



## **The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)**

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

### **Holybrook Inclusion Team**

Mr Chris Lloyd – Headteacher, Designated officer for Child Protection

Miss Joanna Jackson - Deputy Head Teacher, Special Needs Coordinator, Designated Lead for Child Protection

Mr Paul Wallis - Assistant Head Teacher, English Lead, Designated officer for Child Protection

Mrs Carly Waerea - Horizons Leader and SENDCo, Designated officer for Child Protection

Mrs Fran Wood – Designated officer for Child Protection, Parent Involvement Worker

Miss Leah Wigglesworth - Designated officer for Child Protection, Parent Involvement Worker

Mrs Debbie Pratt - Designated officer for Child Protection

Mr David Neen - Learning Mentor

Mrs Honora Horsman – Behaviour Support Worker

Ms Shona Crichton – Governor for SEND

## **Ethos**

Governors and staff at Holybrook Primary School are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

## **SEND and the Graduated Approach at Holybrook**

Children may have special educational needs that require additional support when progress has slowed or stopped.

We implement a graduated approach based on Bradford Council's Matrix of Need document (May 2021). This document suggests the level of provision to be made for children in each category of SEND. It also outlines available support from Bradford Council and the level of funding which could be expected.

Stage 1 - Quality First Teaching

Stage 2 – Below Age Related Expectations

Stage 3 - SEND Support

Stage 4 – Education and Health Care Plan (EHCP)

Our offer at Quality First Teaching, Below Age Related Expectations and School Support for each area of SEND is described below. This replaces the previous 'Range Guidance' model. The Matrix of Need covers provision in four areas:

1. Cognition and Learning

2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

If a child has an Education, Health and Care Plan, we provide the personalised support detailed in the plan.

Details of Bradford's revised Matrix of Need (May 2021) can be found here:

[Bradford Matrix of Need :: Bradford Schools Online](#)

### **Leadership**

Special Educational Needs and Disabilities is co-ordinated by Miss Joanna Jackson (the SENDCo in the main school) and Mrs Carly Waerea (leader and SENDCo in the Horizons Resourced Provision). They work closely with the Headteacher and have responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. They both hold the national qualification for SEND Coordination.

The SENDCos, the Leadership Team and the Governing Body will monitor and report on the success of SEND provision with pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND in termly pupil progress meetings.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of all vulnerable pupils including SEND.

## **Teaching, Learning and Curriculum in the Mainstream School**

We offer a wide-ranging curriculum which links to the building of children's skills. Lessons are differentiated using a range of techniques allowing all children to access learning.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff including teaching assistants have access to quality professional development. Children with a high level of SEND may have 1:1 support for a high proportion of the time where appropriate if their special needs funding allows this.

Parents and children have the opportunity to review their child's Personal Learning Plan (PLP) with the class teacher each term during parents' evening. At the meeting, next steps will be agreed. These will be shared with the SENDCo. Care plans are reviewed annually between parents, health professionals and the SENDCo.

We offer a number of interventions to support children's learning. These include:

- Daily reading with an adult for children for children working below age related expectations for reading / use of myON.
- 'Write from the start' handwriting intervention.
- Lexia reading software.
- Daily phonics from Nursery to Year 4 and phonics 'catch up' sessions for older pupils.
- Daily precision teaching.
- A variety of group pastoral sessions to support children with social, emotional and mental health difficulties.
- Use of assistive technology such as Clicker 7.
- A wide variety of group interventions for maths and literacy.
- The Wellcomm speech and language intervention.
- One-to-one mentoring to develop social and emotional understanding.
- The Zones of Regulation tool school-wide.

Teaching and support staff access regular training to enable them to support children with a range of needs.

The classroom environment is conducive to learning through bright numeracy, literacy and wider curriculum displays and the use of working walls which reinforce appropriate vocabulary and celebrate children's achievements.

The school will work closely with specialised support services to ensure that the building is suitably modified according to the needs of pupils with disabilities.

