Shirley Manor Primary Academy

SEND Information Report and Core Offer

The following details the school's Core Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Local Offer set out in Bradford's Local Offer https://localoffer.bradford.gov.uk/ which details the provision available in all Bradford schools and academies.

School name	Shirley Manor Primary Academy
Headteacher	Miss Lucy Bailey
SENDco	Interim – Miss Lucy Bailey
Inclusion Manager	Mrs Marie Whittingham
Contact details: Address	Methuen Oval Wyke BRADFORD BD12 8SA
Email	office@shirleymanor.co.uk
Telephone	01274 679320
Age range	3-11
Funding	
Policy for Special Educational Needs	https://shirleymanor.familyoflearningtrust.co.uk/policies/
All About Shirley Manor	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. At Shirley Manor we recognise that there are children who may have Special Educational Needs and Disabilities (SEND) throughout, or at a particular time during their school life. We hope that this information will support you with any questions that you may have regarding identification and provision for pupil with SEND. We aim to work with parents and carers to ensure that the best provision and support is available for your child. If you would like any further information please do not hesitate to contact Miss Bailey.

How do we make sure all children reach their full potential?	- Access to a broad, balanced curriculum, which is differentiated, taking account of different needs of the learner and differing learning styles. - Well-staffed classrooms. At least 1 teacher and 1 support assistant in each class from Year 1 to Year 6 and 1 support assistant in EYFS. - Quality first teaching and high expectations of all pupils which is regularly monitored by the experienced leaders in school in half termly Pupil Progress meetings. - Rigorous pupil tracking and monitoring of attainment and progress - Individualised targets which are shared with parents and carers - Early identification of additional needs - Appropriate screening e.g. dyslexia and Irlens - Referral to our school commissioned Speech and Language therapist (SALT-LINGO) - Liaison with a range of external agencies who provide specialist support and advice: Speech and language therapy (NHS); occupational therapy; Child and Adolescent Mental Health Service (CAMHS); educational psychology; school nursing service; Attendance Team; hearing impairment team; Social, communication & interaction team (SCIL). - Referrals to external services for support: Young Carers, Barnados, BREW Invictus (Wellbeing service) - Referral for EHCP assessment - Termly reviews of IEP's and targets with parents and professionals - Training for staff on SEND - Additional support staff for children with Special Educational Needs and Disabilities - Our School values: Friendship, Kindness, Tolerance, Honesty, Perseverance and Resilience contribute towards and ethos of inclusion and equality.
How do we evaluate and review the support provided?	- Support identified termly on provision map and individual learning plans - Teachers and support staff and SENDCO evaluate progress made towards targets and adapt where necessary - Formal termly reviews - SENDCO monitors progress of all pupils with additional needs
How do we involve parents, children and young people?	- Pupils are involved in setting targets, if appropriate - Pupil voice e.g. All about me - Parents and carers invited to reviews to share views - SENDCO holds SEND drop-in sessions where parents are able to make appointments to discuss their children - SENDCO accessible to all parents and carers via ClassDojo 'Team around the Child' meetings for parents and school staff for some pupils
How do we raise awareness of Special Educational Needs and Disability for parents and the wider community?	- Regular assemblies on how we are different and how to celebrate this - Achievements of all pupils including those with SEND are celebrated in celebration assemblies - Awareness days in school - SCARF scheme used across the school - Termly SEN Newsletter
How do we help children with physical needs?	- Access to equipment which assists fine motor development and writing skills e.g. angled writing boards; a variety of pencil grips; iPads - Support from Occupational therapists, Physical and Medical Team and Physiotherapists to deliver recommended programmes - Sensory circuits delivered daily 'Write from the start programme' - Fine and gross motor movement groups - Accessibility Planning to consider needs of pupils and potential pupils - Disabled toilet - Changing table

