



East Bierley CE (VC) SEND Information Report

Type of school	CE (VC) Primary School
Specialist provision on site	None
Head teacher	Mrs Victoria Meek
SENDCo	Mrs Rebecca Divine
Governor with responsibility for SEND	Richard Baggaley
Contact details	East Bierley Primary, South View Road, East Bierley Primary BD4 6PH
School office Email	theoffice@eastbierleyprimary.com
SENDCo Email	theoffice@eastbierleyprimary.com Rebecca.divine@eastbierleyprimary.com
School office Telephone	01274 681235
SENDCo Telephone	01274 681235
Local offer website link	https://www.kirkleeslocaloffer.org.uk
Age Range	4-11
Funding	The SEND budget is spent on: <ul style="list-style-type: none">• Intervention resources• Staffing used to run specific interventions in small groups or 1:1• Nurture worker• Training for staff• General classroom resources to help make adaptations for children with additional needs.

<p>The kinds of Special Educational Needs that are provided for at East Bierley Primary School</p>	<p>The school provides SEND support for children across the 4 areas of need as laid out in the SEND Code of Practice 2014 (Updated in 2015):</p> <ol style="list-style-type: none"> 1. Communication and interaction 2. Cognition and learning 3. Social, emotional and mental health difficulties 4. Sensory and/or physical needs <p>There is no specialist provision at East Bierley Primary; however, we do seek advice from schools with specialist provision when required.</p>
<p>Information about the school's Policies for the identification and assessment of pupils with SEND</p>	<p>Children are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> • Information passed on from Nurseries or other early years settings (including child minders/previous schools) • KS1/2 results, baseline testing and progress data; • feedback from teaching staff/support staff and observations; • Referrals from parents/carers • Information shared from other health care professionals/agencies. • The use of the local authority 'Graduated approach to SEN Support Toolkits' these enable teachers to identify children and young people who need something additional or different to their peers to make progress and which may require them to be placed on the schools Special Needs Register at SEND Support. The toolkits also help school staff identify the provision that can be put in place to meet the needs of such children and young people and to monitor the impact of that provision.
<p>The school's approach to teaching pupils with SEND</p>	<p>Provision for SEND children includes:</p> <p>All children receive high quality whole class teaching, where the curriculum is adapted to meet their individual needs. This is called 'Wave One Provision'.</p> <p>Some children will require some additional support and this is usually in the form of targeted small group work led by the class teacher or a member of support staff/ nurture worker. This is called Wave Two Provision.</p> <p>If in class interventions have not improved a child's level of progress, then targeted support will be set up. Targets are given to the child and these are worked on in a small group or 1:1. Targets are written up on a My Profile. These are made with parents and then shared with the child. These are then reviewed at least every term or sooner if</p>

	<p>required. At this stage a child 's interventions will be tracked on a class provision map made by the class teacher and shared and monitored by the SENDCo and Head Teacher.</p> <p>If the My Profile targets are not helping the child to make progress, then additional help may be required. At this stage a My Support Plan/I-APDR may need to be completed with the child, parents and school SENDCo. These look in more detail at the child's difficulties and sets more detailed targets.</p> <p>If after at least two My Support Plan reviews the child isn't making adequate progress and they have complex needs, an Education Health Care Plan can be requested. All evidence is gathered and provided in written form and sent to a central body. A panel then decides whether or not additional funding is required to support the child in the school. At times a child's Special Educational need may be complex and require advice from outside agencies and professionals. If this is required, parents/carers would be informed and consent requested.</p>
<p>Who are the best people to talk to in school about my child's difficulties with learning / special educational needs or disability (SEND)?</p>	<p>Your first point of contact is your child's Class teacher, who is responsible for:</p> <ul style="list-style-type: none"> • Monitoring and reporting on the progress which your child is making and identifying, planning for and giving any additional help your child may need. This could be in the form of an intervention group activity, targeted work or additional classroom support. They will inform the SENDCo and parents/carers about any additional support. • Ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets • Writing 'Individual Plans' (My Profile's, I-DPDR) if appropriate with the support of the SENDCo. These will be shared with parents/carers each term and reviewed, before future targets are set. • Running interventions in the classroom using their class support, where appropriate. Mapping these interventions on a Provision Map. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>The SENDCo, who is responsible for:</p> <ul style="list-style-type: none"> • Coordinating additional support for pupils with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure all pupils receive/ get a consistent, high quality response to meeting their needs in school.