Effective transition exists between Holybrook Primary School and the local high schools. Children in Year 6 get the chance to visit their high schools for a whole day in the summer term, with additional visits for our vulnerable pupils which are arranged after this. We also liaise closely with feeder nursery schools to ensure the smooth transition of younger pupils with additional needs to our setting.

### **Teaching, Learning and Curriculum in the Horizons Resourced Provision for Social, Emotional and Mental Health (SEMH) Needs**

We follow the National Curriculum, teaching the children all subjects throughout the week. Each day the children are taught Maths, English and PHSE (including social skills). The curriculum is adapted to meet the needs of all the children in Horizons. We have a highly skilled team, with a wealth of knowledge and experience to support the children.

Each child in Horizons has an EHCP (Stage 4) and a Personal Learning Plan (PLP). Parents and children have the opportunity to review PLPs with Horizon's Class Teacher/SENDCo, each term during parents' evening. At the meeting, next steps will be agreed. Care plans are reviewed annually between parents, the school nurse and Horizon's SENDCo.

We offer a number of interventions to support children's learning. These include:

- 'Write from the start' handwriting intervention.
- Lexia reading software
- Daily reading/MyON reading with an adult
- Phonics intervention weekly
- Daily precision teaching
- Use of assistive technology
- A sensory room to aid regulation

There is a strong emphasis throughout the day on developing the children's Personal, Social, and Emotional skills/development. Each week we do Lego Therapy, Speech and Language work and concentrate on the Zones of Regulation tool. Discussing and recognising our feelings is embedded within our daily routines. We support the children to recognise what zone they are in and give them strategies of how to stay or change from a particular zone. It is a vital tool to help children recognise, manage and control their emotions.

Teaching and support staff access regular training to enable them to support children with a range of needs.

### **Partnerships**

Holybrook Primary School works closely with staff from our Horizons, the SEMH resourced provision based on our site, to share advice, support and resources where appropriate.

Holybrook Primary School has good links to organisations which can offer specialist provision for our pupils. These include:

- Services available through the Bradford Council such as educational psychologists, SEND caseworkers, specialist teachers from the learning or the behaviour teams and staff who support children with visual or hearing difficulties.
- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Support from the school nurse who can offer advice regarding children's health issues, help to write health care plans or help families to access other health provision.
- Support from the physical and medical team at Bradford Council who can offer support and advice regarding children's physical development and acquisition of motor skills.

We employ a Speech and Language Therapist – Seona Bailey - who works closely with our school to identify and assess the Speech, Language and Communication Needs of our children then sets appropriate programmes of work to help them to develop these skills. We also commission an Educational Psychologist to assess pupils with complex learning or SEMH needs.



## **Frequently Asked Questions**



### **What do I do if I think my child may have special educational needs?**

If your child is already at the school, you will be given chance to meet with their class teacher each term. Initial concerns can be expressed in this meeting and the class teacher may be able to offer small group intervention work to help your child. If more specialised help is required, such as that offered by an outside agency, Miss Joanna Jackson, who is the mainstream school's SENDCo, will become involved and she will refer to the relevant agencies if your child's needs meet their thresholds.

### **How will school support my child?**

Educational targets for SEND children will be reviewed and next steps will be agreed by parents, children and the class teacher at the termly parents' evenings. Programmes of support will be delivered by TAs or HLTAs under instruction from the class teacher and SENDCo. The progression of children in intervention groups is closely monitored by all members of the senior leadership team. The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work is the very best.

### **How will the curriculum be matched to my child's needs?**

Within lessons, the curriculum is differentiated using a wide range of strategies such as use of questioning, visual or written supports. Through planning, teachers cater for all abilities within the class including the lowest and highest. Groupings within the classroom might reflect ability groupings where necessary. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability. Activities in lessons are varied to cater for children's different styles of learning.

### **How will I know how well my child is doing and how will you help me support my child's learning?**

There are termly parent's evenings with class teachers where parents will have the chance to discuss their child's progress and next steps. If a child has SEND and has a PLP (personal learning plan), parents can use this opportunity to review and plan for the next steps. Where

necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning such as parents' evenings.

