



SEND INFORMATION REPORT 2024-25

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Introduction:

Idle C.E Primary is a two-form entry primary school located in Idle, Bradford. We are a vibrant, inclusive and family orientated school with a strong Christian ethos. We inspire our children with a love of learning in a safe, caring environment. This is theologically rooted in our Christian Vision of, *Jesus' promise of "life in all it's fullness" (John 10 : 10)*

Our aim is to help all our children to thrive. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate targets are set for all children with a curriculum matched to their needs. The school ensures that arrangements for providing access to learning, the curriculum, extra curricula activities and most areas of the school grounds are barrier free and do not exclude pupils. Additional support will be provided if necessary.

Admissions

Admissions for all pupils, including those with SEND into mainstream places are administered by the Governors; who are the admission authority for the school. Admission for pupils with an EHCP is through Bradford's SEND Team. Further details of how to contact them are available on our admissions page, or from the school office.

No pupil will be refused admission to school on the basis of his or her special educational need wherever possible. In line with SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

What is a Special Educational Need or Disability?

Children have special educational needs if they have a learning difficulty that calls for additional and different provision to be made for them.

Pupils are identified as having SEND when they have a 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 areas of the Local Education Authority.

SEND Code of Practice Department for Education 2014

Children may:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Who are the SEND Inclusion Team?

Our SEND Inclusion Team consists of:

Raj Kaur	Assistant Headteacher & Special Educational Needs & Disabilities Coordinator (SENDCo)
Emma Bentley-Smith	Specialist Teaching Assistant- Pastoral Team
Sophia Stainsby	SENSA
Rachel Beraj	SENSA
Danielle Brown	SENSA
Bessie David	SENSA
Preeti Singh	SENSA
Drew Lewis	SENSA
Allison Carr	SENSA
Tara Stevens	SENSA
Jackie Devereux	Governor with responsibility for SEND

Appointments can be made with any of the above members of school staff through the Office 01274 410111. The SENDCo can be contacted at rajbinder.kaur@idle.bradford.sch.uk

What is the rationale on SEND at Idle CE Primary?

‘Our vision for children with SEND is the same as for all children and young people, that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.’

SEND Code of Practice Department for Education 2014

We are committed to providing an appropriate and high-quality education for all children. We believe that all children, including those identified as having Special Educational Needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and which includes them in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Idle C.E Primary School is committed to inclusion; responding to learners in ways which take account of their varied life experiences, learning styles and individual needs. We provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Staff are trained and have experience in meeting the needs of learners who have difficulties in the following areas:

- **Cognition and Learning**
- **Communication and Interaction, including Autism**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Our current SEND register includes children who have needs in each area. We have supported pupils with: hearing aids, cochlear implants and with radio mics; wheelchairs, walking frames and prosthetic wearers.

We provide a broad and balanced curriculum for all children. We do however recognise that some children cannot achieve in line with age expectations or have Special Education Needs beyond those of their peers.

This can be manifested in many different ways:

- Difficulties acquiring and using new knowledge, concepts and skills
- Specific Learning Difficulties (e.g. Dyslexia)
- Extremely low levels of Self Discipline or Self-Esteem
- Difficulties with Emotional or Social Behaviours
- Physical Disabilities
- Sensory Impairments
- Speech, Language and Communication Difficulties.

How are Special Educational Needs or Disabilities identified and assessed at Idle C.E Primary School?

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 a satisfactory rate, 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 the parents at the earliest opportunity to alert them to 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 a 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.
- You, speaking to the class teacher or SENDCo about anything that you have noticed at home.
- Your child expressing concerns about their own development or progress.
- Observations & Learning walks
- Pupil Progress Meetings

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENDCo, 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.

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

Initially your child's teacher will speak with you either at parents evening or at an arranged meeting to discuss their concerns. They will listen to your views on your child's learning. They will discuss with you any additional support that they feel would benefit your child and will discuss short term targets for the coming term. Where further support is needed the SENDCo will contact you to review the provision that has been put in place and to gain your views on your child's progress. This may involve the implementation of further in-school interventions or discussion about referrals to outside professionals.

Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disabilities?

Your child's class teacher is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work, tuition or a personalised curriculum.
- Discussing any initial concerns with you and highlighting these concerns to the school's SENDCo.
- Writing and evaluating Pupil Passports and sharing these with you at least termly.
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties, and helping other adults to deliver planned programs and interventions to help your child to meet their targets.
- Using both formal and informal assessments to identify and plan for children's needs.
- Providing support for children who need help with communication, language, English and Maths.
- Planning to develop children's understanding through the use of appropriate senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Allowing time for parents to share their views.

The SENDCo – Mrs Raj Kaur is responsible for:

Writing the school's policy for Special Educational Needs and Disabilities & co-ordinating all of the provision for pupils with Special Educational needs or Disabilities

Ensuring that you are:

- Made aware of any concerns regarding your child's progress.
- Involved in supporting your child's development.
- Involved in evaluating and reviewing their progress towards set targets.

Along with

- Liaising with any other people or agencies who may be coming into school to support your child's development.
- Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known.)
- Ensuring that there are in-depth records of your child's needs, targets and progress
- Providing support to teachers and SENSA's to ensure all children can reach their full potential.
- Co-ordinating the provision for and managing the responses to children's special needs (Wave 3 support) and those pupils requiring Wave 2 Intervention (catch up programmes);
- Contributes to and manages the records (Pupil Passports, My Support Plans, EHCP and provision maps) of all children with SEND.
- Monitors and evaluates the Special Educational Needs provision and reports to the Senior Management Team (SLT) of which they are a member.

The Head teacher- Mrs Anne Mason Is responsible for:

The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.

- Working closely with the SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND

The Governing Body and the named governor in particular has a specific responsibility for Monitoring & Evaluating SEND Provision in school.

The SEND Governor- Jackie Devereux & Governing Body are responsible for:

- Reviewing the schools SEND policy and approach to meeting the needs of pupils.
- Doing it's best to ensure that the necessary provision is made for all pupils with SEND.
- Ensuring the inclusion of pupils with SEND in activities.
- Having regard for the code of practice when carrying out its duties.
- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Head teacher.
- Establishing the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

What should I do if I have concerns about my child?

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 parents evening 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. If you are unhappy that your child's needs continue to be unmet please contact the Assistant Headteacher for the relevant Key Stage.

What support is available for my child to support their Special Educational Needs or Disabilities?

- Quality First Teaching- Class teacher input through specially targeted teaching.
- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- 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.
- Teaching takes into account a child's preferred way of learning and may include the use of additional equipment.
- The use of specific strategies possibly identified by the SENDCo or outside agencies to fulfil your child's needs.

Specific small group work

Additional adult support or an intervention run by a teacher or teaching assistant which is specially focussed on helping a small group of children to meet their individualised targets.

- May take place in or out of the classroom.
- The adult leading this group will be trained to do so and will have a clear understanding of children's strengths and difficulties.
- Carefully planned by a teacher to fill an identified gap in knowledge or understanding.

- Personalised provision through adapted resources. May include the use of additional equipment and will take into account pupil's preferred learning styles.

Support and working in Partnership with Outside Agencies

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and specific small group interventions, advice may be sought from professional agencies outside of the school. Within school we have an extensive knowledge of services to support children and families in the local community. We liaise closely with external services including, but not restricted to:



This might include:

- SEND Support Service: Cognition and Learning Team; Social, Emotional and Mental Health Team, Physical and Medical team and SEND Early Intervention Team.
- Educational Psychology Service (including commissioned additional hours)
- Health Professionals: School Nurse, Occupational therapy, Physiotherapy, Paediatric Continence Team, Paediatricians and Hospital Consultants, Speech and Language Therapy Service (SALT), Audiology services, Child and Adolescent Mental Health Services (CAMHS), Education Social workers (ESWO)
- The Educational Psychologist Service
- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care/Early Help
- Medical Needs and Hospital Education Service
- Family and Children's Centres.
- Parent Support Agencies including: SENDIASS (formerly Barnardo's)



What would this mean for you and your child?

