SEND Local Offer & SEND Information Report for Lees Primary School.

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

SCHOOL NAME:	Lees Primary & Nursery Part of the Bronte Academy Trust		
TYPE OF SCHOOL:	Primary Academy		
ACCESSIBILITY:	**Fully wheelchair accessible**	No – Ground floor only not below	
	Auditory/Visual enhancements	Hall –Auditory equipment	
	Other adaptions:	- Disabled Toilet / Shower facilities - Ramped access at the side	
CORE OFFER:	**Are you currently able to deliver your core offer consistently across all areas of your school?** Yes		
POLICIES	**Are the schools policies available on its website (or from School Office) for:**	**SEN**	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		Equality, Inclusion & Diversity	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010		Yes

RANGE OF PROVISION	**Please indicate what your school has to offer (over and above your core offer) in each of the following areas:**
	Areas of Strength: • Highly trained Teachers and Learning Support Assistants with a range of expertise. • A school made resourced provision with highly trained ESLA staff. • Well planned lessons ensuring the highest possible expectations of children with SEND and all pupils in the class. Excellent differentiation and resources/staffing to meet individual needs. • Use of multi-sensory teaching and learning strategies to engage and support children in their learning. • Use of multi-media resources. • A creative curriculum that encompasses and encourages children to develop and show their areas of strength and talent. • A wide range of inclusive extra-curricular activities and after-school provision. • Strong transition links from playgroup/home–Nursery, throughout school, Y6–Secondary. • Community and Parent involvement – family activities provided in school. • Teaching staff and Learning Support Assistants run their own nurture and intervention sessions within their year group. This ensures all pupils are offered tailored support and nurture to address their individual needs. • Strong links with our other academy schools; especially Oldfield • Sensory room with EYFS provision as required. • Sendco is Mrs. d George
	Specialist Facilities/Equipment to support SEND: • All staff attend regular in-house training to update their knowledge and inform practice with children who have Special Educational Needs and disabilities. • Some of our Learning Support Assistants have completed zones of regulation training • Use of additional resources to support learning including; voice recorders, iPads, pencil grips, reader pens etc • Additional assessment, screeners and checklists used to help identify needs. • Children's needs are assessed on an individual basis and the correct adaptations, resources and equipment are provided, following advice from external support services (Bradford LA and health professionals) as well as in school daily provision as part of good practice. • We have trained staff to deliver Little Wandle reading interventions
	Input from Therapists/Advisory Teachers/other specialist support services: We have some access to a range of Specialist and Advisory Teachers through the 0-25 Inclusive Education Service. We have a specialist teacher working with us from the Bradford SCILTeam. The school has access to local Educational Psychology Hub meetings and to Speech & Language Therapy, School Nurse via a panel and other health services through Airedale. In school,we have the SENDCO, Nurture Team and our Parental Involvement Worker, who all provide support to children and families in their own specialist areas.

	Breakfast and After School Club: We also have 'Care Club', which provides wrap around care for children from 7.30am until 530pm. We offer a range of out of school clubs before and after school.

INCLUSION	**How do you promote inclusion within the school? Including day and residential trips?** • Curriculum adjustments are in place to ensure that all pupils are included in class and school activities, curriculum enhancing activities (visitors, local events) and school trips. Where necessary, additional support is provided. • Our SENCo, nurture team/ PIW provide nurture support 1:1/groups and offers support for parents. • All classes have a Learning Support Assistant to support learning and extra staffing is provided if individual needs require this to enable that child to access learning and make further progress. • Our teachers provide Quality First Teaching and differentiate work to ensure that children have the scaffolding needed to meet their learning intentions. • Children receive instant feedback to ensure that they are confident with their learning • We also have a Parent Involvement Worker who liaises regularly with parents and encourages parents/carers to be involved in the school community and their child's learning by organizing an array of fun and educational activities • We have a buddy system where children are paired with a child from another class. Year 6 with Nursery for example. • The school celebrates diversity and promotes independent learning. • We encourage all children to participate in our inclusion offer such as Bronte Awards.
	What proportion of children currently at the school have an SEND? **<u>As of September 26:</u> 38 children on the register (18% OF THE SCHOOL) 2 of which have an EHCP** ** Please note that these figures constantly fluctuate as we respond rapidly to individual children's needs*
PARENT SUPPORT INVOVLEMENT/ LIAISON	**How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?** • We aim to work fully in partnership with parents/carers and offer a range of opportunities for you to meet with your child's Class Teacher, the SENDCO and other members of staff supporting your child, including external support services, on a regular basis. • We have two Parents' evenings when you can discuss how your child is getting on, any concerns and any additional provision being made. If your child is receiving additional support in school, the Class Teacher will also invite you to attend a Cycle review meeting where your child's individual targets, progress and next steps can be discussed and agreed. Class Teachers and the SENDCO are available to meet at other times should you wish to talk to someone in between review meetings and parents' evenings. • We host a termly SEN Coffee and Catch Up where you will have the opportunity to meet the SENCO and discuss any support needed going forward. • We can provide you with information about training courses and voluntary parent groups. • Our Parent Involvement Worker is available for parents to talk to and provide essential home-school links. They will also signpost families to additional support.
	How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life? We have good relationships with our local secondary schools and will ensure contact with the transferring school should your child move mid-year or to another area. We will contact the SENDCO at their new school to ensure they know about any special arrangements or support that needs to be made. We liaise with secondary schools to arrange additional transition visits or for staff from the transferring school to visit your child here at Lees. We ensure all relevant documents for your child are passed on confidentially to ensure that staff working directly with your child are aware of support, strategies and resources and can ensure a smooth transition.
IMPACT	The purpose of the SEND policy and Local Offer, is to ensure that the provision in place for pupils with SEND support.
OTHER INFORMATION	**What else do you think parents would like to know about your school?** Please visit our School Information Report on the school website for further questions and answers. If you have a question that this document has not provided the answer to, or would like to know more about a specific aspect of Special Educational Needs provision, please contact the SENDCo via the school office.
COMPLETED BY:	James Travers
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