**I think my child needs an EHCP. What needs to happen next?**

In order to apply for an EHCP, school needs to provide evidence that a child has severe needs in one or more of the categories on the Bradford Matrix of Need. School may need to commission professionals to provide written evidence for this or show that they have provided significant support over a period of time which has been reviewed and adapted, with little evidence of progress despite this. Once this evidence has been collected, an application can be made.

**What support will there be for my child's overall well-being?**

The Inclusion Team oversee all pastoral issues including Child Protection. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the Inclusion Team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate. In school, we offer a range of pastoral groups to offer support with well-being. Children can also self-refer to our 'Chatterbox' system which will give them a drop-in session with our pastoral team, either Mr Neen or Mrs Horsman. In addition to this, Holybrook and Horizons use the Zones of Regulation emotion tool in all classes, teaching children how to cope with difficult emotions.

**How will my child be included in activities outside the classroom?**

There is a range of fun activities at lunchtime and after school which all children are to participate in. Learning outside the classroom is an important part of our curriculum and all children have the opportunity to go on school visits including residential ones. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary. Children can also attend a breakfast club before school.

**How accessible is the school?**

The school has disabled toilet facilities and wheelchair access. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed.

**How will the school help my child on transfer to the next phase of education?**



Effective transition arrangements exist between our school and the local high schools.

**How are the school's resources/funding allocated and matched to children's needs?**

The senior leadership team, which includes the SENDCo, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly.

**How are parents involved in the school and how can I be involved?**

Parents are encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks like reading, learning spellings and other activities. There are many other ways for parents to participate. These include school governance, assisting on school trips and volunteering in the classroom with reading or creative activities.

**What is a Resourced Provision (RP)?**

Horizons RP is for children with Social, Emotional and Mental Health (SEMH) needs and who have an EHCP. The aim of a resourced provision is to support the children in a smaller environment, with specialised/experienced staff. We build the children's resilience. We work in partnership with the mainstream school to ensure an integrated and inclusive approach to learning for all our children. Although our children do have additional Social, Emotional and Mental Health needs, it is recognised that many of our children could manage a proportion of their learning in the mainstream classrooms, with the right support. When the children are ready, they will access the curriculum both in the RP and the mainstream school as guided by the suggested 'provision' section in the EHCP. This will be gradually increased, based on the needs of each child.

**How can my child access the school's on-site Horizons Resourced Provision for Social, Emotional and Mental Health?**

Children, who attend Horizons RP, all have an EHCP. Bradford Council consult Horizons RP, following a parental request. Once we are consulted, we read all the relevant paperwork that is sent with the request and where possible, visit the child in their current setting. We then respond to the consultation saying if we are able to meet your child's needs or not. The final decision lies with Bradford Council who have to agree that our resourced provision is the right place for your child.

**Once Horizons RP say they can meet the needs of my child, what is the process following this?**

Once Horizons are notified by Bradford SEN team that we have been named on your child's EHCP, we will contact your child's current setting. Following this we will then liaise with parents/carers. A transition plan will be sent. We aim for your child to be on roll at Horizons within 3 weeks. This is dependent on how successful transition is.

**What facilities do Horizons RP have?**

Our centre has three classrooms, one of which is a 'play-based' room with continuous provision. We have an outside area for our children to use. Our 'Sunrise' room is our sensory room that we use throughout the day. The room uses light, sound and a range of specialist equipment, designed to create an environment that is used for interaction and relaxation. It is a calming and engaging environment. We can use this room if we are in a yellow or blue zone. Our 'Sundown' room is a room for the children to use that is safe, so if they need space to release their emotions, they can safely do it in here. The coloured dots on the wall, can be pressed to change the colour of the room! We can use this room if we are in a red zone.

**Who can I contact for further information?**

- For information about school admissions, please contact the school office or the head of school.
- For specific information about your child, please contact the class teacher.
- If you require information about support from outside agencies, please contact a member of our Inclusion Team.
- For further information about the Bradford Local Offer, please refer to the website <https://localoffer.bradford.gov.uk/thelocaloffer.aspx>