



Eastwood Community School

SEND Information Report 2022-2023

'Inclusion is a feeling. It is determined by perception and achieved by understanding. We are committed to and value each and every individual within the NSAT Community and beyond.'

[School Name] SEND Local Offer, Information Report

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1. Eastwood SEND Ethos

At Eastwood Community school we provide an inclusive, caring and supportive environment in which all children are valued equally and are provided with opportunities to develop. All children at Eastwood are entitled to an education that enables them all to make progress so that they achieve their best, become confident individuals and live fulfilling lives. All teachers in all lessons set suitable learning challenges for all children.

2. Introduction

This document is intended to give you information regarding the ways in which we ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Local Approach

In Bradford Authority all schools have a similar graduated approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible with the needs of pupils with Special Educational Needs and disabilities being met in a mainstream setting wherever possible where families want this to happen. This document has been developed in collaboration with other Keighley 1 LAP schools.

School Approach

We are a fully inclusive, mainstream Primary School, who ensures that all pupils 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).

Children are identified as having Special Educational Needs and Disabilities when their progress has slowed or stopped and the interventions, resources and support put in place do not enable improvement. Once this occurs, we have specific needs based plans and pupil profiles which help support their development and accelerate progress. Other useful documents such as the Local Offer and The Range document are also available on the school website. If you would like any further information about what we are able to offer at Eastwood Community School, then please do not hesitate to contact us directly.

Question	School Response
3. How do you identify Special Educational Learning Needs?	<ul style="list-style-type: none"> • When pupils have identified SEND (Special Educational Needs and Disabilities) before they start at Eastwood Community School, we work with the people who already know them and use the information already available to identify what their specific needs will be in our school setting. • The progress of all pupils is monitored regularly (termly). • If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– we will share with you what we find and agree with you what we will do next and what you can do to help your child. • If our teachers think your child may have a Special Educational Need or Disability, the class teacher will discuss this with you in the first instance. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why). • Staff in school may work with your child at this point in order to complete a range of assessments to highlight your child's strengths and possible areas of weakness so that support can be carefully targeted to their needs.
4. How could my child get help in school?	<ul style="list-style-type: none"> • Children in school will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in the school. • Staff may visit the school from the Local Authority central services; such as the Social Communication Interaction and Learning (SCIL) Team, Outreach Team or Educational Psychologist (Refer to end - Other Agencies) • Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.
5. How is extra support allocated to children and how do they move between the different stages?	<ul style="list-style-type: none"> • The school budget, received from the Local Authority, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed.
6. How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's teacher initially. • The concerns may need referring to the SENDCo if your child is still not making progress. • If you continue to feel that your child is still not making progress you should speak to the Headteacher or the school SEND Governor. (Please refer to staffing list)
7. How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a teacher has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENDCo and then discuss this with you. • There are regular reviews and then subsequent meetings involving the senior leadership team and class teachers to ensure all children are making good progress. • If your child is then identified as not making progress, the class teacher will discuss this with you in more detail and listen to any concerns you may have too.

Question	School Response
8. How will the teaching be adapted for my child with learning needs (SEND)?	<ul style="list-style-type: none"> Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. Support staff will support with your child's learning in the classroom. Specific resources and strategies will be used to support your child individually and/or in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
9. How will school support my child?	<ul style="list-style-type: none"> Eastwood Community school has a range of interventions in place in our school which may be used when we identify a need for additional support. Interventions will be recorded on an individual provision map. When the school identifies the need for additional support the child's name may be added to the Special Educational Needs and Disabilities Register. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. In the first instance Teachers and the SENDCo is responsible for monitoring the provisions in place and the effectiveness of those provisions. Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCo on the progress of pupils with SEND.
10. How will we measure the progress of your child in school?	<ul style="list-style-type: none"> Your child's progress is continually monitored by his/ her teachers and the Leadership Team. His / Her progress is reviewed formally every term in relation to age related expectations in reading, writing and maths. If your child is in Years 1 – 6 and is not working within the Year 1 expectations, your child's progress will be measured using another scale of levels that assess attainment prior to Year 1 expectations called 'Pre Key Stage Standards'. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age. At the end of Reception, Key Stage 1 and 2 the school is required to report attainment for your child. This is something the government requires all schools to do and the results are published nationally. The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education.
11. How will both you and I know how my child is doing and how will you help me to support my child's development?	<ul style="list-style-type: none"> Annual reports and bi-annual Parent Consultations give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets as well as any behavioural, emotional, social, physical, medical or other difficulties impacting on your child's progress. When appropriate, parents/carers may be contacted mid-term to discuss the support that the school are providing and how they can help their child at home: this may be a phone call or a meeting. Pupils' views will be obtained and when appropriate, they may attend all or part of any meeting.

