



SEND INFORMATION REPORT

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.idleprimaryschool.co>.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Rajbinder Kaur. Rajbinder is Assistant Headteacher for Inclusion.

They have been Assistant Headteacher for Inclusion since 2022 and worked as SENCO at Idle CE(A) Primary prior to this since 2020. They are a qualified teacher and attend SEND specific training on a regular basis.

They are allocated 4 days per week to manage SEN provision and are non-class based. They can be contacted via the School Office on 01274 410111 or by email: rabinder.kaur@idle.bradford.sch.uk.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. We work closely with the Bradford SCIL team (Social, Communication, Interaction and Learning) Team and our Link Teacher, Hannah Rowlands, is a specialist in Communication and Interaction. We also work closely with the Social Emotional and Mental Health team and all staff are engaged in training from this team during academic year 2024-25.

Teaching assistants (TAs)

We have a team of fourteen TAs, including 2 higher-level teaching assistants (HLTAs) and 2 cover supervisors, who are trained to deliver SEN provision.

We have two cover supervisors/specialist teaching assistants who are trained to deliver interventions such as Literacy Lab, 20:20 reading and SALT (Speech and Language) interventions.

In the last academic year, TAs have been trained in ELS Phonics by the Phonics leader to enable them to support individuals and groups.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Voluntary sector organisations

3. What should I do if I think my child has SEN?

If you have any concerns about your child's learning or development you should speak to your child's class teacher initially. This can be done informally at the beginning or end of day, at parent consultation evenings or by telephoning the office on 01274 410111 to make an appointment. If you continue to have concerns please ring to make an appointment with the SENDCo/email rajbinder.kaur@idle.bradford.sch.uk.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher. Classteachers can be contacted either via email or in person.

They will pass the message on to our SENCO, Rajbinder Kaur, who will be in touch to discuss your concerns.

You can also contact the SENCO directly via the school office (01274 410111) or via email.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at the same rate as their peers and who may have additional needs. Early identification is vital and outside agencies can help advice on the provision of intervention strategies. The class teacher informs parents at the earliest opportunity to alert them to any concerns and enlist their active help and participation. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. The SENDCo works closely with parents, external agencies and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. A formal review of a child's progress and the impact of the support provided is evaluated on a termly basis (or more regularly where needs are complex).

Initial concerns about your child's progress or development may come from:

- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- Our assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous educational settings such as Nurseries.
- Yourself as parents speaking to the class teacher or SENDCo about anything noticed at home.
- Your child expressing concerns about their own development or progress.
- Observations & learning walks
- Pupil Progress Meetings

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This may be through the school assessment cycle, daily assessment of learning within lessons or through observation. If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition within the class environment to try to fill it and will discuss these concerns and strategies at termly Pupil Progress Meetings with the Phase Leader. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and/or in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

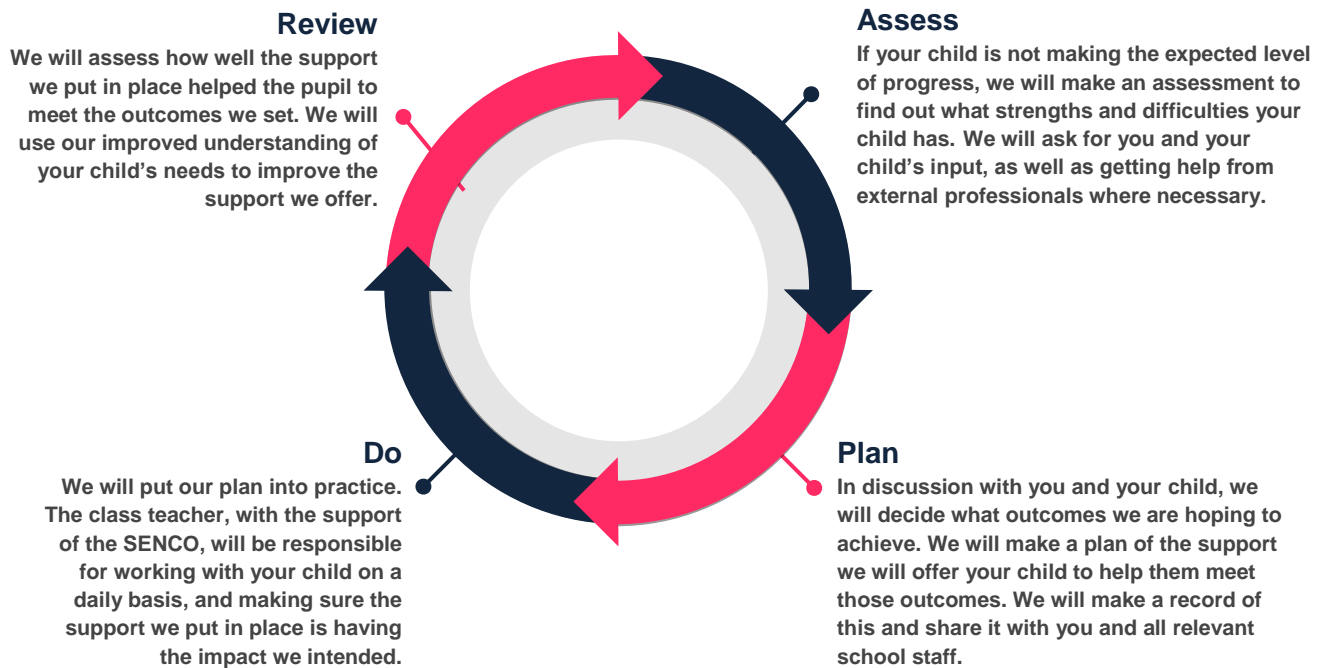
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENDCo, will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. First we will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short term targets should be and what 'additional provision' should be put in place to help them meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

