SEND Local Offer – Frizinghall Primary School	
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Age Range	4 - 11
Funding	
Assistant Headteacher for Inclusion (SENCo)	Tom Ruddock
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SEN Governor	Belinda Wardle
Policies Links SEND Information Report SEND Policy Intimate Care policy Behaviour Policy Safeguarding and Child Protection Policy Administration of Medicines Policy	
Rationale	Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs, the parents/carers' wishes and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or disabilities.
How will Frizinghall Primary School support my child?	We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. We recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. To ensure that children make progress, we use Provision Mapping software to create individualised plans for all children on our SEND register. We also use B Squared to support small steps progress for the children who need that level of support.
How are children with SEND needs Identified	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. • Initial concern forms (completed by the class teacher or parents) • Baseline assessment results • Early Years progress observed and measured in Tapestry/ Development Journal and plotted on Early Years development Grid • Progress measured against B Squared descriptors and Bradford Level Descriptors of need

	• Benchmark assessments for reading • Standardised screening and assessment tools • Observations of behavioural, emotional and social development • An existing EHCP/ SEND records from another school
How do we help a child with physical needs and medical needs	• Tailored approach used for children with medical or physical needs • Accessibility ramps into main reception, Early Year, Reception classes, KS1 and KS2. • Risk assessments completed on a case by case basis • Lift to all levels in the main building • Accessible toilet with adaptations to facilitate independent toileting • Movement group to help improve gross and fine motor skills • Use of differentiated sports equipment in PE – e.g. specialist balls. • Variable height tables and chairs available • Engagement and support resources via the Visual impairment or Physical and Medical teams
How do we help a child with speech and language needs?	• Delivery of programmes devised by Speech and Language therapists • Staff experienced in the use of 'Talk for Writing' and 'Dialogic Talk' to help children rehearse ideas and address specific language needs • Use of our IDL Literacy programme to support levelled reading, comprehension and spelling • Use of IDL Numeracy programme to screen for dyscalculia and support fundamental maths learning • Highly qualified phonics teachers and teaching assistants trained to deliver Read Write Inc. • Nurture Group provision to foster communication in our Willows Nurture provision
How do we help a child with sensory impairment?	• Each child with sensory issues is different; we work closely with the appropriate departments from the LA to ensure the support meets the needs of the individual child. • Use of text to speech applications is being introduced to help children with a variety of sensory needs • We offer a multisensory room, which can be used to support a wide range of needs • Provide training for teachers and TA to support learning of VI or HI children
How do we help a child who has social and emotional difficulties and Mental Well-being?	• Use of SCARF in PSHE lessons and as a whole school behavioural programme • Mental Health Champion to promote well-being throughout school • Access to our Nurture provision (The Willows) • Tailored behaviour management plans as needed • Highly trained Learning Mentor and Family Learning Mentor support is available and can be deployed to help children with mental health issues such as anxiety, behaviour difficulties and mentoring
How do we help a child with behavioural difficulties?	• Use of SCARF and Restorative Practice underpin our approach to positive behaviour management. • Breakfast club • Access to our Nurture provision (The Willows) • Tailored behaviour management plans as needed • Highly trained Learning Mentor and Family Learning Mentor support is available and can be deployed to help children with mental health issues such as anxiety, behaviour difficulties and mentoring
How do we help a child who needs support with literacy and numeracy?	• We apply the graduated approach to learning difficulties and apply different strategies and interventions targeted to support children's learning • Targeted interventions written in the child's ADPR (Access, Plan, Do Review document) • QFT and differentiated approaches to develop independent learning • Careful deployment of teaching assistants to help children learn • Use of working walls in all class to support methods, language and subject development • Catch up programmes • Dedicated support provided by the LA (see below)

How will we meet a child's personal care needs?	All children have the right for their dignity to be maintained. We provide training to staff as part of Safeguarding and SEND induction to ensure these high standards are met at all times. • Personal Care plans are developed with the parents • Intimate care policy is implemented • Manual handling training provide via the Moving and Handling Team

How will we include children in activities outside the classroom including school trips?	At Frizinghall Primary School, we endeavour to teach beyond the curriculum through various programmes we offer:
	• Passport activities
	• Trips and visits to sites linked to our curriculum to extend learning
	• Residential trip (Year 5 and 6) – risk assessments carried out to ensure inclusivity
	• Afterschool clubs
	  ○ Breakfast club
	  ○ Bagel Bar in the morning
	  ○ Homework club
	  ○ Trumpet lessons
	  ○ Art club
	  ○ Student council
	  ○ Volunteer Hub providing opportunities for children to help around the school
	  ○ Sports clubs (sport premium funding)
	  ○ Lego Club (WeDo computer programming skills)
	These change throughout the year to meet the needs of the children.