	<ul style="list-style-type: none"> • Along with class teachers ensuring that parents/carers are involved in supporting their child's learning at home; kept informed about the support their child is receiving and involved in reviewing their child's progress made towards targets • Liaising with professionals who may be coming into school to help support the child e.g. Speech and Language Therapy, Outreach Services, Educational Psychology etc. • 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 records of your child's progress and needs. • Monitoring, tracking and analysing the progress of all SEND pupils including progress made through attendance at intervention groups. • Providing specialist support for teachers and support staff in the school so that they can help SEND pupils in the school to make the best progress possible. <p>The Head Teacher, who is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school; this includes the support for pupils with SEND. • Working with the SENDCo and class teachers to ensure that your child's needs are met. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. <p>The SEND Governor, who is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that the school has provided the necessary support for any pupil who attends the school with SEND.
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>Pupil progress meetings take place at least termly and adaptations to provision are made in light of these findings. If an intervention takes place for less than a term, then the impact it has had is assessed once it is completed. Progress and evaluation is reported to the Governor with responsibility for SEND. Annual report to the Governing Body and SEND Information Report posted on the school Web site</p> <p>Regular meetings with the SENDCo and nurture worker to discuss the progress children are making with regards to their SEMH following the assess, plan, do, review cycle. Observations take place in class and around school to monitor children's progress in this area. Also regular meetings with parents/carers when needed to discuss progress with their child's Social, Emotional and Mental Health Needs. Professional advice can be sort through the use of the Educational Psychologist, CAMHS and the SEMH outreach team.</p> <p>My profiles are reviewed termly with class teachers and parents. During this review targets are discussed linked to the progress made and new targets set.</p>

	<p>My Support Plans/I-APDR (with detailed SEND targets on) are reviewed at least termly with class teachers, parents and the SENDCo.</p> <p>Education Health Care plans are also reviewed termly and an annual review is held where all professionals involved in the child's plan are invited to attend.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning environment may be adapted by:</p> <ul style="list-style-type: none"> • Targeted group support where needed. • Physical resources and prompts to help with learning. • Peer support where appropriate • Adapted planning, resources and teaching styles; • Appropriate choices of texts and topics to suit the learner; • Access arrangements for tests and or examinations; • Access to interventions to meet needs. • Physical adaptations will be made where appropriate and possible, within the constraints of our school building, to enable all children to attend (School's Accessibility Plan can be found on the school website).

<p>Support that is available for improving the social emotional and mental health of pupils with special educational needs.</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • School policies • Programmes to support social emotional and mental health such as anger management, self-esteem building etc... Whole class teaching of PSHE/ mental health activities • A whole school nurturing approach towards children looking after each other. This is specifically taught through our core values, which are embedded in everything we do. • Targeted support for individual pupils (bereavement, family issues, friendship/peer group issues) through the use of; nurture worker, support staff, teachers and senior leaders. • Positive, trusting relationships built with at least one adult in school. Our nurture worker helps to deal with any social and emotional issues that children may have. Staff attend relevant training and seek advice from any relevant professionals. • Elsa support for individuals who need it. • If a child's Social and Emotional needs are complex and need further support, then this is requested from external agencies.
<p>Information about expertise and training of staff in relation to children and young people with SEN, including how specialist expertise will be secured.</p>	<p>The SENDCo, Mrs Divine, is the Deputy Head who leads on pastoral care and behaviour. She has a Psychology Degree and Post Graduate Certificate in Special Educational Needs. Our Head Teacher is also a trained SENDCo and holds the Post Graduate Certificate in Special Educational Needs.</p> <p>Mrs Divine attends the SENDCo network and is part of the local cluster partnership where expertise are shared. When needed advice is sought from external services such as – Occupational Therapy, Speech Therapy, ASC outreach team, physical impairment team, Cognition and Learning outreach team, SEMH outreach team. Early years Team, Team Teach, Educational Psychology Team and CAMHS.</p> <p>We have a trained nurture worker, mental health first aiders and support staff who have completed in house and external training in a number of specific interventions.</p>

<p>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</p>	<p>Support Services will be contacted upon identification of an individual child's need:</p> <ul style="list-style-type: none"> • Sensory impairment service (speech therapy, hearing impairment) • CAMHS and Kirklees Keep In Mind • Communication and Interaction (ASC) outreach • Cognition and Learning outreach team • Physical needs outreach team • SEMH outreach team • Nursing service • Psychological service • Parent partnership • Family Support Service • Targeted Youth Support
<p>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p>We work closely with parents and carers to ensure that information is shared at all stages of creating and monitoring My Profiles, My Support Plans/I-APDR and Education Health Care Plans. We encourage parents to talk, as often as possible, to their child's class teacher to discuss any concerns or successes. Furthermore, the SENDCo is available to meet to discuss any worries or concerns, an appointment to do this can be made via the child's class teacher or through the school office. Any reports/advice from outside agencies will be shared via the professionals themselves, or if verbal feedback was given to the school, this will be shared with parents/carers via the class teacher or SENDCo as appropriate.</p>
<p>The arrangements for consulting young people with special educational needs about and involving them in, their education.</p>	<p>We think it is important that children are at the heart of their learning journey. So all individual targets are discussed with children and any specific interventions explained to them. Children's pupil voice is always listened to and reflected in their My Profile's/ My Support Plans/I-APDR.</p>
<p>Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>See the school's website for the complaints policy.</p>