How do we help children with speech and language needs?	• Close liaison with Speech and Language Therapy to support delivery of intervention (NHS) • School have their own commissioned Speech and Language Therapist (LINGO)for a full-day every alternate week • Staff attending Speech and Language sessions for individual pupils • Staff attending training in Social, communication and interaction • WELLCOMM programme used in Early Years
How do we help children with sensory impairment?	• Space for quiet focused activities • Liaison with support services e.g., Hearing impairment team. • Pupils in Reception receive a vision check/hearing test • Regular contact with school nursing team • Use of Visual timetables in classes and in 1:1 work • Children have access to sensory equipment as needed • Adjustments made to provision in line with individual need • Sensory Circuits sessions • Sensory Room • Sensory profiling used to screen children's needs • A varied lunch menu and a pre-ordering system
How do we help children with emotional difficulties?	• School based Pupil and Family Liaison Officer (Mrs Cooper) • Access to counselling services e.g. BREW Invictus • Staff trained in emotional Attachment difficulties • Access to support from the Attendance team • Access to specialist support such as the SEND team, ASD team, CAHMS, educational psychologist service, Sure Start, Virtual Schools • EBSA support interventions • Support from Specialist teachers (SCIL) • Access to the EBSA Educational Psychology team • Inclusion Manager support • Small nurture groups • Circle of Friends • 'Seeing Red' intervention • Indoor lunchtime facilities • Happiness Heroes support children's wellbeing
How will we develop social skills throughout the day, especially break times?	• One to one support provided for pupils with EHC plans as necessary • Named adults in care plans as necessary • Playleaders at lunchtimes • Pupil workforce e.g. lunchtime buddies • Indoor lunchtime facilities • At least 2 adults on break duty to help facilitate play and social interactions • Support from Specialist teachers (SCIL)
How do we help children with behavioural difficulties?	• All staff trained in positive behaviour management strategies • Structured school and classroom routines including visual timetables • Pupil and Family liaison officer • Access to support from the SCIL and Attendance team • Staff have been trained in behaviour management and de-escalation techniques (TEAM TEACH) • Access to specialist services such as the SEND team, ASD team, CAMHS, educational psychology, family support and Virtual Schools • Pastoral team who meet weekly to discuss and review pupils receiving support and in need of support • Individual Provision Plans with clear targets • Regulation training for staff delivered by the SCIL team • Boxall Profiles completed termly for pupils • Individual risk assessments where necessary • Whole school behaviour policy, rules, expectations and rewards

How do we help a child who needs support with literacy?	• HLTA and TAs trained in delivering literacy through a multisensory approach • Reading volunteers to support 1:1 reading • Dyslexia screening • Access to support from the Cognition and Learning team • ICT based programs such as Clickr, etc. • Fast Track tutoring – Read Write Inc programme • Toe by Toe intervention • Precision Teaching • Whole school staff have completed the RWI phonics training • Reading Plus intervention
How do we help a child who needs support with numeracy?	• Interventions delivered such as Precision teaching, White Rose Maths Infinity, Number Stats, etc. • Maths based ICT resources such as TT Rock Stars • Concrete resources to support learning
How do we help a child who has medical needs?	• Individualised health care plans created by School nurse, SENDCo, parents, medical professionals etc. • First aid trained staff • Links with health care professionals e.g. physiotherapy, occupational health, school nurse etc. • Training for staff in asthma awareness, epilepsy etc. • 'Supporting pupils with medical conditions in school' policy
How do we help a child who has English as an Additional Language (EAL)?	• Access to translation services • Use of iPads/laptops for translation • Use of dual language signs where appropriate • Widgit signs and symbols used to support language • Celebration of the children's heritage and own language
How do we support a child with complex and multiple needs?	• Risk assessments • Support from the SEND team • Appropriate training offered to staff • Close links with family to understand needs – TAF where necessary • Regular review of practice
How will we meet a child's personal care needs?	• Pupils encouraged to be responsible for own care needs as much as possible and staff only intervening when necessary • Intimate care policy • Changing table • Clear written guidelines for staff to follow when changing a child
Which specialist services do we access beyond the school?	We have access to support from the following agencies; • Specialist Inclusion Service (ASD team and the VI and HI service) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Physical and Medical Team • Counselling services • CAHMS • Social Communication Interaction and Learning Team (SCIL) • Specialist Teacher support in school around both social, emotional, mental health and communication and interaction • Educational Social Worker • Attendance Team • Pre-5 team • Virtual Schools for Looked after pupils • School nursing team • Access to support from the Family of Learning Trust

