



The following details are Shirley Manor Primary Academy's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in [Bradford SEND Local Offer](#) which details further provision available in the Local Authority.

School Name	Shirley Manor Primary Academy
Head of School	Miss Lucy Bailey
Special Educational Needs & Disabilities Co-ordinator (SENDCo)	Miss Lucy Bailey
SEN Governor	Mrs Fiona Pether
School Address	Methuen Oval Wyke BRADFORD BD12 8SA
Email (admin)	office@shirleymanor.co.uk
Email (SENCo)	Lucy.bailey@shirleymanor.co.uk
Telephone – School office	01274 679320
Age range	3-11
Funding	

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

How will Shirley Manor support your child?	<p>Please click on the link to see our SEND policy which outlines how we identify children and young people with SEND, how we assess their needs, how we review children and young people's progress towards their outcomes and evaluate the effectiveness of the provision made.</p> <p>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</p>
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	<p>child. If you would like any further information please do not hesitate to contact Miss Bailey.</p> <ul style="list-style-type: none"> • 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 Irlen's • 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 involve parents, children and young people?	<p>Please click on the link to see (Add link to Parental Involvement Policy), which includes how we work in close cooperation with families, and in regular consultation between the home and the school to enhance learning experiences for all pupils.</p> <ul style="list-style-type: none"> • 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 help a child with physical needs ?	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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 a child with speech and language needs ?	<ul style="list-style-type: none"> 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 a child with sensory impairment ?	<ul style="list-style-type: none"> 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 a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> School based 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 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)

	<p>Please click on the link to see Anti-Bullying Policy which includes how we support listening to the views of children and young people with SEND and measures to prevent bullying.</p>
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> • 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 <p>Please click on the link to see our Behaviour Policy, which includes how we promote positive attitudes, reward positive behaviour and create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.</p>
<p>How do we help a child who needs support with English?</p>	<p>Reading</p> <ul style="list-style-type: none"> • HLTA and TAs trained in delivering English through a multisensory approach • Reading volunteers to support 1:1 reading • Fast Track tutoring – Read Write Inc programme • Whole school staff have completed the RWI phonics training • Targeted reading support 3x weekly • Reading Plus intervention • Dyslexia screening • Access to support from the Cognition and Learning team • ICT based programs such as Clickr, etc. • Toe by Toe intervention • Precision Teaching <p>Writing</p> <ul style="list-style-type: none"> • HLTA and TAs trained in delivering English through a multisensory approach • Dyslexia screening • Access to support from the Cognition and Learning team • ICT based programs such as Clickr, etc. • Toe by Toe intervention • Precision Teaching • Write from the Start intervention

How do we help a child who needs support with maths ?	<ul style="list-style-type: none"> • 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 • The Number Box intervention
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • 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 <p>Please click on the link to see our Intimate Care Policy and Supporting Pupils with Medical Conditions Policy</p>
How do we support a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • 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 ?	<ul style="list-style-type: none"> • 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 <p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service (ASD team and the VI and HI service) • Educational Psychologists • Physical and Medical Team • 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 • School nursing team • Access to support from the Family of Learning Trust
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service (ASD team and the VI and HI service) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Physical and Medical Team

	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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 residential
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> • 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 will we meet a child's personal care needs?	<ul style="list-style-type: none"> • 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 • Support from the Physical Needs Team <p>Please click on the link to see our Intimate Care Policy</p>
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • 1:1 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 allocate resources ?	<ul style="list-style-type: none"> • 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. <p>Allocated SEND budget to purchase additional resources</p>		
How do we ensure all staff are well trained ?	<ul style="list-style-type: none"> • 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 raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • SEND Newsletter • School Website • Class Dojo posts • Awareness days held in school • Assemblies in school – parents invited • Parents workshops with support from SEND groups • Early Help support and guidance 		
Contact details of support services for parents of pupils with SEND	Name of the group	Who they support	Contact details
	Aspire	A support group for parents/carers of children and young people up to 25 years old who are autistic .	aspireautism@outlook.com Aspire autism Facebook
	AWARE	Local charity for children and young people who are autistic (diagnosis not needed) and their parents/carers. Offering activities, support and training.	AWARE (aware-uk.org)
	Bradford Autism and Related Conditions Support (BARCS)	A parent led and run support group for parents whose children are autistic or are ADHD, dyspraxic,	francestll@aol.com Bradford Autism and Related Conditions Support (BARCS) Facebook

