



Reviewed Jan 2021

Bardsey Primary Special Educational Needs and Disabilities (SEND) Information Report

At Bardsey Primary School the education and wellbeing of all our children is paramount. We treat all children with respect, and we differentiate our learning to cater for individual needs. We firmly believe in the importance of working and communicating with parents to ensure continuity between school and home. We also believe that a multi-agency approach is the ideal for all SEND children as this ensures that families feel supported and that people are working together to provide the best possible education for their child.

Please see the frequently asked questions below for further information.

What do I do if I think my child or young person may have special educational needs?

The first person to contact is your child's class teacher. They will have a firm idea of your child's ability and how they are coping with the work given to them in class. They will then pass any concerns onto the school's Special Educational Needs and Disability Coordinators (SEND Team).

An action plan will then be put in place detailing what work needs to be carried out by the school, how often and by whom. In very severe cases of special educational need, the school will make a referral to an Educational Psychologist or the Complex Needs Team. In all cases, parents will be kept informed throughout the entire process. There may be some cases where school will recommend parents approach their GP with their concerns or school may also suggest that an Early Help Plan or an Educational Health Care Plan be considered. This decision will only be taken after in-depth discussions with multi-agencies and in conjunction with the family and the pupils involved.

How will school support my child or young person's learning?

Your child's class teacher and the SEND Team will liaise closely together to ensure the correct provision is given to your child. Clear differentiation in lessons will be planned for and delivered by the class teacher and/or teaching assistant. Your child could be grouped with children of similar ability so they can learn together, and additional support may mean that your child is withdrawn from parts of lessons to be given some intervention work. Any specialist resources or equipment that your child may need to support them will be provided.

All our SEND pupils attend PE lessons, including swimming in Year 3/4.

Initially it will be the class teacher who will keep parents informed on what support your child is getting and this will be measured through our school assessment system.

The SEND Team will also be kept closely informed of any procedures in place they may also share feedback to parents, both informally and on a more formal meeting basis.

Some children will have an Individual Education Plan (IEP) put in place giving clear targets for progress and these are reviewed termly. Funding is used to enhance the learning of our SEND pupils through the employment of additional staff or specialist resources and equipment and we also look to support those families eligible for Pupil Premium funding, for example educational visits. We also allocate funding for non-SEND pupils who may have parents who have a special educational need or disability i.e., providing a signer for deaf parents.

How accessible is the school?

Our school is built on a hill and therefore contains a great deal of steps around both buildings and throughout the grounds. There is, however, disabled access to the Lower School Hall enabling wheelchair users to have limited access to that building and wheelchair access to Upper School allowing limited access to that building. We have a Care Suite in the Upper School which is accessible by wheelchair users and we have a disabled parking space in one of our Car Parks.

3 members of staff have received training in Moving and Handling.

Due to the restricted access to our site, we seek advice from the LEA H & S Team and Access Team should the school need to accommodate adults or children with physical restrictions or are wheelchair bound.

How will I know how well my child or young person is doing and how will you help me support my child's learning?

In addition to the Annual School Report given to all parents, we hold two meetings a year where parents are invited to come along and discuss their child's progress. However, we have a very open-door policy at our school and teachers are very happy to answer brief queries at any time or for a more detailed discussion they will happily make an appointment for a mutually agreed time.

If your child has an IEP, these will be shared and reviewed with parents termly and guidance will be given on how parents can support their child in working towards their targets. Each term a class newsletter is sent home telling parents what their child is learning that term and offers advice as to how they can support their child at home.

Teachers will contact parents as soon as they feel any child is beginning to dip in their progress since early intervention will often rectify the situation. Children with a more long-term SEN or disability will be involved with multi agencies who will communicate closely with each other to ensure parents are kept fully informed of progress.

We hold curriculum evenings for parents to find out how we teach certain subjects so that the same methods are taught at home.

Regular reviews will be held to support those pupils who hold an EHP / EHCP.

What support will there be for my child or young person's overall wellbeing and social, emotional and behavioural development?

Pastoral care is paramount at our school. We monitor the wellbeing and social, emotional and behavioural development of all pupils in the school and we place a special importance on our SEND children as they can often be a vulnerable group. Behaviour is monitored by our Learning Mentor, Mrs Gill Paraskos, and shared with Senior Management to see if there are any patterns unfolding or if poor behaviour is becoming more regular or improving.

We share our Behaviour Policy with all staff at the beginning of each year so there is consistency across the school. Our Policy relates very clearly to bullying and how it will not be tolerated in school. We have a very visual Behaviour Diamond on display around the school which explains very clearly the school rewards and sanctions. Our school rules are also very visible around the school and in classrooms. All children and teachers sign a class charter at the beginning of each year so everyone is aware of the expectations placed upon them. Any racist comments/actions are reported annually to the Local Authority although there have

been none in the last 3 years. The school requests that a Home/School Contract is signed by all parents, pupils and the headteacher.

