



Low Moor CE Primary School

Local Offer for Children with Special Educational Needs and Disabilities (SEND)

We are a fully inclusive school who strives to ensure 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 need). This document is intended to provide information regarding the ways in which we support our pupils, including those with SEND. It may not list every resource and technique we employ, as these are continually evolving and carefully tailored to ensure we meet the specific needs of individual pupils.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then support provided is detailed within the plan. Our offer at Ranges 1 to 3 for each area of SEND is described in the table below.

Other useful documents such as our SEND and Inclusion Policy are available on the school website. For more information on Low Moor CE Primary School’s Local Offer, please follow this link to ‘The Local Offer for Children and Young People with Special Educational Needs or Disabilities (SEND)’ on the Bradford Council Website www.bradford.gov.uk

1. School Entitlement Offer to Pupils with Additional Needs		
Communication and Interaction needs:	Autistic Spectrum Disorders Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Use of ‘Child Friendly’ pupil profiles and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. • School policies evaluated regularly to ensure inclusion and progress for SEND pupils. • Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement.
Cognition and Learning Needs:	Moderate Learning Needs Severe Learning Difficulties Specific learning Difficulties	<ul style="list-style-type: none"> • The school has an effective assessment process which identifies barriers to learning upon entry and throughout school, and provides appropriate action to reduce any negative impact upon pupil success. • Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. • All staff have completed CPD in relation to meeting pupils’ needs within the classroom and

		<p>there is an on-going programme to update these skills, for example Precision Teaching, ELKLAN, Reading Recovery, Dyslexia and Autism Awareness.</p> <ul style="list-style-type: none"> • All support staff are effectively deployed to ensure pupil progress, independence and impact. • The SENCo has significant experience and/or has undertaken national accreditation and relevant training in this role. The SENCo provides advice and guidance to staff. • Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. • Behaviour and anti-bullying policies are evaluated annually with a focus on the impact upon SEND pupils. • All school-related activities are evaluated in terms of their impact upon the learning, success and inclusion of SEND pupils. • Communication with parents and carers is of paramount importance. Termly review meetings are integral to the success of our pupils with SEND. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Small group intervention programmes are delivered to pupils to improve skills in a variety of areas, for example in basic skills for Literacy and mathematics, ELKLAN, S.A.L.T. and Time to Talk. • ICT is used to reduce barriers to learning where possible.
Behaviour, Emotional and Social Developmental Needs:	Behaviour Needs Emotional Health and Well-Being Social Need	<ul style="list-style-type: none"> • The school ethos values all pupils and their diverse abilities are equally celebrated. • The school's behaviour systems are based on a positive approach. • The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. • Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils (and staff) in all activities. • Support is offered and signposted to families in order to reduce the impact of any disadvantage, for example, via our learning mentor, SEND liaison officer and parental involvement worker. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The school provides effective pastoral care for all its pupils. • Access to information and support is provided within school for behavioural, emotional and social needs via our SENCo, learning mentor,

		<p>SEND liaison officer and parental involvement worker.</p> <ul style="list-style-type: none"> • External support is sought and any advice implemented to support individual pupils' needs. • Pupil voice mechanisms lead to changes in school practices and procedures and promote greater level of involvement. • Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. • The school uses systems to ensure that peer friendships are maintained and no pupil feels isolated, for example, via our 'Buddy' system, 'Young Leaders', 'Friend of the Month', 'Playground Challenge', 'Positive Play Leaders' and 'Ambassador Awards'. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience, for example, via breakfast club, after school and holiday clubs, Animal Assisted Therapy, Non-directive Play Therapy, learning mentor and health mentor interventions. • Outdoor learning offers a different approach to the curriculum, which support children with social, emotional and behavioural needs, for example, Forest Schools and residential visit to Robin Wood • Where appropriate, there is lunchtime support for vulnerable pupils.
Sensory and Physical Needs	<p>Visual or Hearing Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> • Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. • ICT is used to increase access to the curriculum where appropriate. • Additional adults are deployed to increase pupil progress and attainment, and to promote and independence. • Advice and guidance is sought and implemented to respond to pupils who have significant medical needs, including those with a care plan, for example diabetic and epilepsy awareness. • Staff receive training and advice to ensure understanding of the impact of a sensory need upon teaching and learning e.g. deaf awareness. • Staff understand and adhere to the medicine administration policy. • The SENCo completes any necessary training and research in order to ensure their effectiveness in offering advice and guidance for staff regarding the needs of pupils. • The school ensures that parents and carers are able to work in partnership to support their children, for example termly IEP reviews and an

		<p>open door policy.</p> <ul style="list-style-type: none"> • Entrances to the school have ramps fitted to enable wheelchair access. • Specific training, equipment and adaptations will be implemented where necessary and maintained by appropriate parties. • Emergency evacuation plans for pupils with physical difficulties will be incorporated into a care plan.
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2. School offer to pupils who require support that is 'additional to and different from' that received by other pupils.	
Pupils with English as an additional language (EAL)	<ul style="list-style-type: none"> • Access to provision within table 1 plus involvement of EAL team and/or appropriate EAL interventions.
Children in Care (LAC)	<ul style="list-style-type: none"> • Access to provision within table 1 plus involvement of Social Care and Bradford's Looked After Children's Team. Access to Learning Mentor and Parental Involvement Worker and school's designated person for Children in Care.
Young Carers	<ul style="list-style-type: none"> • Access to provision within table 1 plus referral to appropriate voluntary agencies such as Barnardos. Access to Learning Mentor and Parental Involvement Worker
Minority ethnic and faith groups	<ul style="list-style-type: none"> • Access to provision within table 1 plus the involvement of Bradford's Equality, diversity and achievement team
Pupils with medical needs	<ul style="list-style-type: none"> • Access to provision within table 1 plus access to health services and involvement of designated first aiders in school.
Traveller Pupils	<ul style="list-style-type: none"> • Access to provision within table 1 plus access to support via Bradford's New Community and Traveller Team.
Refugee and asylum seekers	<ul style="list-style-type: none"> • Access to provision within table 1 plus the involvement of Bradford's Equality, diversity and achievement team.
Pupils at risk of exclusion	<ul style="list-style-type: none"> • Access to provision within table 1 plus access to Bradford's Behaviour Support Service and Educational Psychologist. Access to Learning Mentor and Parental Involvement Worker
Pupils from alternative gender groups	<ul style="list-style-type: none"> • Access to provision within table 1 plus referral to appropriate agencies such as CAMHS.
Pupils from families under stress	<ul style="list-style-type: none"> • Access to provision within table 1 plus referral to appropriate agencies such as CAMHS and Relate

Glossary

- CAMHS Child and Adolescent Mental Health Service
- EAL English as an Additional Language
- ICT Information Communication Technology
- LA Local Authority
- SENCo Special Educational Needs Coordinator
- SEND Special Educational Needs and Disabilities