		Tourettes etc. No diagnosis needed.	
	Bradford Stronger Together	Support group for families with children with special needs.	bradfordstrongertogether@gmail.com
	Breathe	A chance for parents /carers to meet up with others who understand what it's like parenting/ living within neurodivergent households (autism/ADHD /dyslexia/dyspraxia/ sensory processing).	hello@jogaunt.com Bradford Local Offer BREATHE (Autistic / ADHD) Parent Support Group and BREATHE now Facebook
	Carers' Resource Bradford	Local charity supporting carers in the local area with specialist support for parent/ carers of children and young people with special needs.	Support and Advice for Parent Carers - Carers' Resource (carersresource.org) Tel: 0808 501593
	Downs Syndrome Training and Support Service	Local charity run by parent/ carers supporting other parent/ carers with children and young people with down syndrome .	Home Down Syndrome Training and Support Service Ltd (downsyndromebradford.com) Tel: 01274 561308
	Foetal Alcohol Spectrum Disorder (FASD) Network	Regional charity with local area representatives supporting families affected by FASD .	fasdnetwork@mail.com Facebook: FASD Network UK
	It's a boo's world	Katie is a Masters Law Student and her special interest is SEN Law and Mental Health Law.	katiesiobhan8@gmail.com its a boos world guide to Sen Everything from pathway.to. EHCPs and Tribunals Facebook
	LS29 Special Needs Support Group	Local charity for children young people with special needs and their families offering activities and peer support. To be a member you must live within 8 miles of LS29 office in Ilkley.	https://www.ls29group.co.uk/ ls29groups@yahoo.co.uk

	Parent/carer Forum for Bradford and Airedale (PFBA)	Local charity and Parent/carer Forum for Bradford district representing local families who have children with additional needs.	PFBA - The Parents' Forum for Bradford and Airedale Tel: 01274 397396
	Raising awareness in SEND Education Bradford	This group is set up to share things from other organisations about SEN education. Gemma will also ask for feedback and experiences for the area they are trying to improve.	Raising Awareness In SEND Education Bradford Facebook
	SEND Salaam	Chai and Chat sessions. Working with community and religious spaces to raise awareness around SEND, especially in minorities communities.	mahum58@googlemail.com SEND Salaam SEND Salaam Facebook
	Shine	Shine provides specialist support from before birth and throughout the life of anyone living with spina bifida and/or hydrocephalus , as well as to parents, families, carers and professional care staff.	Support for carers - Shine
	Shipley SEN Parenting Network	A parent led network to connect SEN parents and carers in the Saltaire and Shipley area.	Shipley SEN Parenting Network Facebook
	Special Needs Objective Outreach Project - SNOOP	Local charity providing services and support for children and young people with learning disabilities .	https://www.snoopcharity.org/ Tel: 01274 292126
	Thinking Big – Friends and Family Hubs	Local charity running monthly group meetings for parent/carers with children and young	Thinking BIG friendsandfamily@thinkingbiguk.org

		people with special needs offering training and support.	
	West Yorkshire ADHD Group	West Yorkshire wide group specifically supporting children and young people with ADHD .	https://www.wyadhd.org.uk/ West Yorkshire ADHD Support Group chat Facebook Tel: 0113 8563459 Monday to Friday, 9am to 5pm
	West Yorkshire CANN - Children's Additional Need Network	Find out about training, events, activities and support from members of the West Yorkshire CANN.	info@westyorkshirecann.org West Yorkshire CANN Facebook
	Yorkshire Rose Dyslexia	Yorkshire Rose Dyslexia supports families with dyslexia in Yorkshire.	info@yrd.org.uk Dyslexia Support in Yorkshire - Yorkshire Rose Dyslexia Yorkshire Rose Dyslexia Facebook
Arrangements for handling complaints from parents of children with SEND about the provision made at Shirley Manor Primary Academy	The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's Complaints Policy		

Below is a link to Bradford's Local Offer where further information can be found:

<https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

Thank you for taking the time to find out about our local offer at Shirley Manor Primary Academy – please do not hesitate to contact us for any further details.

August 2025