We hold several Assemblies throughout the year on how to keep safe whilst at school and through our PSHE curriculum the children discuss how to keep safe outside of school. We teach the older children about drug abuse and the dangers of smoking and we talk to the children about peer pressure and how to deal with it and all our children experience opportunities to learn and discuss sex and relationships within their appropriate age group through the PSHE curriculum.

The children are taught about how to keep well mentally and we promote healthy lifestyles to impact positively on mental wellbeing.

The CP Team are aware of how negative mental health of parents can impact on the learning ability of all pupils and act as soon as possible i.e., offer support within school, refer to outside agencies etc.

Our SEND pupils are monitored regularly as to their educational progress and how they perceive their learning as we understand if they are making only small steps, it can lead to a sense of failure. Our staff are taught and encouraged to always use positive reinforcement.

Our children are made aware of cyber bullying and text bullying and they are urged to tell an adult about anything they think is inappropriate that they may come across on the Internet/Social Media. Parents are regularly reminded of how to keep their children safe when using technology and are advised to monitor their child's actions when having access to the computer or mobile phones. They are also advised to monitor the electronic games their children have access to and to ensure they are age appropriate.

We have three designated staff for Child Protection, and we review our Child Protection Policy each year. This is always shared with all staff as well as regular reminders of our CP procedures. At the beginning of each year, updated Safeguarding procedures are shared with all staff. All staff receive the amount of CP training as required by the Local Education Authority and the schoolwork's closely with other outside agencies as and when required such as Family Support Workers, Safer Schools Officer, Local Inclusion Leader, Attendance Officer, Children's Social Work Services (CSWS), STARs Team (Specialists Training in Autism and Raising Standards) and other Targeted Services.

We have regular visits from the Speech and Language Therapist who produces teaching programmes for our children with speech difficulties which are delivered by a member of staff in school. Our school nurse visits the school to do development checks on certain year groups and parents are informed if any issues arise from these.

Staff have annual training, within the last academic year, staff have received training in First Aid, Asthma and EpiPen, Epilepsy, Child Protection, CP Sexual Exploitation, Online e Safety, SALT communication skills and Prevent training. Governors are committed and have also taken part in relevant training sessions. The office holds medical records securely and parents fill in medical forms before a residential visit, so staff are aware of every child's needs whilst away from home. Children who need to be highlighted to the staff because of medical needs i.e., nut allergies are photographed and put in both staff rooms with their Health Plan.

The Headteacher is the Lead Person responsible for the Wharfe Valley Learning Partnership Pupil forum and ensures that pupil voice is heard across all 10 schools. All children are actively encouraged to participate in extra-curricular activities and no child is withdrawn from these visits/trips as a result of any special educational need or disability.

How will the school help children and young people transfer to the next phase of education?

For those SEND children who require it, we offer additional transition days to visit the new school and acclimatise to the new building and new systems. For other vulnerable children who may just find the transition to High School especially difficult, the school will seek out support from Targeted Services who offer good transition activities and will allocate funding to support this if appropriate. The Headteacher/SEND Team will liaise with the SENDCo of the new school to ensure vital information is passed on and CP records are transferred securely to the new school then dated and filed appropriately in our archive.

Parents of SEND children are well supported by the school in their decision of which school to send their child on to. A member of the SEND Team will visit the new school with parents if requested to talk about the child's needs and whether that school offers the appropriate facilities for that individual and discussions will also be held with parents about whether a Special School setting may possibly be the best option for their child.

All options are made clear to the parents so they can make an informed decision.

How are parents and carers involved in the school?

Our school is a very friendly and welcoming place. We have a Volunteer Policy for those parents/carers who wish to help in school. We have an open-door policy which allows parents to feel very able to discuss and raise concerns at any time. We have a very active PTA which all parents are welcome to become involved in should they choose to do so, and parents are regularly invited on educational visits to act as additional support.

Parents can email the School Office or the Headteacher at any time to voice any concerns and they are responded to very rapidly.

We also hold regular Parent Forums where parents are invited to express their views regarding the school and offer suggestions as to how school could be improved.

Who can I contact for further information?

The School Office is a good place to start for any enquiries on 01937 572612. The ladies that work in there, Mrs Hedley and Mrs Marsh, will help you or point you in the right direction to get the right answers.

You can email the School Office on office@bardseyprimary.org.uk or the Acting Headteacher, Mr Knight on m.knight@bardseyprimary.org.uk or SEND Co-ordinator Mrs Paraskos on g.paraskos@bardseyprimary.org.uk

You can visit our website for further information, our prospectus which has details of our Admissions procedures and through the website you can access a link to the Leeds Local Offer.

Please do not hesitate to contact us with any enquiries.