- Your child will have been identified as having additional needs which the school feels requires more specialist input.
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.

- The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child.

Specified Individual Support

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.

What 'additional provision' may be offered?

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review structure. If a child has a Statement of Special Educational Needs or and Education, Health and Care Plan, then we provide the support detailed in the plan

How is additional provision recorded?

The school uses a provision map to show the additional support that is given to all children with Special Educational Needs or Disabilities. This allows us to clearly see what additional provision has been put in place and to identify any gaps that there may be in the provision offered. Where a child is included in specific small group work they will usually be included in

a group intervention plan which sets out their short term learning targets and the additional support that is being put into place to help them to reach their targets. Where a child's needs are more specific they may have an Individual learning passport.

How will my child's progress be assessed and reviewed?

Children's progress will be assessed and reviewed against their personalised targets. This happens three times a year. 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.

There is also an opportunity for parents' views or input to be recorded. Pupil Progress Meeting with Senior Leadership Team also provide opportunities for this.

Allocation of resources

The Business Manager, supported by the SENDCO, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with an EHCP. A child with an education health and care plan will have individualised support, this may be in the form of a special support staff or changes have been made in order to meet their needs. There is also personalised learning time allocated to children who are being monitored as needing additional school support. This intervention can be run either in small groups or one to one and provision can be more should the need arise.

Specialist equipment has been bought in to support children including specific ICT software; physical and sensory equipment and additional resources for literacy and numeracy needs.

The school recognises the importance of in-service training. Relevant courses concerning the development of children with SEND will be offered to all staff. Training may also be delivered by the SENDCo, Bradford Local Authority SCIL Team or an external agency. Specific resources have been purchased to improve provision for SEND pupils.

How will Idle C E Primary School ensure that my child has access to extra-curricular activities?

No child with special educational needs will ever be excluded from an extra-curricular activity. It may be that additional risk assessments need to be carried out and all planning for a school excursion 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. Children with special educational needs are also welcome to participate along with their peers in after school

activities. Specific additional PE sessions have been arranged within school, particularly for children who have special educational needs.

We actively try to ensure that all our extra-curricular activities, including our residential visits, are adapted for children's specific needs. We are delighted by the number of pupils with Special Educational Needs who participate fully in school trips, residential visits, extra-curricular clubs, sports teams and school committees (e.g. our School Council)

How does Idle CE Primary Primary School consult and work with parents and pupils?

At Idle Primary our open-door policy encourages partnership with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times of day and of the year which enable parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. We seek to help families access the best advice and support for their children.

The SENDCo hosts SEND coffee mornings for all parents/ carers each term. These are a good way for parents to feel less isolated and share their concerns with other families. They are attended by members of the senior leadership Team. These are also opportunities for parents and carers to tell us what is or is not working from their perspective, or make new suggestions. External expertise and specific workshops have been included in these. E.g. specialists invited to discuss Autism or Dyslexia. In academic year 2024-25 we have plans in place to increase the offer of Coffee mornings which will be led by our Pastoral Team and external agencies offering support with issues such as Emotion Based School Avoidance (EBSA).

- If you have any concerns or questions about your child you can speak to their class teacher at the beginning or end of the day or at any other convenient time by making an appointment.
- In addition to this, you will have an opportunity to speak to your child's class teacher at Parent Consultation Evening twice a year.
- If your child has a statement of Special Educational Needs or an Education, Health and Care Plan (EHC) you will also be invited to an annual review meeting where all of the professionals working with your child will contribute their views and make decisions about future provision.
- Your views form an important part of this meeting. Your child's views will also be sought and will form an important part of this process.
- Throughout the year your child's class teacher and the SENDCo may invite you to meetings to discuss your child's progress and provision or to meet with other professionals. It is very important that you attend these meetings.
- If any changes are being considered to your child's provision or any concerns arise we will always seek your views and consult with you before any changes are made.
- Other professionals will also seek your views e.g. the school nurse, educational psychologist or speech and language therapist

Where can I get further information about services for SEND pupils in Bradford?