If your child is on the SEND register, your child's classteacher will meet you half-termly to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes

- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Classteachers can be contacted either via email or in person at drop off or pick up.

7. How will my child be involved in decisions made about their education?

Whenever possible, a child is expected to contribute towards their learning and their targets for development. A pupil profile is established for all children with special educational needs at the start of each new academic year or whenever the needs of the pupil change. This may be done informally with the class teacher or more formally at the review meeting with the teacher, SENCO and parents. Children, at all levels of development, are listened to and staff ensure that their needs are discussed in a manner which recognises and celebrates their achievements.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- › Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Adapting our teaching:
 - Quality First Teaching- Class teacher input through specially targeted teaching.
 - Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand, maintaining high expectations for all learners.

- Teaching is carefully planned and adapted to help a child to meet their personalised targets or to fill an identified gap in knowledge or understanding.
- The use of specific strategies possibly identified by the SENDCo or outside agencies to fulfil your child's needs for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

➤ Adapting our resources and staffing:

- Specific small group work - additional adult support or an intervention run by a teacher or teaching assistant which is specially focused on helping a small group of children to meet their individual targets. This will be carefully planned by a teacher or HLTA to fill an identified gap in knowledge or understanding.
- Specific small group work may take place in or out of the classroom and may involve children within the same class/year group, working at a similar level or with similar individual targets.
- Adults leading specific small group work will be trained to do so and will have a clear understanding of children's strengths and difficulties.
- Personalised provision through adapted resources may include the use of additional equipment and will take into account how individual pupils prefer to learn.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when specified within an EHCP, EHCA, My Support Plan or through allocation by the classteacher/SENCO to meet a specific identified need.
- Teaching assistants will support pupils in small groups when specified within an EHCP, EHCA, My Support Plan or through allocation by the classteacher/SENCO to meet a specific identified need.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Quiet workstations PEEP (Personalised Emergency Evacuation Plan)
	Speech and language difficulties	Speech and language therapy Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays Clicker Literacy Lab 20:20 Reading

	Moderate learning difficulties	Small group interventions such as pre-teaching, focused teaching, 1:1 phonics/reading
	Severe learning difficulties	1:1 support, specific interventions as specified on EHCPs PEEP (Personalised Emergency Evacuation Plan)
Social, emotional and mental health	ADHD, ADD	Quiet workstation Nurture groups SEMH Hub Sensory circuits/brain breaks Zones of Regulation
	Adverse childhood experiences and/or mental health issues	Nurture groups Lego therapy Time to Talk SEMH Hub Classroom seating Sensory circuits/brain breaks Zones of Regulation
Sensory and/or physical	Hearing impairment	Classroom seating Quiet Workspace Small group intervention/support
	Visual impairment	Classroom seating
	Multi-sensory impairment	As required
	Physical impairment	Classroom set-up Adapted seating Hygiene room Access ramps Accessibility plan PEEP (Personalised Emergency Evacuation Plan)

These interventions are part of our contribution to Bradford Local Authority's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child through the Assess, Do, Plan and Review process by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Teaching assistant hours to provide care or support
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Where your child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school, an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

- Your child has been identified as needing a high level of individual support.
- Specialist professionals will have been involved in trying to meet your child's needs.
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment, additional information will be gathered and will be used in the writing of an EHC plan.
- You and your child will be asked to contribute to this.
- An EHC plan will have long and short-term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short-term targets.
- If the Local Authority do not agree that your child's needs are severe and complex enough to provide a statutory assessment then the school will be asked to continue to provide personalised support.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs. Nurture groups are run specifically for pupils with identified needs who would benefit from attending these. This provision may be named within EHCP or My Support Plans.

