

Pennine Academies Yorkshire – Multi Academy Trust
Clayton Village Primary School SEND Local Offer

The Local Offer or Summary of Provision for children and young people with Special Educational Needs or Disabilities (SEND)

Pennine Academies Yorkshire

Our values are centered around the diversity of our schools and how this strength can help all of us to grow together to provide the best possible outcomes for pupils, ensuring that every child makes exceptional progress in their academic and social development. We have a particular care for our pupils who have additional needs. We recognise this is a growing area of need both locally and nationally. All schools in the family are wedded to the principles of inclusion. It therefore stands to reason we should make the maximum effort to make pupils with additional needs even more welcome, remove more barriers and ensure their future success.

Clayton Village Primary School

We are a fully inclusive school who ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum regardless of; gender, ethnicity, social background, religion, physical ability or educational needs. This document is intended to give you information regarding the ways in which we ensure we support all our pupils, including those with SEND, in order that they can achieve their full potential. It may not list every skill, strategy, and resource we employ in order to achieve this as these are continually developed and modified to ensure our provision meets the changing requirements for individual pupils.

Children have special educational needs if they have a learning difficulty that calls for additional and different provision to be made for them. When a potential special educational need has been identified, a graduated approach is employed. This involves assessing, planning, implementing and reviewing the approach and strategies taken with the child. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and create an increasingly personalized program of support. The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs. This is based on a three range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication Needs, Moderate Learning Needs, Specific Learning Needs, Behavioural, Social and Emotional Needs, Hearing Impairments, Visual Impairment, Multisensory Impairment and Physical Difficulties.

School Overview

School Name	Clayton Village Primary School
Type of School	Mainstream
Head of Inclusion and Safeguarding	Melissa Sellars
Headteacher	Heidi Rahim
SENDCO	Emily Needham
SEND Trustee	Deirdre Bailey
SEND Agencies that be accessed via school	Education Psychologist services Specialist Teaching and Support services School Nursing Team Community Pediatricians

	Education Emotional Wellbeing Team Speech and Language Services CAMHS Early Help
Consultations	SENDCo available 3 days per week via school office. Twice annually parent consultations. Termly written report of progress.
Wrap around Care	Breakfast club. After school sports and activity clubs – booked half termly. Please speak to Club leaders and SENDCo to ensure appropriate provision and support is available. Holiday camp places – please speak to SENDCo to ensure appropriate support and provision is available.

Individual Responsibilities

SENDCo	<p>Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school’s SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that parents are involved in supporting their child’s learning, kept informed about the support their child is getting, are involved in reviewing how they are doing, liaising with outside agencies</p> <p>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 your child’s progress and needs.</p> <p>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.</p>
Class Teacher	<p>Quality First Teaching.</p> <p>Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support or intervention) and letting the SENCO know as necessary.</p> <p>Updating your child’s Assess Plan Do Review cycle where required, and sharing and reviewing these with parents at least once each term and planning for the next term. This may be done more regularly if required.</p> <p>Ensuring that all staff working with your child in school are helped to deliver the planned provision for your child, so they can achieve the best possible progress, this may involve the use of additional adults.</p> <p>Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</p>
Headteacher	<p>The day to day management of all aspects of the school, this includes the support for children with SEND.</p> <p>The head will give responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child’s needs are met. The head must make sure that the board of trustees are kept up to date about any issues in the school relating to SEND.</p>
SEND Trustee	<p>Making sure that the necessary support is made for any child who attends the school who has SEND.</p>

Identification

If you, as a parent, have concerns about your child's progress you should speak to your child's class teacher in the first instance. If the school has concern about your child's learning and they are identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Review the provision that has been in place for your child and the impact of this provision
Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

Additional Support

All children at Clayton Village Primary School receive class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

Children may also receive

- Specific group work with in a smaller group of children.
- Specific targeted work on an individual basis
- Specialist individual support or groups run by outside agencies
- Specified Individual support

The school budget, received from Bradford Local Authority, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the senior leaders of the Academy, on the basis of the needs in the school. The Headteacher and the SENDCO review the information they have regarding the SEND requirements of the school, including; 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, deciding what resources/training and support are needed. All resources/training and support are reviewed regularly and changes made as appropriate.

Educational Health Care Plan

Where your child is identified as having severe and complex needs and is in need of particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

Initially the school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered. If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment additional information will be gathered and will be used in the writing of an EHC plan. You and your child will be asked to contribute to this. An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals. You will be contacted to discuss a personalised budget for your child's additional provision. The EHC plan will be reviewed at least annually.

Supporting the parent

We recognise the importance of supporting you as a parent and have the following support in place;

- The class teacher is regularly available before and after school to discuss your child's progress or any other concerns. We advise making a date for a meeting to ensure information is not passed over on the playground.
- The SENDCo is available 3 days per week to discuss concerns or worries you may have.
- All information received from outside professionals will be shared with you in person and discussed with the SENDCo.
- A home school communication book may be used to support communication with you.
- Referrals can be made by the school to other support agencies such as SENDIASS and the Parent Partnership.

Supporting your child:

The support on offer to your child is like them unique. We know that one size does not fit all and tailor our strategies and provision to support individual needs. All children will receive quality first teaching. Your child may also receive, same day catch up intervention, small group sessions with specific targets, specified 1:1 support during parts of the day and/or playtimes. A more individualized program of support will be developed if a child presents as having significant and complex needs.

More Information

For more information about SEND at Clayton Village Primary School please contact the school via the school office 01274 414115

To find more information about SEND at Pennine Academies Yorkshire please contact the school: m.sellers@paymat.org

To find out more information about Bradford Councils Local Offer please visit their website at <https://localoffer.bradford.gov.uk/>

You can also find additional support and advice from;
<https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass>
<https://pfba.org.uk/>