Bradford has its own Local Offer website, which provides a way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live. To visit this website go to: <https://localoffer.bradford.gov.uk/>

This is where all information for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND) and their families can be found. We play our part within Bradford's offer. Our Offer to the pupils and families can be found on our website. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. This is subject to change depending on staff skills, budgetary constraints and policy review.

The Graduated Approach to SEND

Here at Idle Primary, teachers monitor pupils progress through a graduated approach, stepping up or back support as required. Parents and Carers are invited to regular meetings with teachers where decisions can be made collaboratively, pupils are involved too where appropriate, and their views are always taken into account.

When a child is identified with a special educational need, the child will be placed on the schools' SEND Register with parental permission. We follow the Bradford Council's 'Matrix of need' for assessing children with special needs which identifies curriculum teaching and learning strategies appropriate for the area of need and the level of support required. The Class Teacher will then create an Individual learning plan for the child which contains personalised targets according to their area of need.

Wave 1 Quality First Teaching	Wave 2 Planned targeted in-school interventions Assess-Do-Review	Wave 3 Active support from outside agencies
<ul style="list-style-type: none"> • Support sheets on differentiation • Amendments to Reward policy for children who would not complete work • Weekly review of behaviour with Teaching Assistants • Termly review of progress • Task cards and writing frames provided • Teaching of Year 2 Phonics beyond Year 2 • Half Termly reading with SEND children and assessment of book bands • Interventions • Targeted Learning • Same-day interventions • Progress closely maintained 	<ul style="list-style-type: none"> • Assessment and monitoring of SEND Pupil Profiles • Self-esteem group/individual work • 1:1 20:20 reading with children with SEND • 1:1 social story work with SEND/SMEH children • Personalised timetables for children • 1:1 TA support and training either by SENDCo or an outside agency • Additional Staff training – Team Teach Training organised • Liaising with School allocated Specialist teacher • SATs dispensation and Access Arrangements monitored • Further assessment and testing for both Year 2 and Year 6 children • Intervention group work – Listening and Attention skills • My Support Plans/ Risk Assessments • Coloured overlays and coloured books • Task plans • Handwriting Support and equipment • Use of laptop • Individual Targets • Fidget/Sensory toys • Beat Dyslexia! and Style books ordered and monitored • GL Dyslexia Screening • Meet with SENDCo • Regular parent meetings 	<ul style="list-style-type: none"> • EHCA Applications • Educational Psychologist Service for • CAMHS (Child and Adolescent Mental Health Service) • Speech and Language Therapy referral • Hearing Impairment Service • SEMH

The Graduated Process:

Below age related expectations

- May only require differentiation/adapted learning of the plans of the whole class: modified learning objectives, teaching styles and access strategies.
- Differentiation will be recorded in the daily planning by the class teacher.
- Monitoring or progress will be carried out by the class teacher and used to inform future differentiation: assess, plan, do and review cycle.

SEND Support

- If a child's progress is still cause for concern, over one year behind, class teachers will seek advice from the SENDCo.
- Bradford Matrix of Need will be used to step-up to SEND Support.
- An individual learning plan will be written. This will detail the support accessed by the child. It will be written and reviewed at least termly by teachers and parents.
- Monitoring will be carried out on a half termly basis and adjustments will be made to the provision for the child using the graduated approach.

Education Health and Care Plan

- If a child continues to work at levels substantially below peers – over 2 years behind National expectations.
- Bradford Matrix of Need will continue to be used. <http://bso.bradford.gov.uk/content/send-documentation>
- Advice is sought from appropriate specialist services for strategies, specialised assessment or direct work.
- Individual learning plan (My Support Plan) detailing the support accessed by the child, written and reviewed at least termly by SENDCo, teachers and parents.
- Additional intervention alongside differentiated classroom support.