All pupils are encouraged to go on our school trips, including residential. Where pupils have additional needs, the classteacher will liaise with parents/carers to identify how these needs can met effectively in a different environment prior to the trip/residential taking place.

All pupils are encouraged to take part in all aspects of the wider school life including sports days, workshops, visitors and events which contribute effectively to their learning and experiences.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make the reasonable adjustments needed in discussion with parents and the pupil concerned. It may be that additional risk assessments need to be carried out and all planning for a school trip will be undertaken in conjunction with parents. Some children with special educational needs, depending upon the complexity of need, may need to have an additional adult accompany them on a 1:1 basis in order to secure safety.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions for all pupils, including those with SEND into mainstream places, are administered by the Governors who are the admission authority for the school.

The admission of pupils with a statement of special educational needs or education, health and care plan is dealt with by a separate procedure from that outlined within the school admissions policy. Such children will be admitted to the named school without reference to the oversubscription criteria. This is a statutory entitlement under S.324 of the Education Act 1996.

In line with SEND and Disability Act we will not discriminate against disabled children or prospective pupils with SEN and we will take all reasonable steps to provide effective educational provision.

13. How does the school support pupils with disabilities?

Idle CE (A) Primary School is committed to providing all children every opportunity to achieve their potential in every aspect of school life. When a request is received from parents or the local Authority for a pupil to attend the school, professional advice from relevant professionals will be sought when necessary to enable an informed assessment of the individual's needs and how the setting is to meet these needs. This will include access to the various parts of the school and the requirements of the National Curriculum. Parents and carers of children with disabilities are consulted, usually as part of the admissions process, and all possible actions are taken to remove potential obstacles to learning. These obstacles could include physical, sensory, or learning environment issues within the school.

The physical school environment will be reviewed to ensure that it meets the needs of the child and, through consultation with professionals, appropriate adaptations made including the provision of auxiliary aids and services. The school is single storey site with a variety of entry points. There are steps between levels in the KS1 building however all levels can be accessed by a sloping ramp via an entry point. There are a number of specific disabled toilet facilities and a shower area. Our KS2 building incorporates wide corridors and easy access for wheelchairs. We have wheelchair users in our school and provision has been made for them to be able to move around school without barriers. The car park has disabled parking and there is disabled entry into the playground. Recent adaptations to the physical environment of the school include the reconfiguration of space in the Key Stage 1 building including: accessibility works to build a ramp allowing internal access to the building for wheelchair users; the building of a hygiene suite within the Key Stage 1 building and; the installation of a disabled adult toilet. Pupils with long term mobility difficulties have risk assessments and Personal Emergency Evacuation Plans (PEEPs) completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school.

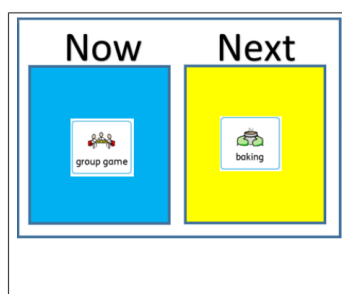
Children with mobility or sensory additional needs, or for whom Physiotherapists and Occupational Therapists provide specific advice and guidance, access small groups following planned activities to meet their needs and develop their gross motor skills. Fine motor skills are developed through access to individually prepared Clever Fingers boxes, Busy Boxes or activities to strengthen muscles and improve handwriting. These are delivered in class during independent learning times, or as a small group with adult direction.