Question	School Response
12. What support will there be for my child's/young person's overall well-being?	<ul style="list-style-type: none"> • The well-being of all of our pupils is our primary concern at [School Name]. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and ethos of the school. • We have staff who have first aid training and paediatric first aid training. • If a pupil has a medical need, then a detailed Care Plan is compiled with support from the child's GP, or other relevant professional in consultation with parents / carers. These are discussed with all staff who are involved with the pupil. • Relevant staff are trained to support medical needs and in some cases all staff receive training. We have guidance on procedures for administering medicines within our 'Supporting Pupils with Medical Conditions Policy'. • Where necessary, and in agreement with parents/ carers, prescribed medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. • Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and used consistently across school. • We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence. • Pupils' views are sought through our Junior Council and other councils.
13. What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. • At appropriate times, schools will contact and seek advice from a range of Educational outside agencies, Outreach Services and health professionals (Refer to list at end of this document) • We work with Social services, Early Help, Family Support and Community Police • We also have our Pastoral Team, key members of staff who support families in our school community.
14. What support do we have for you as a parent/ carer of a child with an SEND?	<ul style="list-style-type: none"> • We would like you to talk to your child's teachers regularly, so we know how they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
15. How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We actively try to ensure that all our extra-curricular activities, including residential trips, are adapted for children's specific needs, where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible.
16. How have we made sure Eastwood Community	<ul style="list-style-type: none"> • As a school we are happy to discuss individual access requirements. Facilities we have at present include: <ul style="list-style-type: none"> - Ramps

Question	School Response
school is accessible to children with SEND? (including after school clubs etc.)	<ul style="list-style-type: none"> - Disabled toilets - Hygiene room - Lift from the ground to first floor • We ensure that equipment used is accessible to all children regardless of their needs. • Visual prompts are used across the school to support learning.
17. How will we support your child when they are leaving this school? OR moving to another Year?	<p>We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ The SENDCO will arrange additional visits to new schools for your child and personalised resources to support transition may be used. ○ Staff from the receiving school may also visit to see your child in their current setting ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ Children will all have opportunities to meet their new teachers and work in their new classrooms. ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place.
18. How we Safeguard Children with SEND	<p>Eastwood Community school understands that children and young people with SEND can face additional safeguarding challenges. All staff have , at least annual training in this area and understand that additional barriers can exist when recognising abuse and neglect such as:</p> <ul style="list-style-type: none"> ○ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration. ○ The potential for children with SEND being proportionally impacted by behaviours such as bullying and communication barriers and difficulties in overcoming barriers
19. Inclusivity in activities	<p>All children with SEND at Eastwood have the same opportunities as everyone else in school.</p> <p>All our extra curricular clubs and activities, including Outdoor Learning and residential trips, are adapted for our children's specific needs. Risk assessments are carried out and procedures are put in place to enable all children to participate.</p>

Questions	Type of support provided	What this could mean for your child	Who can get this kind of support?
20. What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. 	All children in school should be getting this as a part of classroom practice.

		<ul style="list-style-type: none"> Putting in place different ways of teaching, so that your child is fully involved in learning in class. This may involve things like using more 'hands on' multi-sensory learning and personalised teaching and learning approaches. Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn. 	
	<p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> Conducted in the classroom or outside. Conducted by a member of staff who has had training to run these groups. <p>Stage of the SEN Code of Practice: 'Bradford Matrix of Need' stage 'Below Age Related Expectations' which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. A SEN Support Assistant/teacher may run small group sessions using the teacher's plans either in a small group or within the classroom setting. 	Any child who has specific gaps in their understanding of a subject/area of learning.
	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups.</p> <p>Stage of the SEN Code of Practice: 'Bradford Matrix of Need' stage 'SEN Support' which means they have been identified by the class teacher/SENDCO as needing some additional specialist support in school from a</p>	<ul style="list-style-type: none"> Your child will have been identified by the class teacher/SENDCo (or you will have raised your worries) as needing more specialist input instead of or in addition to class room teaching and intervention groups. You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school and at home. The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better 	Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

	<p>professional outside the school. This may be from, for example: Outside agencies such as the Speech and Language therapy(SALT) Service or the Educational Psychologist.</p>	<ul style="list-style-type: none"> ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group ○ A group or individual work with outside professional ● The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>Specified Individual support</p> <p><i>This is usually provided through an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school and a statutory assessment has been approved by the local authority.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from services such as:</p> <ul style="list-style-type: none"> ● ASD Team ● Outside agencies such as the Speech and Language therapy (SALT) Service. ● Visually Impaired Team ● Physical and Medical Difficulties Team 	<ul style="list-style-type: none"> ● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more detail about this in the Local Offer. ● After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the first three stages of the Bradford Matrix of Need. ● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe/ complex enough and that they need an Education Health and Care Plan to be put into place in order to make good progress. If this is the case, they will write an Education Health and Care Plan. If this is not the case, they will ask the school to continue with the support at Stages 1 – 3 of the Bradford Matrix of Need. ● The Educational Health and Care Plan will outline the number of hours of individual/small group support your child will receive and what strategies must be put in place. It will also have long and short term goals for your child. ● If the EHCP specifies an additional adult, they may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>Children whose learning needs are severe as identified on the Bradford SEN Progress Grid or children whose learning needs are complex.</p>