Education Health and Care Plan

- Applied for if child has been supported at SEND Support Plus for at least 2 terms and less than expected progress has been made; or arrives at Idle C E Primary School with significant Special Educational Needs or Disability, or a medical condition requiring significant school based support.
- Provision Map written using targets from EHCP when published
- Reviews held termly and as Statutory Annual Review Cycle.
- Provision may consist of personalised intervention, individual programmes of work and enhanced learning opportunities.

How do we support children with accessing the curriculum?

Class teachers, (with support from Special Educational Needs Support Assistant's) know the profile of their class and individual needs; learning activities are planned to match children's learning needs to help children know more, understand more and remember more.

The environment is communication friendly, stimulating, yet calm, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.



Children supported at SEND Plus will receive individual and /or group support within and/or outside the classroom dependent upon the individual needs of the child.

Children supported through an Education, Health and Care Plan, will have support available from an additional adult/s directed by the Class Teacher and Inclusion Team.

All staff know and understand the needs of all pupils

Interventions may include, SALT activities, Lego Therapy, Alphabet Arc, 20:20 Reading, Beat Dyslexia, Rapid Phonics, Gross/Fine motor skills activities.



How do we support pupils with SEMH Needs?



We identify that some pupils cannot access their learning due to Social, Emotional and Mental Health needs and require support with self-regulation. Many of our pupils use Sensory Circuits through school for regulation.

We have further supported this with our Nurture Provision which consists of Nurture Breakfast, offered to identified pupils, Nurture lunchtime support and a Drawing Club through lunch which offers a calm space and opportunity to talk.

Zones of Regulation

In 2023-24 we worked with the Bradford LA SCIL Team to introduce Zones of Regulation through School. The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation.

The **ZONES** of Regulation®








BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

This will be further enhanced this year and will become embedded as part of our PHSE Curriculum.

How do we support and improve delivery of information to pupils with speech and language difficulties?

Teachers make sure their classes have high quality language support and activities such as Talk for Writing. The use of Makaton is being used across our Early Years and Key Stage 1.

We use colour coding resources support children in being able to structure sentences appropriately.

 Who ?	Who was not in the sled?
 What ?	What colour was the sled?
 What doing?	What did Paddington Bear go to do?
 Where?	Where did Paddington Bear go?
 Who ?	Who went to get Paddington Bear?
 Who ?	Who did the man not find?
 How ?	How does Paddington Bear feel?

Communication friendly strategies and interventions such as Lego Therapy and social communication programmes such as Time to Talk are used when required. We also liaise regularly with speech and language experts in school and external agencies.

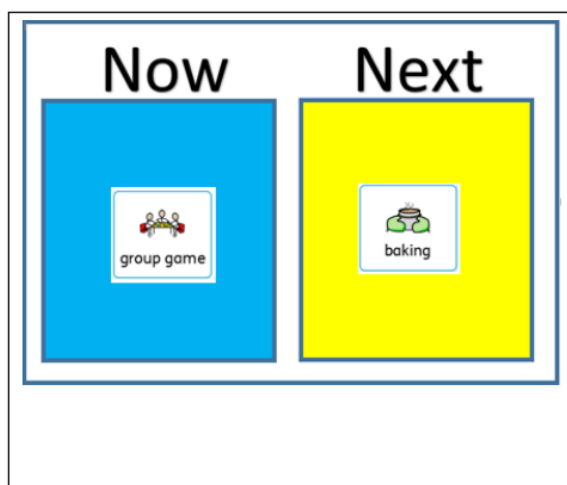
Children are referred to the Speech and Language Therapy service in consultation with parents. Support is given across school to work on targets set by therapists. If required we welcome therapists into school to observe pupils, or endeavour to attend workshops provided by the service to learn strategies to support individual pupils

How do we support and improve delivery of information to pupils with Social communication difficulties (including ASD/ADHD)

Some pupils with a diagnosis of Autism and/or ADHD have their needs met within their classroom, with or without an Educational Health Care Plan, under the direction of the class teacher and Inclusion team, as required. 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.

