

Worth Valley Primary School SEND Information Report

This report details Worth Valley Primary school's individual Local Offer. The link to Bradford's Local Offer can be found at the bottom of this document.

This report works alongside the whole school risk assessment.

Headteacher	Miss Ceinwen Lodge
Special Educational Needs and Disabilities Coordinator (SENDCo)	Miss Amy Waddington Mrs Rachael Page (Deputy SENCO)
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Telephone – school office	01535 604240
Address	Bracken Bank Crescent Bracken Bank Keighley BD22 7AX
Age range	2 - 11
Funding	Local Authority
Provision	Worth Valley Primary School is a mainstream Primary school with an inclusive ethos. Worth Valley Primary School has a Resourced Provision for Communication and Interaction needs or a diagnosis of ASD. We offer a free breakfast club for all children from 7.45am.
Frequently asked Questions – We hope this will answer any questions you may have about how we support pupils with SEND. If you require further information, please contact Amy Waddington or Rachael Page at school.	
How does the school know if children need extra help?	At Worth Valley Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following: <ul style="list-style-type: none"> • Liaison with previous school or pre-school setting • Child performing below 'age expected' levels or equivalent • Concerns raised by a parent • Concerns raised by an adult in school • Liaison with external agencies e.g. paediatrician, for a physical/ sensory issue, speech and language • Use of tools for standardised assessment – Leading Learners grids, BSquared, Boxall Profile • Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.
How do I raise concerns if I need to?	Talk to us – contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with one of the SENDCOs (Special Educational Needs Co-ordinator). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.
How will the school support my child?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is adaptive and considers the different learning styles and interests of our children. • Access to a variety of quality enrichment activities to extend learning and provide exciting and memorable experiences for all children.

	<ul style="list-style-type: none"> • Well-staffed classrooms – one teacher and at least one teaching assistant in each class, as well as a safeguarding and welfare officer and pastoral assistant to support pupils. • Breakfast club from 7.45am-8.30am daily. • Variety of lunchtime and after school clubs. • Two year old provision- Paid and funded places available • Zero tolerance for bullying. • Relationships and Behaviour policy with clearly defined rewards and sanctions. • Parents evenings twice each year with an annual written report. • Regular pupil progress meetings held (termly) with all pupils' progress discussed and intervention plans devised. • Interventions carefully timetabled and regularly monitored and tracked. • Individual targets for SEND pupils (One Page Profiles are shared with parents each term).
<p>Who will oversee, plan and work with my child and how often?</p>	<ul style="list-style-type: none"> • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area. • Our SENDCOS, alongside the Headteacher, will oversee the progress of any child identified as having SEND. • There may be a TA (Teaching Assistant) working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated termly.
<p>How do we involve parents, children and young people?</p>	<p><u>Children</u></p> <ul style="list-style-type: none"> • Children who have OPPs (One Page Profiles) discuss their progress and targets when these are reviewed (age appropriate), as well as at termly meetings. • If your child has a My Support Plan or EHCP, their views will be sought before any review meetings (as is age appropriate). • Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning. • All children are provided with the opportunity to be voted onto our School Council as well as hold other positions of responsibility throughout school. <p><u>Parents</u></p> <ul style="list-style-type: none"> • Parents' evenings • Key Stage SATs information meetings • Year group parent meetings • Class Assemblies • Whole School Open Mornings • Coffee mornings • Stay and play sessions in EYFS • Opportunities to stay and read with your child • Questionnaires • Access to children's OPPs

<p>How do we support a child with Cognition and Learning Needs?</p>	<p>All learning activities within class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson the work would be scaffolded or adapted to support the child to access the activity.</p> <p>The class teacher, alongside the SENDCO will discuss a child's needs and what support will be appropriate. All learning activities within class are planned and adapted to the appropriate level, so that all children are able to access learning according to their specific needs.</p> <ul style="list-style-type: none"> • Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, numicon • Interventions are tracked and planned regularly through pupil progress meetings • OPPs are used for children requiring specific support • Daily 1:1 reading • Staff deliver "Write from the start" programme • All children have access to Times Tables Rock Stars • Staff trained to deliver Little Wandle phonics interventions • Staff experienced in fine motor and gross motor interventions • Whole School use of Letter Join scheme for handwriting
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • There is ramp access to all areas of the school building • Lift access from the middle floor levels to the top floor and a platform lift to access the hall area • Disabled toilets installed • Staff members trained in delivering motor skills activities and interventions • Frames to support children getting on and off the toilet available • Disabled changing (height adjustable bed) available • Access to ICT for those with difficulty with writing • Pen/pencil grips available • Various height tables and chairs available • Writing slopes available • Seating support – cushions and wedges
<p>How do we help a child with sensory needs?</p>	<ul style="list-style-type: none"> • Butterfly Room calm room and sensory room available to any children who need it • Calm and safe spaces around school • Emotion cards used across Early Years and where necessary • Use of visual timetables in all classrooms • Access to ear defenders • Fidget tools to support concentration • Regulation stations in classrooms • Pastoral support room
<p>How do we help a child with Speech and Language needs?</p>	<ul style="list-style-type: none"> • We have an Assistant Speech and Language Therapist who works in school one morning per week • We use the 'WellComm' assessment tool for screening all EYFS pupils and recording the progress they make • Support and advice from Bradford SCIL Team • Communication cards used across Early Years and where necessary • Following plans and advice devised by speech and language therapists • Staff trained in various speech and language interventions • Staff trained in delivering support and interventions for 'Blank levels' • Access to colourful semantics resources and training through SALT

