staff training for SEND will be accessed by school staff wherever possible.

If children are identified as needing support from **Specialist Services**, the SENDCo, class staff and members of the Pastoral Team will make appropriate referrals/work with services. This includes, but is not limited to, Speech and Language Therapy, the Teacher of the Deaf, CAMHS, the SCIL team and the Educational Psychologist. These services work alongside staff to ensure children are receiving the most effective support.

### What resources are available to support children with SEND?

Discussion of individual pupils allows us to **identify additional resources based on children's needs**. This may be as part of the recommendations from specialist services or identified within school. Some resources are **available for children in class**, such as pencil grips, technology and visual prompts. Other **resources are used as part of interventions**, such as specialist programmes.

The school is funded on a notional formula per pupil. Schools are expected to find the first £6,000 from within their budget to support children who are on the SEN register. The school can apply for a 'top-up' through an application for an Education, Health and Care Plan (EHCP) if it is felt that a child's needs are above that which can be provided through the notional budget. In Bradford the school must also access 16 hours of additional provision. This is based on strict criteria. The school uses the funds to put appropriate support in place to meet the specific needs of a child.

### How do we work with parents / carers of children with SEND?

Parents / carers of children with SEND will be invited to **termly meetings** with the class teacher. This will include a discussion of their **One Page Profiles** and **My Support Plans** and enable parents to share their views. More frequent meetings will be held as needed.

If necessary, parents are able to request a meeting with their child's teacher, in the first instance, or the SENDCo.

### Where would I find details of the Bradford Local Offer?

The Bradford Local Offer can be found at: [Bradford Local Offer](#)

This will give you details of the different services available in Bradford to support SEND.

### How do we support pupils to make decisions about their education?

Children have created their own '**All About Me**' profiles, it is hoped that as children's independence and understanding about learning increases, that these will continue to develop and become more impactful, with children identifying their strengths, challenges, and how adults can help them to be successful learners.

**Annual Reviews** of EHCPs are based around a pupil centred approach, and their views are collected on the outcomes plan termly (or as appropriate).

It is the SENDCo's vision that children with SEND will be able to identify the areas they would like most support with and receive this provision, making it truly 'pupil voice'.

The SENDCo also **gathers pupil views** formally and informally.

### Who do I speak to if I have a complaint about the provision made for my child's Special Educational Needs and Disabilities?

We believe that partnerships between home and school will have the highest impact on pupil outcomes. All complaints are taken seriously.

Step 1: Parents should discuss their concerns with the class teacher. If it cannot be resolved;

Step 2: Parents should discuss their concerns with the Pastoral Leader. If it cannot be resolved;

Step 3: Parents should discuss their concerns with the SENDCo. If it cannot be resolved;

Step 4: Parents should discuss their concerns with the Head of School. If it cannot be resolved;

Step 5: Parents can raise any concerns they may still have with the Executive Head. If it cannot be resolved;

Step 6: Parents should put their complaint in writing to the chair of governors who will deal with the complaint in line with complaints policy.

In the unlikely event it is not resolved parents can then take the complaint to the Local Authority, and ultimately the Secretary of State.

### How are other services and organisations involved in meeting the needs of my child and our family?

If children need the support of specialist services the **parents will be consulted and permission for the referral sought verbally**. Once the referral is completed parents will be invited to **read and sign it**. Generally outside agencies inform parents when a meeting has been arranged and make seek their views, but the school staff will also notify parents.

We strive to engage in a **multi-agency approach**, where we work with other services to improve the lives and well-being of our children in a holistic way.

Idle Primary School have relationships with a number of **support services**, including Social Care and Health Care. We are **continuing to build links with other organisations in the local community** that can support us.

### Who can I contact if I have concerns about my child's needs?

As well as support being available within school there are other local support services who provide information and advice for parents and families.

Bradford's 0-25 SEND Integrated Assessment Team on 01274 435 750 ext 1488.

Bradford's Information and Advice Service, **SENDIASS** is contactable on 01274 513300 or [bradfordSENDIASS@barnardos.org.uk](mailto:bradfordSENDIASS@barnardos.org.uk)

Additional advice and information about services are available on the Bradford Local Offer website: [Bradford Local Offer](#)

Educational Psychology Service: 01274 439444

CAMHS: [Child and Adolescent Mental Health service \(CAMHS\) - Bradford District Care NHS Foundation Trust](#)

CAMHS Neurodevelopmental Team: [Neurodevelopmental team - CAMHS - Bradford District Care NHS Foundation Trust](#)

Specialist Teaching and Support Service (STaSS) – made up of the SCIL Team, the Children's Sensory and Physical Needs Service, Local Authority Led Resourced Provisions and the Medical Needs and Hospital Education Service: Information [0-25 Specialist Teaching & Support Service \(STASS\) | Bradford Schools Online](#)

**Who can I get support from when my child with SEND is moving to Year 7?**

A transition meeting will be held by relevant staff from our school and the receiving high school.

Support for transition for pupils with SEND who are moving schools include:

Bradford's 0-25 SEND Integrated Assessment Team on 01274 435 750 ext 1488.