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PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

All of the people named below can be contacted by telephoning the school office on **01535 610212** or email office@eastwoodcommunityschool.co.uk

School Based Information	People	Summary of Responsibilities
<p>21. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</p> <p>And how can I talk to them about my child if I need to?</p>	<p>Class teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) with or without SEND. • Be accountable for the progress and development of all pupils in the class and identifying, planning and delivering any additional support your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary. • Reviewing support for pupils with/potential SEND on a graduated basis, in collaboration with parents, the SENDCo and, the pupils themselves. • Understanding of the individual needs and/or conditions, outcomes sought, and support and specific adjustments / strategies that are provided to any pupils with SEND they are working with who are on the SEND Register and ensuring that all members of staff working with your child in school are aware. • Keeping the key people (leadership, parents, multi-agencies) up-to-date with any changes in behaviour, academic developments and causes of concern. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	<p>The Special Educational Needs and Disability Co-ordinator (SENDCo) Catherine Butler</p>	<ul style="list-style-type: none"> • Be appropriately qualified and have the skills required to meet statutory duties, this is currently the Masters level NASENCO award to be completed within 3 years of being in post. • Coordinating all the support and provision for pupils with or potential SEND including those with EHCP's and monitor the education and progress of these pupils. • Keep the academy website and external documentation for parents / carers up to date and accessible with regards to SEND and Inclusion. • Maintain a register of pupils who have been identified with SEND, ensuring that the academy keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy. • Liaising with external agencies regarding the assessment / monitoring of pupils with or potential SEND e.g. Speech and Language Therapy, Educational Psychology and Looked After Children (LAC) Designated Teacher. • To provide specialist support and training for teachers and support staff in the school, including identifying appropriate strategies and interventions to so they can appropriately meet the needs of SEND pupils. This includes training which reflects the needs of the current school community as indicated by academy SEND data.

		<ul style="list-style-type: none"> • Report, collaborate and be accountable to the LGB and Head Teacher, to determine the strategic development of the SEND policy and provision in the school and uphold Inclusion practice. • Consult and advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively with the Senior Leadership Team. • In collaboration with the Head Teacher and Directors of Inclusion and welling, identify and review any patterns in the identification of SEND within the school and comparing these with national data. • Be an active participant in training opportunities to keep abreast of national research and development including that of mental health and wellbeing. • Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned, personalised and supports individual needs. • Liaising with the parents of pupils with/potential SEND ensuring that parents/carers are up to date and informed and collaborated with at every stage of the Graduated Approach. • Being a key point of contact for the Local Authority (LA) and LA support services regarding pupils with or potential SEND. • The day-to-day operation and implementation of this policy.
	Key workers may be allocated to some pupils with SEND	<p>We have SEND Support Assistants in the majority of lessons who also may be allocated to some pupils with more significant Special Educational Needs and/or disabilities.</p> <p>As a school, we welcome regular dialogue between parents and SEND Support Assistants on how a child's day has been and we do actively encourage this continued feedback. The class teachers will provide the feedback about ongoing progress and provision.</p>
	Head Teacher Mrs Suzanne Carter	<ul style="list-style-type: none"> • Ensuring that all those who are teaching or working with pupils with SEND are aware of their needs. • Ensuring that the SENDCo has sufficient time and resources to carry out their functions and responsibilities. • Assisting the LGB in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff. • Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND. • Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils. • Ensuring that the SENDCo is supported and provided with training, with an emphasis on mental health, on an annual basis.
	SEND Governor Susan Bartlett	<ul style="list-style-type: none"> • Communicating with pupils with SEND and their parents when reviewing policies that affect them.