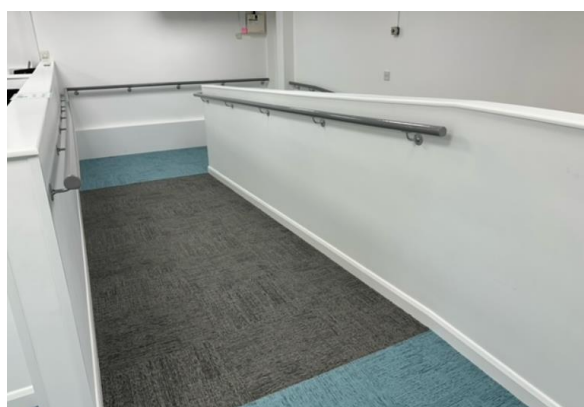
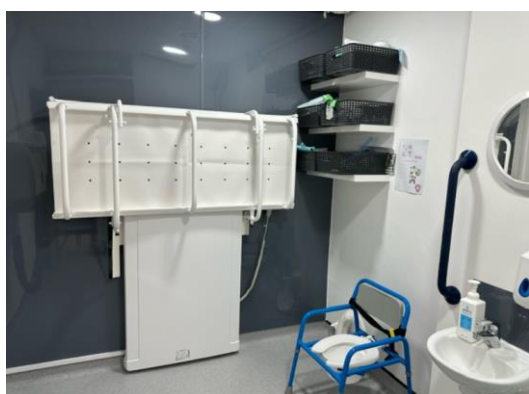


How do we support children's physical needs?

The school is single storey site with a variety of entry points. We are very pleased to have work completed on our accessibility to our KS1 building. We have wheelchair users in our school and provision has been made for them to be able to move around school without barriers. The new ramp has provided full access within the building for our pupils. We also have access to a newly refurbished Hygiene Suite which includes a remote-controlled changing station for our pupils who require Intimate Care.

The car park has disabled parking and there is disabled entry into the playground.

Please see Accessibility Plan for more information.



We look to support children's physical needs primarily through Quality First Teaching and our school values of respect and responsibility. Specific curriculum subjects such as PE will be planned according to the needs of specific children. We also provide a higher level of support when appropriate.

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.

Pupils with long term mobility difficulties have risk assessments and Personal Emergency Evacuation Plans completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school.

How do we support children's medical needs?

Individual Medical Care plans are written by SENDCo in conjunction with Medical professionals, parents/carers and any other appropriate key staff. In school we have first aid rooms for use by children and adults who are hurt or unwell, or require regular medical procedures. Medicines are stored safely in the First Aid rooms. There is a medicine policy which is adhered to. Staff work together to ensure personal care requirements are completed whilst maintaining the child's dignity and moving forward towards independence. Children with Adrenaline auto-injectors (Epi Pen) or inhalers have these in First Aid Rooms which are located in both Key Stages. There is a team of staff who are first aid trained, and training is updated as required. Epi-pen training is given annually to all available staff. Selected staff are also trained in being able to deliver Diabetes medical care and attention to children within their care. The school has Defibrillation equipment. All registered First Aiders have been trained in how to use this.

How do we support pupils when moving between phases of education and 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 this occurs. This always involves the parent's wishes and is at the pace of the child. 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. When 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 will be sent home with younger pupils, and those with high SEND needs, to talk about through the holidays.

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.

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.

How can parents/ carers raise a concern or complaint?

Parents are always welcome to ask for an appointment to discuss any concerns about their child with the class teacher, Phase Leader and/or a member of the Inclusion Team. At Idle Primary our open door policy encourages partnership with parents/ carers. If required a joint meeting with SENDCo will be arranged. If you are unhappy that your child's needs continue to be unmet please contact the Head teacher.

For further steps refer to the school Complaint Policy.