How do we prepare and support a child/young person for transition?	At Frizinghall Primary School, we do our upmost 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. When transition is between schools, the SENDCO and 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, wherever possible, and a series of introduction visits to us. 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. If possible, the secondary SENDCO will attend a Year 6 EHCP review to meet the pupil and parents. We support pupils to attend additional visits to the secondary school, where these are arranged.
How will we develop social skills throughout the school day, especially break times?	We encourage all of the children in school to exercise and demonstrate good British Values, at all times, in activities like our daily mile, PE and our play leader provision during lunchtimes; all of these activities support children's understanding of how to play games in a positive way. Developing social skills is supported by our PSHE curriculum, allowing children to explore different scenarios they may face in life and work on how to approach them. The use of SCARF and Restorative Practice is also embedded throughout the school. These help the children to understand what is expected in terms of behaviour, developing positive relationships and looking after themselves. It gives the pupils the basis to practise life skills of communication, problem solving and conflict resolution. These are vital for children as they grow and develop and to become productive members of society.
How do we allocate resources?	We aim to provide the best education for our children, no matter the starting point of the child. We offer a graduated approach to support this. Therefore, if a child moves up the threshold of need, more support is allocated to that child. The AHT for Inclusion will support and direct resources to help support the child and the teacher to narrow the gap with their peers. Sometimes, outside agencies will be brought in to discuss the provision and review cases. Where a child meet the criteria for additional support,

	those outside agencies will be instrumental in helping the school acquire funding or resources needed to support children with a high level of needs.
How do we ensure all staff are well trained?	Our staff team is highly trained to support the learning of children with a wide range of needs. We provide regular SEND training to all our staff during staff meeting and CPD sessions. We work closely with other agencies and the local authority to provide up-to-date training by specialist as needed. We also use the B-Squared Small Step measures to break learning down into smaller steps, for those children that require this, to help them make more rapid progress.
How do we raise awareness of special educational needs for parents and the wider community?	Our offer is linked closely with the Local Offer of the Bradford Local Authority. Families are encouraged to use the resources and information there to help get the support that they need to ensure their child is receiving the best education possible. (The website link is: https://localoffer.bradford.gov.uk/). We work with a wide range of outside agencies to support our families (See below). We provide information to families on a host of issues from SEND wider support for our families. We always encourage tours of the school so that families can see the facilities we have to offer, such as the nurture and multi-sensory room.
Which specialist services do we access beyond the school?	We work with a range of services to provide support for children and families with SEND needs and to support our teaching staff to help support the children with SEND needs in their classes. • SEND Bradford Teams: SCIL Team and Low Incidence Team • Visual and Hearing Impairment 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, Audiology services • Adolescent Mental Health Services • TRACKS and the Hospital Education Service • Social Care, Early Help agencies, Families First • Family and Children's Centres • Parent Support Agencies including: BRADNET, SENDIASS (formerly Barnardo's) • Other charitable Agencies eg Downs Syndrome (Pamela Sunter) • Born in Bradford • Virtual Schools
How do we evaluate and review the support provided?	At Frizinghall Primary School, we use the graduated approach to review the progress of each child on our SEND register. We have termly assessments of the progress of all children, including those with SEND. The progress is measured against the Bradford Council's Matrix of Need and SEND Grid. This helps determine where the child is in relation to the progress of their peers. Progress is reviewed and discussed with parents. Parent support is vital to good outcomes for all children, especially those with SEND. Where progress is not being made, additional resources, strategies or actions are agreed; then the cycle repeats. Where a child continues not to make good progress, outside support is sought and/ or an EHCP can be applied for.
How do we deal with complaints regarding our provision for children and young people with SEN?	Parental support and cooperation is at the heart of everything we do at Frizinghall Primary School. We strive to listen to and work with our parents to ensure the best outcomes for all children who attend our school. However, if parents believe the school or LA is failing in its duty to provide the appropriate provision for their child/ a parent disagrees with a decision/feels that there is discriminatory practice, once they have raised their concerns with the school and if they do not feel as though the school is still taking appropriate action, parents can: • Follow the school or LA complaints procedure • Appeal to The SEN and Disability Tribunal (LA decision) • Make a claim against the responsible body (Chair of FGB or LA) • Report discrimination to the SEN and Disability Tribunal • Make a complaint to the LA Ombudsman (Schools and LAs)