



Send Information Report

2021-22

Approved by LGB



SEND INFORMATION REPORT

INSPIRATION, ASPIRATION, DETERMINATION

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote our school values and develop our children to become role models, preparing them for life.

Through our 5 school values of **Respect, Responsibility, Integrity, Resilience and Enthusiasm** we aim:

1. To ensure our children are safe, happy and achieve their potential.
2. To celebrate achievement and diversity and to strive for continuous improvement and excellence.
3. To improve life chances by providing opportunities to develop skills for learning, life and work.
4. To work effectively in partnership with our parents, carers and community.
5. To nurture self-esteem and develop a love of learning through curiosity, talent and creativity.

INTRODUCTION

We are a popular, large Primary School located on the Heaton-Manningham border in Bradford. Catering for pupils in the 3 to 11-year-old age range, we never forget that our parents and community have entrusted us to do the very best for their children and our team of dedicated and skilled staff work hard to ensure that we succeed for every child in our care.

We are a dedicated and hardworking school that aims to be at the forefront of new initiatives to raise standards and broaden the range of experiences available for our pupils. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate progress targets are set for all children with a curriculum matched to their needs. The school ensures that arrangements for providing access to learning, 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.



We are:

- A communication Friendly school
- A part of the Mental Health Champions in Bradford
- Members of the Language for Learning team, promoting Oracy in schools
- One of five schools in The Priestley Academy Trust

As a Multi Academy Trust, we are committed to working together to provide the highest quality of care for all our children. The Priestley Academy Trust SENDCos work together regularly, attending joint training sessions, working with external agencies and sharing good practice. As a Trust, we have continued to commission time from Bradford's Educational Psychology (EP) team, the use of this time has been driven by the needs of each school.

During the pandemic lock downs, and continuing into periods of COVID self-isolation, SENDCos have shared ideas for training which have been available to all teaching and support staff to work on from home. The EPs were commissioned to publish a mental health care leaflet which was widely distributed across all Trust schools, to parents and families, teachers and other adults working in school.

Through the year we have continued to work collaboratively to support newer SENDCOs and to embed systems and procedures ensuring continuity of good practice across the Trust. This now includes the wider use of Edukey Provision Map through all schools, and the introduction of B Squared an electronic system to enable SENDCo and other key staff to track the progress of pupils working significantly below age related levels. We have continued to develop a shared SEND internet portal for the Trust schools, and to find new ways to work collaboratively but from a distance. We are continuing to support newer SENDCOs with their daily work and to modify school based systems to match changes driven by Bradford LEA. As a Trust we have purchased Clicker 8 to support inclusive literacy learning for pupils with additional needs within their classrooms.

As SENDCOs we are well aware of the importance of supporting our teachers and pupils with their mental health and emotional well-being. To enhance this SENDCOs have attended attachment and trauma training when offered and have/ are arranging whole school staff training. This year all the Priestley Academy Trust schools have been supported to improve the mental health of identified pupils through commissioned Counsellors from Step2.

WHO ARE THE SEND INCLUSION TEAM?

Our SEND Inclusion Team consists of:

- Lorraine Martin: Head teacher
- Richard Walker: Deputy Head
- Rupreet Basra: Inclusion Lead and Special Educational Needs Coordinator
- Basharat Hussain: Governor with responsibility for SEND

Appointments can be made with any of the above members of school staff through the Office on 01274 495934.

At Margaret McMillan we have teachers and support who:

- can use ELKLAN strategies (Speech language and communication needs);
- are trained to support children with ASD
- are able to identify and give advice of Specific Learning Difficulties
- are able to de-escalate complex behaviour episodes and safely manage pupils who are anxious with staff that are Team Teach trained.

- are able to use Precision Teach strategies to over learn basic skills in multi-sensory ways
- are trained in Forest schools and able to lead learning in outdoor environments
- are mental health first aiders that can support children and adults with their mental health.

This is our Local Offer to the pupils and families at Margaret McMillan. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. Our Local Offer is subject to change based around budgetary restraints and policy reviews.

WHAT IS THE RATIONAL ON SEND AT MARGARET MCMILLAN PRIMARY SCHOOL?

“Our Vision for children with SEND is the same for all children and young people, that they achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). we want them to 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 living in our local area. 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

HOW ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED?