<p>How have we made our School accessible to children with SEND?</p>	<ul style="list-style-type: none"> • East Bierley School is an inclusive setting that welcomes all children regardless of their abilities. • We have an Accessibility Plan in place and where feasible and reasonable adjustments are made to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to The Equality Act 2010. • The school is wheel chair accessible to children and adults through the main school doors or through Reception Class doors. • There is one disabled toilet in the main corridor, which can be used by adults or children. • We ensure that equipment used is accessible to all children regardless of their needs. • We provide before and after school support for children finding the transition points in the school day more difficult. • Visual resources are used, such as visual time tables to support learners when needed.
<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • Our SEND Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. • Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
<p>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.</p>	<p>Governing Bodies devolves responsibility for involving appropriate bodies to the Head teacher & SENDCo. The Governing body receives regular reports from the Headteacher & SENDCo detailing SEND procedures & practice. The Governor for SEND oversees practice within school. The Governing Body use their authority to ensure the needs of all pupils are met.</p>
<p>Support services for parents of pupils with special educational needs.</p>	<p>KIAS stands for the Kirklees Information Advice and Support service and is the name the of the SENDIAS service in Kirklees which is a service which has to be provided by law for families to get independent SEND information, advice and support.</p>

KIAS (formerly known as Parent Partnership Service) is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People.

The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available to anybody living within the Kirklees area.

A child or young person means aged 0-25 years.

Parents and Young People can self-refer via telephone, email or through the contact us page on this website – however a Professional can also refer with your consent.

You can contact KIAS via their website, telephone or contact a staff member directly via e-mail

Kirklees Information Advice and Support Service (KIAS) -Calderdale and Kirklees Sendiass is a dedicated service for parents, carers, children and young people providing free, impartial and confidential Special Educational Needs and Disability information Advice and Support.

- **Websites:** <http://www.kias.org.uk/>
<https://www.kids.org.uk/sendiaass-home/>
- **Phone:** [0300 330 1504](tel:03003301504)
[07771977384](tel:07771977384)
- **Email:** joanne.grenfell@calderdale.gov.uk Joanne.Grenfell@kias.org.uk

	<p>The Kirklees Local Offer is a website that provides information about education, health and care services, leisure activities and support groups. It provides clear comprehensive and accessible information for professionals and parents.</p> <p>www.kirkleeslocaloffer.org.uk</p>
<p>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p>When a child identified with SEND is due to transfer to another setting, the SENDCo works with parents and teachers to ensure a smooth transition. Appropriate information is shared. If additional visits to the new setting are required these are arranged before the child moves schools.</p>
<p>How our policy complies with Section 69 of the Children and Families Act 2014:</p> <p>How we meet the Equality Act (2010).</p>	<p>Admissions- All children are admitted to the school in accordance with Kirklees/Bradford Local Authority Admissions Policy. No pupil will be denied entry to the school because of their special educational needs or disability unless the Governors and Head Teacher are unable to be confident of making effective provision to suit the needs of the individual (outlined in their EHCP), which is compatible with the efficient education of other children and with the efficient use of resources. As a school we will endeavour to make reasonable adjustments to meet the needs of all learners.</p> <p>If a child has an EHCP any changes of educational setting are managed by SENDACT and not the normal school admissions route.</p> <p>Equality - In accordance with the Equality Act (2010), and the school's Equality Policy, East Bierley believes that everyone should be treated with dignity and respect at all times. We aim to create a culture of social inclusion and community cohesion in which all those connected to the school are treated with fairness and feel proud of their identity and able to participate fully in school life. We celebrate the diversity of our school community and we will not tolerate any direct, associated or perceived associated discrimination (less favourable treatment), harassment (bullying), victimisation and inequality, including bullying of any groups or individuals.</p> <p>Our School is committed to ensuring that every child receives access to high quality opportunities, regardless of ability or disability, gender, sexual orientation, race, age, socio-economic background, home circumstances, care status, belief or religion. East Bierley is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between disabled and nondisabled children and promoting positive action. We recognise that treating pupils equally does not necessarily involve treating them all the same but means tackling barriers, which could lead to unequal outcomes.</p>

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Updated October 2024 by Mrs R Divine (SENDCo)

Updated January 2024 by Mrs R Divine (SENDCo)

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Amended October and January 2022 by Mrs R Divine