How will we include children in activities outside the classroom including school trips	• Extra staff deployed on trips to meet the requirements for the risk assessments • Parents/carers consulted prior to trips • Extra-curricular clubs planned so that all pupils are able to attend a club • Differentiated plan of support for Social times e.g. play time and lunch times • Use of Social stories to reduce anxieties • Additional transporting arrangements where necessary • Special arrangements for pupils to participate in Y6 residentials
How do we prepare and support a child for joining school and transferring to secondary school?	• Home visits by EYFS staff for all pupils starting the EYFS • Transition booklets provided on an individual need basis • Good links with the local Children's Centre/nurseries • Close liaison with the EYFS and Y1 staff to plan transition into KS1 • Invitation to the Secondary Schools to the Y6 EHCP meetings • Extra transition events for identified pupils • Close liaison with all other settings involved in transition – good exchange of information. • Involvement of Family liaison officer to support all parents in transition decisions
How do we ensure that all staff are well trained?	• Appropriate awareness sessions as appropriate for all teachers and support staff on SEND issues, for example bereavement, attachment disorder, regulation etc. • Attendance by SENDCO at local learning events and networks to keep up to date with latest research and national developments • Specialist teacher from the SCIL team working with school annually and offering relevant CPD based on current need
How do we allocate resources?	• Use of Notional SEND budget to support pupils through differentiated resources, additional teachers and support staff • 1:1 support given as specified in a child's statement of EHCP • Use of the Local Authority Matrix of Need document to allocate resources • Careful provision mapping to match the pupils needs • Audit and evaluation of provision • All children regularly reviewed (at least once a term) and provision is matched to needs. • Allocated SEND budget to purchase additional resources
How do we assess and review the progress of pupils with SEND?	• Through the use of O'Track, which is highly precise at assessing the pupils to which year group they are working at and which targets to develop. • Regular updates of the IEP and IPP targets. • Intervention Provision Outlines are regularly reviewed. • Use of SMART targets
How do we deal with complaints regarding our provision for children and young people with SEND?	• School's Complaints policy available to parents, included on school website

SEND Provision Map

Area of SEND	Universal provision	QFT	School Support
Cognition and Learning	• Physical/concrete learning resources • Enable areas including, finger spaces, pencil grips, reading rulers and word banks. • Talking partners • Support staff • Word banks in lessons • Clear instructions displayed during the input and throughout the lesson	• Pupil Progress meetings • Targeted group support in class • Ad-hoc same day intervention • Individualised target setting in Reading, Writing and Maths • Live marking	• Planned weekly intervention • Toe-by-Toe • 1:1 reading • Reading volunteers • RWI phonics • Bespoke spellings for the weekly test • Dyslexia font word banks • Dyslexia screener • Dyscalculia screener • Irlens test • Precision teaching • Widget symbols as visuals
Communication and Interaction	• Visual timetables • Working walls displaying clear vocabulary • Whiteboards for note- taking • Communication friendly environments	• Individual visual timetables • Use of IPad for communication • Notebooks for individual students. • Teacher planned seating plans • Use of immersive reader software	• Social Stories • Lego Therapy • Buddy mentoring • School commissioned SALT • WELLCOMM programme (EYFS+ •) • Communication boards

Social, Emotional, & Mental Health	• Staff trained in restorative talk • Emotional Literacy • Emotion coaching • Feelings charts in all classrooms • Reading corner • Dojo rewards • Worry monster/box • Embedding a mistake- friendly culture • Feelings board	• Now/next board • Use of Emotion coaching • Brain breaks • Restorative practice • Class Dojo points • Class rewards	• Pupil and Family Liaison Officer • Support from inclusion manager • Lunchtime Play Leaders • Reward charts • Lunchtime Buddies (Y6) • Individual risk assessments • Activity Time • Sensory Circuits • Sensory Room Time • Individual Pupil Plan (IPP)
Sensory & Physical	• Team Teaching • Adjusted seat heights tables • Standing desks • Fidget toys	• Regular handwriting practice • Angled-writing boards • Pencil grips • First aid trained staff • Intimate Care trained staff • Fine-motor fidget toys	• Gross/fine motor intervention • Write from the Start • Accessibility planning to consider the needs of a pupil • Bespoke PE lessons adapted for pupils • Individual risk assessments