<p>How do we help a child who has social, emotional and mental health needs?</p>	<ul style="list-style-type: none"> • Pastoral team support • 2 staff mental health first aid trained • 1 member of staff trained as Senior mental health leader • Welfare and Attendance officer • Social stories • Nurturing interventions • Access to specialist advice from SEMH team • Individual timetables for those children who require it • Children have access to support from the specialist staff in the Butterfly Room • A qualified Forest Schools practitioner • My Happy Mind sessions
<p>How do we support a child with behavioural issues?</p>	<p>The school has adopted Relationships and Behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an Positive intervention Plan is created which identifies the specific issues, the strategies which will be used to support the child. This is shared with all staff working with the child and their parents who are required to sign the plan.</p> <ul style="list-style-type: none"> • Relationships Policy which uses positive reinforcement and has clear sanctions and consequences • Positive Intervention Plans • Visual Timetables • Individual timetables for those children who require it • Use of Boxall profile to monitor progress and set targets • Use of strengths and difficulties questionnaire • Access to support from SEMH team • Children have access to support from the specialist staff in the Butterfly Room
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • We work closely with medical professionals and parents to create a suitable medical plans, risk assessments and PEEPS and seek regular updated advice • Staff are trained to support these needs as required
<p>How do we support a child with medical needs?</p>	<ul style="list-style-type: none"> • Individual plans created by school staff, medical staff, school nursing team, parents and any other involved professionals • First aid trained staff • Staff trained in supporting children with epilepsy • Staff trained in supporting children with diabetes

<p>How does school support the administration of medication?</p>	<p>The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office.</p> <ul style="list-style-type: none"> • Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. • On a day-to-day basis, the office staff or class staff generally oversee the administration of any medicines. Another member of staff will always witness any administration. • As a staff team, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations. • The large proportion of staff hold first aid qualifications, which are updated regularly.
<p>Which specialist services do we access beyond the school?</p>	<p>Our SENDCO Amy Waddington is currently undertaking the national SENDCO accreditation, to be gained by September 2024</p> <p>Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.</p> <p>The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required</p> <p>As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including:</p> <ul style="list-style-type: none"> - GPs - School nurse - CAMHS (Child and Adolescent Mental Health Service) - Clinical psychologist - Paediatricians - Speech and language therapists - Occupational and physiotherapists - Early Help locality teams - Social workers - SCIL team (Social Communication Interaction and Learning Team) - Educational psychologists - Specialist advisory teachers - Barnardos and young carers - Attendance support - ASD team - Portage team - Parental engagement support - Service level agreements with Speech and Language therapists

<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum including all school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. • A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible. • The school provides a variety of clubs during lunchtimes and after school. These clubs are fully inclusive but we may provide additional staff for the sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. • Each child's needs will be considered on an individual basis.
<p>How will the school prepare and support my child when joining the school or transferring to a new school?</p>	<ul style="list-style-type: none"> • We encourage all new children to visit the school prior to starting. We can create 'social stories' with/for the children if transition is likely to prove challenging. • For children starting in Reception, a meeting is held for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other. • A member of staff will visit all previous early years settings for new starters into nursery and reception. • We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood • If your child has complex needs, then an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools • Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher • At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and personal care policy in place which is adhered to by all staff. This can be found on the school website. • All staff sign and adhere to a code of conduct • Any individual plans will be written by the teacher, SENDCO, parents and relevant medical staff

<p>How will we develop a child's social skills throughout the school day (including break and lunchtimes)?</p>	<ul style="list-style-type: none"> • Children have access to lunchtime clubs • Staff trained in positive playtimes • Staff demonstrate appropriate interactions and how to play games • Positive reinforcement throughout the school day by all staff • Social skills interventions to support those children who require more intense support • Pastoral support provision • Butterfly Room (Resourced Provision) to support pupils with ASD and develop their social skills • Specific children who need to develop social skills have access to the Butterfly Room for breaks and lunchtimes
<p>How do we promote increasing attendance?</p>	<p>Worth Valley Primary School has an attendance policy and follows Bradford's Staged approach to attendance. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Safeguarding and Welfare Officer and the Headteacher who may involve Bradford's attendance team or children's services if this becomes a concern.</p> <ul style="list-style-type: none"> • Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates, non uniform days for 100% attendance and extra playtimes. • The school supports families by contacting other agencies who can provide appropriate support • Home visits undertaken if no reason provided for absence of a child
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • Our school has an Accessibility Policy. • All areas of the school are accessible by wheelchair. There are two disabled parking bays available in front of the main entrance. • Accessible toilet facilities are available in the main entrance area, on the Key Stage 1 corridor, key stage 2 corridor, Butterfly Room and Early Years. • If you have specific access queries or concerns, please speak with us.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Please speak to the class teacher in the first instance • General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page and the SEND page on the school website. • Further information is available from the SENDCOS (Amy Waddington or Rachael Page) or the Headteacher (Ceinwen Lodge). The school has a complaints policy, which is available on the policy page of the school website if necessary. <p>You might also wish to visit the following website: Bradford County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at: https://localoffer.bradford.gov.uk</p>