“Pupils are identified as having SEN 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

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. This includes:

- Baseline assessment results, using Bradford SCIL Team’s new baseline assessments (2021)
- Early Years progress observed and measured in Development Journal and plotted on Progress for Children in the EYFS Grid (September 2019).
- Progress measured against the P level descriptors (B Squared 2014) and plotted on Progress for School Age Children Grid (September 2019).
- Benchmark assessments of reading

- Standardised screening and assessment tools eg: Salford Reading Test, TALC, BPVS, early reading observation
- Observations of behavioural, emotional and social development: Boxhall Profile.
- Evidence from an existing Education Health and Care Plan.
- Assessments by a specialist service, such as educational psychology, specialist teachers, speech and language therapists, Occupational therapists and other medical professionals identifying additional needs.
- Another school or LA which has identified or provided for additional needs

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 (PL) and SENDCo. At Margaret McMillan Primary school, we have an open-door policy which encourages partnership with parents/ carers.

Any concern should initially be raised with the class teacher. If required a joint meeting with SENDCo or Phase leader (PL) will be arranged.

If this is not sufficient refer to the school Complaint Policy for further steps.

THE GRADUATED APPROACH TO SEND AT MARGARET MCMILLAN PRIMARY SCHOOL

At Margaret McMillan Primary School, we monitor pupils progress through a graduated approach, stepping up or pulling back support as required. Parents and Carers are invited to regular meetings with teachers where decisions can be made collaboratively. Some children will have a termly Individual Learning Plan which shows the targets and support given to a child. These targets are set and worked on by the staff, children and parents. Where appropriate, the views of the child are always taken into account. These targets are reviewed each term to see what progress has been made.

Some children may need a My Support Plan. This is a more in-depth plan to show what outside agencies are involved and suggest the additional support we can put in place. A My Support Plan does not provide any extra funding.

For pupils with higher levels of need these meetings may include the SENDCO, and for pupils with an Education Health and Care plan there will always be a formal annual review meeting where the effectiveness of the provision provided for the pupil is judged and reported on.

We follow the Bradford Council's 'Matrix of need' for assessing children with special needs.

The graduated approach is shown below:

Below age related expectations

- May only require some scaffolding in lessons for the whole class: modified learning objectives, teaching styles and access strategies.
- Scaffolding strategies will be recorded in the daily planning by the class teacher. Q1 Best Endeavours spread sheet will be used to inform a step-up to SEND Support. <https://bso.bradford.gov.uk/content/send-documentation>
- Monitoring of progress will be carried out by the class teacher and used to inform future planning: assess, plan, do, review cycle.

SEND Support

- If child's progress is still cause for concern, over one year behind, class teachers will seek advice from the SENDCO, PPLs or SENDCo.
- Bradford Matrix if Need (2019) and Q1 Best Endeavours spread sheet will be used to inform a step-up to SEND Support. <https://bso.bradford.gov.uk/content/send-documentation>
- Provision map detailing the support accessed by the child, written and reviewed at least termly by Teachers, PPL and parents.
- Monitoring will be carried out on a half-termly basis and adjustments made to the provision for the child using a graduated response.

SEND Support Plus

- If child continues to work at levels substantially below peers - over 3 years behind National expectations.
- Bradford Matrix if Need (2019) will continue to be used. <https://bso.bradford.gov.uk/content/send-documentation>
- Advice is sought from appropriate specialist services for strategies, specialised assessment or direct work.
- Provision map detailing the support accessed by the child, written and reviewed at least termly by SENDCo, Teachers and parents.
- Additional intervention will run alongside differentiated classroom support.

Education Health and Care Plan

- Applied for if child has been supported at SEND Support Plus for at least two terms and less than expected progress has been made; or arrives at Margaret McMillan Primary School with significant Special Educational Need or Disability, or a medical condition requiring significant school based support.
- Provision map written using targets from the Education Health and Care Plan 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.

INTERVENTION

HOW DO WE SUPPORT CHILDREN WITH ACCESSING THE CURRICULUM?

- Class teachers (with support from Phase Leaders) know the profile of their class and individual needs; learning activities are planned to match children's learning needs.



- The environment is communication friendly, stimulating, 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 SENDCO
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.



- All staff know and understand the needs of all pupils.
- Additional provision will be made to ensure that children with SEND will get the most out of all educational visits. Children with SEND may sometimes benefit from additional visits outside ordinary class visits.



- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- School will work closely with parents providing them with support, resources and activities to work with children at home.

HOW DO WE SUPPORT CHILDREN WITH ENGLISH AND MATHEMATICS?

Strategies and interventions are in place to support literacy and numeracy. Teachers and Teaching and Learning partners make sure the classroom environment is language rich and have well-organised wall displays to support learning in all areas of the curriculum. Concrete resources are readily available for all children to use.

