



SEND Information Report 2024/2025

How we identify individual special educational learning needs at Lidget Green

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or the SCILs Team. We will always share the findings with parents and, in consultation, plan the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use ongoing assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCO), Sofia Yaqub and their thoughts and opinions will be sought. We will then work together to create a plan to best suit the child and review this regularly.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We believe that pupils and parents should be at the heart of all decision making about the child. This is in line with our school values 'Respect, Inclusion and Nurture'.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all and shared with you during key points of the academic year.

We hold regular meetings that allow the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We use homework to repeat and practise activities that are new and present a challenge to a pupil. Often, this could be in using the skill in a practical and meaningful way. If parents have any concerns about homework or wish to seek advice on how best to support their child at home, we advise them to contact their child's class teacher.

We have an open door policy, which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCo when a more in depth discussion is required. Our Inclusion Manager and Learning Mentors, and a member of the Senior Leadership team are on the playground daily in the mornings and welcome you to raise celebrations or concerns about the child's needs.

We hold regular parent support groups for families of children with Special Educational Needs as an informal way to share ideas, support each other and develop relationships.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Individual Learning Plans (ILP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo, Sofia Yaqub

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This

includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.

- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
- Applying for additional support and funding where necessary for our most vulnerable children.
- Coordinating Learning Support Assistants and Teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

Our team of Teaching Assistants and Learning Support Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational

needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching.

We have a specialist Speech and Language therapist who works closely with the school, working with the children and providing strategies for staff.

Our Pastoral team have excellent knowledge of how to support our children and their families and may also be able to sign post you to other services.

Our Senior Leadership Team analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

We have regular contact with external agencies to support staff and children in school including:

- Educational Psychologist
- CAMHs
- NHS Speech and Language
- Local Authority Specialist Teaching Team
- Occupational Health
- Parents Forum Bradford
- School Nurse
- Early Years advisors
- Physiotherapy
- Teachers of the deaf
- Teachers of the visually impaired
- Paediatricians
- Early Help Team
- SEN Assessment team
- Virtual Schools for Looked After Children
- Community support officer (police)
- Other specialist professionals

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflect the learning undertaken by their peers.

We have a range of technology to support different learning styles and help motivate and access learning. These include iPads, computers and microphones.

We use intervention rooms, pictures, objects, symbol timetables and equipment such as countdown timers for pupils who need it.

We seek advice from external agencies as and when the need arises.

We have changing facilities for those children who require it.

How we modify teaching approaches for individual pupils

Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.

We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

Once every term, parents/carers have the opportunity to join with their children's learning in our parent workshops.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil's academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical needs in small groups outside the classroom, or to provide one to one support.

We use class and personal visual or object timelines to help children to understand what activity is coming next.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress.

Within school, teachers assess the children's progress half termly, this data is discussed with the Senior Leadership team so that strategies can be put in place to intervene early and support your child.

At termly meetings we discuss a child's progress and attainment and gather parents their and parent views. This will help formulate next steps to support a child's progress.

We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check that our judgements are correct (moderating).

We set challenging targets for all children based on nationally agreed guidelines on progress.

Our marking of children's work informs our planning and we identify next steps for all of our children.

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with adaptation where required. We have a breakfast club and after school clubs which cover a range of interests which include; sports, creative activities, music. We have a SEND Samba group and SEND Music sessions. We strive to ensure that all of our trips and extracurricular activities are fully inclusive and work with parents and external professionals to do this where needed.

How we support pupils in their transition into our school and when they leave us

Children who join the nursery are welcomed into our school community with a personal home visit by nursery staff. A series of parent and child taster sessions follows in preparation for their start.

Our local authority provides an early year's advisory teacher from the SCILs Team to support children with SEND when they make the transition to our nursery from the pre-school settings.

Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster sessions in the new class.

Children working across a phase Nursery – Reception, Year 1 & 2, Year 3 & 4, Year 5 & 6 also enables the child to become familiar with different classrooms and teachers.

We will plan a child's transition to us with information from parents and all professionals already involved in supporting a child. This helps to enable a smooth and supportive start for a child.

As a child makes the transition to Secondary school, again we will contact and discuss the child's needs with our Secondary school colleagues, invite them to observe the child in our setting and through dialogue with parents and the child set up appropriate transition visits to support a smooth transition.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Where pupils can get extra support

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to and have access to a member of the senior leadership team at all times.

We have Learning Mentor led organised activities in the playground and children can approach any adult if they have any concerns. School welcomes parents to share any concerns that they may have, however big or small.

Inclusion Team

At Lidget Green, we have a full time Inclusion Manager – Mrs Emma Reagan and three Learning Mentors - Mr Shazad Bashir and Mr Hamza Hamid and Mr Mohammed Tafoor.

Mrs Reagan provides support and guidance to children and young people who are experiencing difficulties in learning due to social, emotional or behavioural needs or other issues. She helps pupils overcome behavioural, social or emotional needs that are affecting their learning and works closely with the class teachers to put strategies in place within the classroom and at home. The children also have access to our Nurture provision to help with supporting regulation.

Pastoral support is available every morning along with members of the Inclusion Team and Teaching Assistants to hear any concerns.

Children that are 'Looked After' (LAC) receive personalised support from the pastoral lead and external agencies to ensure that they are accessing a high quality education, feel safe, and secure in school and at home.

Safeguarding

At Lidget Green, we have a senior leadership team who work closely with the DSL- Mrs Huma Raza, to ensure *all children* are safeguarded including Looked after children and children with Special Educational needs.

The following member of staff are Safeguarding trained:

- Mrs Louise Woffendin
- Mrs Sofia Yaqub
- Mrs Emma Reagan
- Mrs Susie Byrnes
- Mrs Manjit Panesar

Mental Health Ambassadors

There is a Mental Health first aider in school, as well as a large team of mental health ambassadors to support staff and children who need support in this area. We have a school wide focus on mental health to ensure children are in the right positive mindset for learning.

Each week teachers plan daily Mental Health activities to support their children. These activities are linked to:

- Mental stimulation
- Emotional awareness
- Relaxation
- Insight building

At Lidget Green we also have weekly support from The NHS Mental Support Team.

Speech and Language

Well-developed speech, language and communication skills form the basis of all learning, and are fundamental to social and emotional wellbeing. They are essential to enable children to achieve their full potential.

Staff training and development

All staff attend regular training to support all children and children with Special Educational Needs.

Staff have training to:

- Keep up to date with changes
- Build confidence
- Support teaching and learning
- Develop skills and knowledge

Learning Support Assistants (LSAs) are given specific training according to their pupils' needs. This may include:

- Down syndrome
- Dyslexia
- ADHD
- Autism
- Hearing impairment
- Development delay
- Epilepsy
- Speech and Language delay

Most Teaching assistants have either Paediatric First aid or First Aid at work to ensure children's safety and medical needs are catered for. A record of this is kept at the school office.

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views. It is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCo and our school mentor (01274 579576) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

For more information on Bradford's Local offer, please follow this link:

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

Arrangements for handling complaints

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENDCO, a member of the leadership team or the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.