The school's accessibility plan can be found on the school website: <https://www.idleprimaryschool.co.uk>. Should you require a hard copy, please contact the school office: 01274 410111 or via email: enquiries@idle.bradford.sch.uk.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the wider life of the school, taking positions of responsibility alongside their peers such as being part of pupil voice groups.
- Nurture provision supports pupils with SEN to promote teamwork and build friendships within a supportive environment throughout the school day via specially trained staff.
- We provide pastoral support for listening to the views of pupils with SEN via our Pastoral team and our trained TAs who liaise closely with the SENCO.
- We run a nurture club for pupils who need extra support with social or emotional development at lunchtimes and an indoor drawing club for those who require a quiet space at lunchtime.
- We have a 'zero tolerance' approach to bullying and we therefore do all that we can to prevent it. We aim to provide a safe and secure environment where all pupils can learn without anxiety and where relationships are based on the Christian values of 'kindness and respect'. This is primarily achieved through the development of a school ethos in which bullying is regarded as totally unacceptable with a consistent attitude and response towards bullying from all members of the school community. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the whole issues of bullying. We promote a culture where all members of our community are valued and treated with respect regardless of race, colour, gender, sexuality, disability, special educational needs or socio-economic background. Please see our Anti-Bullying Policy for further details.
- School has received training from both Speech and Language Therapy as well as from the Communication and Interaction team over the last few years. Many staff in school have received this training and are committed to fully including those individuals with social communication and autism needs. Staff can deploy specific strategies to support early development, language and communication as well as an interest in other people.
- Visual support is key for many children with social communication and autism and this visual support can take many forms. They can be used to create different types of timetables to support routine and provide structure; they can be used as task management boards to ensure predictability and an understanding of expectation or they can be used to support comprehension of new concepts and language across many different contexts. Additionally, objects of reference can also be used to ensure meaning is provided to an object and these objects will precede the use of visual photographs and symbols to provide a routine to the child's school day.



15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

At Idle CE Primary, we do our utmost to ensure that a pupil's transfer is as smooth as possible, at whatever age or stage this occurs. This always involves the parent's wishes and is at the pace of the child.

Between years

During the summer term all pupils take part in Transition activities where they get the opportunity to spend time with their new class teacher and in their new classrooms. Both the current teacher and the next year's teacher attend a handover meeting where pupils' SEND needs are discussed – this may also be supported by the SENCO. Where necessary, pupils with SEND have an extended transition with additional visits from the new class teacher and additional time spent in the new classroom. A photo booklet may be sent home with younger pupils and/or those with high SEND needs to talk about through the holidays.

Between schools

When transition is between schools, the SENDCo and class teachers share information and exchange records with the previous or receiving school prior to moving. If this is out of authority this is sometimes through phone conversation. Where transition is of pupils with high SEND Needs we will write a Transition plan with school and parents including visits from our class teacher to the sending school, and a series of introduction visits to us. We have good working relationships with our local schools, and their Inclusion teams.

Between phases

During Year 5 and 6 we support all parents in making choices for Secondary school. For pupils with SEND this often includes attending tours of schools and specialist provision with parents. When transferring to secondary school, the SENDCO will liaise with the SENDCO from the secondary school to pass on information regarding individual children.

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support. Additional sessions at secondary school can usually be arranged via the receiving school's SENCO to support transition. TAs allocated to support 1-to-1 attend with the child if this is usual practice.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our Assistant Headteacher for Inclusion, Raj Kaur, is also the Designated Teacher for Looked After and Previously Looked After children. They work with the staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

At Idle CE(A) Primary, our open door policy encourages partnership with parents/ carers. Concerns about SEN provision in our school should be made to the classteacher or SENCO in the first instance. If required, a joint meeting with SENDCo and classteacher will be arranged. If you are unhappy that your child's needs continue to be unmet please contact the Headteacher.

If you are not satisfied with the school's response, you can escalate the complaint, please refer to the school Complaint Policy which can be found on our school website <https://www.idleprimaryschool.co.uk>.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. To find out about disagreement resolution and mediation services in our local area, visit

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/service.page?id=X-g12kqmAj8&localofferchannel=0>

Parents can request mediation by contacting info@collismediationltd.com

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bradford Local Authority's local offer. Bradford Local Authority publishes information about the local offer on their website:

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/service.page?id=pryXUMgrDwg&localofferchannel=0>

Local charities that offer information and support to families of children with SEND are:

AWARE (Autism) <https://aware-uk.org>

Cygnet Programme (Autism)

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/service.page?id=EBsxHk4DoZQ&localofferchannel=134>

The Parent's Forum (Bradford and Airedale) <https://pfba.org.uk/>

SNOOP <https://www.snoopcharity.org/about/>

Healthy Minds Bradford <https://www.healthyminds.services/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