For children with specific learning needs activities may include:

- Reinforcement and pre-teaching in small groups.
- Targeted group literacy interventions
- Individual handwriting interventions.
- Interventions to support fine motor skills

- Use of laptops and tablets.
- Specific resources to differentiate writing.
- Specific programmes for literacy (Specific interventions (such as Alphabet Arc and precision teaching).
- Assessment tools (such as Cognition and Learning Team Baseline Assessment, BPVS.)

HOW DO WE SUPPORT SPEECH AND LANGUAGE DEVELOPMENT?

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.

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities as well as using non-verbal cues such as objects of reference.

HOW DO WE SUPPORT PUPILS WITH SOCIAL COMMUNICATION DIFFICULTIES (AS)?

Specialist teachers and support staff work collaboratively with teaching staff to meet these pupils' needs, individually, in groups and within their mainstream classrooms. These pupils are reviewed and assessed as part of their statutory annual review cycle. The assessment tools we can use include the Autism Progression Framework (AET) as well as resources from the SCIL team for Communication & Interaction.

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities.

'Social stories' or comic strip conversations may be used to help their understanding. Break-out areas are being identified and equipped across school, as required, to provide safe spaces for children to regulate their emotion before returning to their class. Key staff are trained in Team Teach de-escalation strategies.

HOW DO WE PROMOTE POSITIVE BEHAVIOUR?

The Behaviour Policy describes the high standards of behaviour and conduct expected in school. We also put a greater emphasis on learning behaviours, which encourages children to make positive, safe choices leading to good outcomes. Our aim is to equip children with skills to manage difficult situations and overcome barriers to learning and behaviour. We make sure a child's difficulties or challenges are known to all staff in order that they understand the possible reasons behind behaviour and how to respond. In class, a Teaching & Learning Partner may support targeted children to stay on task and focused on learning. In the playground, staff may involve targeted children in specific activities. Some children who find good behaviour choices a challenge may need additional help such as SEAL and Lego Therapy group intervention, home – school behaviour charts, reward schemes, behaviour diaries and one to one support. Where difficult situations have occurred, senior staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. Where it is deemed appropriate advice will be sort from the educational psychologist (EP) or the social, emotional and mental health (SEMH team or CAMHs). If appropriate, in consultation with the parents, the initiation of a CAF/ Early Help. We also provide support for parents through the Family Links Nurture Programme.

HOW DO WE SUPPORT CHILDREN'S EMOTIONAL WELL-BEING?

Emotional well-being is supported primarily through Quality First Teaching and our school values of Respect, Responsibility, Integrity, Resilience and Enthusiasm. The SCARF Education programme is used to help children develop the skills around Safety, Caring, Achievement, Resilience and Friendship. We have appointed Mental Health leads and school has been participating in the Achievement for All Wellbeing programme since May 2021. We currently employ a Step Two counsellor who has taken referrals from school to work with identified pupils on a blocked weekly basis.

To promote positive friendships, we may use a Socially Speaking or Circle time involving the whole class. Some pupils may benefit from SEAL and Lego groups or one to one intervention from trained staff.

Parents can seek advice and support from the Sendco and phase leaders. School may also seek advice and support from external agencies, such as Educational Psychologist, CAMHS, or school nurse team, if necessary.

HOW DO WE SUPPORT CHILDREN'S PHYSICAL NEEDS?

We look to support children's physical needs primarily through Quality First Teaching and our school values of respect and responsibility.

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. for target children.

All of the learning spaces in Margaret McMillan Primary School are accessible to all. The building has ramp access and facilities to accommodate physical disabilities.

Pupils with long term mobility difficulties have risk assessments and Personal 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?

Members of the school nurse team visit school regularly to give advice and training to staff, and to carry out planned checks and screenings with children.

Medicines are stored safely in the school office. There is a medicine policy which is adhered to.

We have personal care changing facilities across our school premises. Staff work together to ensure personal care requirements are completed whilst maintaining the child's dignity and moving forward towards independence.

Where possible pupils with asthma inhalers are responsible for these themselves.

Children with Adrenaline auto-injectors (Epi Pen) have a care plan and the Epi Pen is kept in the school office. The teachers are first aid trained, and training is updated as required. Asthma and Epi pen training is given annually to all available staff.

HOW DO WE SUPPORT CHILDREN WITH ADDITIONAL NEEDS WITH EXTRA-CURRICULAR ACTIVITIES?

Some children at Margaret McMillan Primary School may need additional support during break and lunch times. We have playground friends, or an adult will be delegated to ensure the safety and social inclusion of pupils if necessary.

We run a variety of after school clubs depending on the needs of children. Clubs may include: Handwriting, chess, a variety of sports clubs, cooking and ICT. This list is not exhaustive and changes termly. Places are available for any child who is interested on a first come basis. Additional support will be provided if required, based upon the needs of the participating child.