		<ul style="list-style-type: none"> • Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an Education, Health, Care Plan (EHCP). • Designating an appropriate member of staff to be the SENDCO • Appointing a designated teacher for Looked After Children (LAC), where appropriate. • Challenging the leadership of the academy (including the SENDCO) through informed questioning to ensure the SEND Policy and Information Report is embedded and routine practice within the academy. • Taking necessary steps to ensure that pupils with protected factors are not discriminated against, harassed or victimised, in line with our relevant Partnership Trust Policies. • Regularly monitoring the academy's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing. • Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time. • Publishing an annual SEND Information Report on the academy website. • Review academy data on complaints and associated procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils. • Cooperating with the LA in drawing up and reviewing the Local Offer in conjunction with the academy annual SEND Information Report. • Appointing an individual link governor to oversee the school's arrangements for SEND and champion those with or potential SEND • Ensuring there is a Safeguarding link Governor working closely with the SEND link governor. • Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face. • Monitoring data with respect to vulnerable groups and SEND • Undertaking visits to the academy with a focus on Inclusion and SEND • Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND and Inclusion. • Holding the school to account for its use of SEND funding
	<p>Directors of Inclusion Gary Crompton Aimee Bellwood Northern Star Academies Trust - Inclusion & Well-being (nsat.org.uk)</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> • Making sure that Inclusion is at the centre of the academy ethos as stated in the Inclusion definition. • Making sure that the school adheres to the SEND Policy, Information Report and other statutory requirements. • To ensure the expectations of all our Partnership Trust academies are upheld, undertake a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement. .

		<ul style="list-style-type: none"> Partnership Trust reports are shared with Trust Board members / Local Governing Body, as appropriate, for further discussion and challenge. The Partnership Trustee SEND trustee receives regular updates from the Directors of Inclusion and wellbeing, and each Academy / Local Governing Body (LGB) receives a comprehensive annual report from the Special Educational Needs and Disabilities Coordinator (SENDCo) of the academy in addition to termly updates. Where an academy is identified to have significant weaknesses or areas for development, supplementary support is provided by the Directors of Inclusion and wellbeing for the Partnership Trust to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of all children. To monitor the impact and effectiveness of this policy, the Directors of Inclusion and wellbeing will review each academy annual information report compiled by the academy SENDCo and accompanying reports from LGBs and nominated link governors for SEND. The Directors of Inclusion and wellbeing will work with the SENDCo and SEND link governor to determine the strategic development of SEND provision in their academy.
	SEND Trustee TBC	<p>Is responsible for:</p> <ul style="list-style-type: none"> Lead the Board's monitoring of the Trust's SEND arrangements Act as the Board's specialist on SEND and Inclusion and champion the needs of pupils with SEND at Board level Effectively hold the Trust Executive team to account for SEND and Inclusion across NSAT's schools

22. Who are the other people providing services to children with SEND in this school?	<p>Services provided by the Local Authority for schools:</p> <ul style="list-style-type: none"> Low Incidence Team and Sensory Services – <ul style="list-style-type: none"> Physical and Medical Support for Deaf Children Visual Impairment Multi-sensory impairment Social Communication Interaction & Learning (SCIL) Team – <ul style="list-style-type: none"> Communication and Interaction (Autism) Learning Support (Cognition and Learning) Social Emotional & Mental Health Early Years Educational Psychologist
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Contact details

Department of Children's Services
0-25 Specialist Teaching & Support Services
Margaret McMillan Tower (3rd floor),
Princes Way,
Bradford
BD1 1NN
TEL: 01274 439234

Services provided by Local Health Authority

- School Nurse
- Health Visitors
- Occupational Therapist
- Community Paediatrician
- Physiotherapist
- Speech and Language Therapist (SALT)
- Child And Adolescent Mental Health Service (CAMHS)

Contact details:

School Nurse Team
New Mill
Victoria Road
Saltaire
West Yorkshire
BD18 3LD

TEL: 01274 221203

	<p>Other Services include:</p> <ul style="list-style-type: none"> - SENDIASS (Barnardo's) to support families through families through the SEN processes and procedures. - Low Fold Children's Centre - Strong Close Nursery School and Children's Centre - Family Support Workers - Early Help - Children's Social Care <p>Barnardo's – Bradford SENDIASS (to support families through families through the SEN processes and procedures)</p> <p>Contact details:</p> <p>SENDIASS Unit 40-42 Campus Road Listerhills Science Park Bradford BD7 1HR TEL: 01274 513300</p> <p>https://www.barnardos.org.uk/what-we-do/services/Bradford-sendiass</p>
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Question	School Response
23. What arrangements are there to deal with complaints from parents of pupils with special educational needs concerning the provision made at school?	<ul style="list-style-type: none"> • Parents should initially refer to either the class teacher or SENDCo. • If the matter is not resolved at this stage, school have a complaints policy which can be obtained from the school office and also found on our website.

GLOSSARY OF TERMS	
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
ASD	Autistic Spectrum Disorder
SENDCo	Special Educational Needs & Disabilities Coordinator
SEND Special Educational Needs SEND Code of Practice	The legal document that sets out the requirements for SEND
SCIL	Social Communication Interaction & Learning Team
VI	Visually Impaired
HI	Hearing Impaired

Delete as Appropriate

Website link to Bradford's local offer: -

[https://localoffer.\[Locality Specific\].gov.uk/](https://localoffer.[Locality Specific].gov.uk/)

Summary of Bradford Graduated Approach