HOW DO WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

At Margaret McMillan 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.

As we hope for a less disrupted year, we endeavour to re-start the regular coffee mornings for all parents/ carers. These are a good way for parents to feel less isolated and share their concerns with other families. Specific SEND coffee mornings are also organised to share information specific to these families. These are also opportunities for parents and carers to tell us what is or is not working from their perspective, or make new suggestions.

HOW DO WE WORK IN PARTNERSHIP WITH OTHER AGENCIES?

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:

- SEND Bradford Teams: High Incidence Team: Cognition and Learning, SEMH, Early Intervention and Autism; and Low Incidence Team : Visual and Hearing Impairment.
- 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, Child and Adolescent Mental Health Services
- Social Care, Early Help agencies.
- Family and Children's Centres.
- Parent Support Agencies including SENDIASS (formerly Barnardo's).
- Other charitable Agencies eg Downs Syndrome (Pamela Sunter) Support Centre, Bingley.

JOINT STATEMENT OF SCHOOL, GOVERNOR AND LOCAL AUTHORITY RESPECTIVE RESPONSIBILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

INTRODUCTION

This Statement sets out in summary form, the respective responsibilities of schools, governors and the LA in order to ensure that the additional needs of pupils identified as having special educational needs (SEN) and/or a disability are met; in a timely and effective way, with minimum bureaucracy.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of each and every-one of their children. They want to be listened to and treated with respect. Where children have additional needs and advice from outside agencies is required, parents want to be fully involved and also be confident that schools are able to respond to that need as quickly as possible. The LA is required to publish the arrangements for SEN. Parents and carers of children and young people will therefore be informed that all schools receive funding within the notional and delegated budget to enable them to make provision for children with SEN and that, schools have the autonomy to make arrangements from within their existing staffing or to seek external advice and support.

Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties under the Education Act 1996:

Schools and Governors must ensure:

- That to the best of their endeavours, the necessary provision is made for any pupil who has SEN.
- That where the head teacher or a nominated governor has been informed by a LA that a pupil has SEN, those needs are made known to all who are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- That they report to parents on the implementation of the school's policy for pupils with SEN.
- That they, have due regard to the statutory guidance within the current SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- The school must ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The current SEN Code of Practice explains there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code of Practice describes this as a graduated approach to addressing children's SEN. The Code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.

If little or no progress continues to be made, school staff should consider seeking

external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement. However, the Code is clear that the involvement of external specialists can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEN continues to make little progress despite the support provided through the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN, either as set out in Chapter 7 of the SEN Code of Practice or through a request for an education, health and care plan (Sept 2014).

RESPECTIVE RESPONSIBILITIES OF THE LA, SCHOOL AND GOVERNING BODY

The policy of the LA and partners is to encourage all schools to provide for children with special educational needs within their own locality area in accordance with the Education Act 1996.

It should be remembered that additional resources for children/young people with SEN are provided to supplement schools' own resources and are not instead of them. It is not expected that resources will usually be delivered on a 1:1 basis with an individual child but rather there will be effective and flexible deployment of resources. Decisions on how best to support children/young people will always take into account the context within which the child is educated.

FUNDING FOR PUPILS WITHOUT A STATEMENT OF SEN OR EDUCATION HEALTH CARE PLAN (EHCP) SEPTEMBER 2014

Schools should make clear to Governors and parents the sum of money within the school's budget that has been generated through the school budget formula for SEN.

Schools must:

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice.
- Appoint a SENDCO.
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'.
- Provide information on school arrangements for SEN to parents and governors.
- Consider pre-emptive arrangements for pupils present and future with a disability.

Governors must:

- Appoint a SEN Governor to have oversight of the arrangements for SEN.
- Know how many pupils in the school have SEN.

- Know how much money the school gets for SEN and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEN and/or disabilities.
- Review and approve the SEN policy and any other relevant policies.
- Monitor the expenditure on SEN.
- Monitor the progress of SEN and ensure that the provisions specified in statements of SEN are made.
- Ensure that SEN provision is integrated into the school improvement plan.
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN.

The LA must:

- Ensure a sufficiency of provision for pupils with SEN and review it annually.
- Make arrangements for the Statutory Assessment of Pupils and maintain and review Statements of SEN and EHC Plans.
- Publish information on SEN funding and provision.
- Monitor the progress of children with SEN.
- Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service.

RIGHT OF REDRESS:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability discrimination to the SEN and Disability Tribunal
- A complaint to the LA Ombudsman (Schools and LAs)