

Atlas Community Primary School



ATLAS
COMMUNITY PRIMARY
SCHOOL

SEND Information Report 2024-2025



Introduction

Atlas is a one form entry primary school located in Manningham, Bradford. Our percentage of SEND children is above national average. We are a dedicated and hardworking school that aims to raise standards and broaden the range of experiences available for all our pupils. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used. Learning plans are used to ensure appropriate progress targets are set to provide a curriculum matched to their needs. We ensure that activities can be accessed by all and additional support is provided if necessary.

As a Multi Academy Trust, we are committed to working together to provide the highest quality of care for all our children. The Priestley Academy Trust SENDCOs work together regularly, attending joint training sessions, working with external agencies and sharing good practice. As a Trust, we have continued to commission time from Bradford's Educational Psychology (EP) team, the use of this time has been driven by the needs of each school.

We continue to work collaboratively to support newer SENDCOs, to embed systems and procedures and shared resources for assessment ensuring continuity of good practice across the Trust and to modify existing school based systems to match changes driven by Bradford LEA. This now includes the use of Edukey Provision Map through all schools, and the introduction of B Squared, an electronic system to enable the SENDCO and other key staff to track the progress of pupils working significantly below age related levels. We have continued to develop a shared SEND internet portal for the Trust schools, and to find new ways to work collaboratively.

As a Trust we have purchased Clicker 8, and run training to support inclusive literacy learning for pupils with additional needs within their classrooms.

As SENDCOs we are well aware of the importance of supporting our teachers and pupils with their mental health and emotional well-being. To enhance this SENDCOs have attended attachment and trauma training when offered and have/ are arranging whole school staff training. This year all the Priestley Academy Trust schools have been supported to improve the mental health of identified pupils through commissioned Counsellors from Step2 and Mental Health Practitioners funded through the NHS Trailblazers programme. We have implemented a new curriculum called My Happy Mind which aims to teach children about how the brain works and give them strategies to use when they are feeling big emotions.

We are working closer with specialist teachers from the authority to ensure we are supporting children not just on the SEN register but for every child to ensure they have quality first teaching at all times and that identification of need is followed with the correct provision and support. AT Atlas Primary we want all children to thrive.

Who are the SEND Inclusion Team?

Our SEND Inclusion Team consists of:

Jennie Snowden: Special Educational Needs Co-ordinator

Governors with responsibility for SEND: Heather Roberts

Appointments can be made with any of the above members of school staff through the Office: 01274 495190.

The SENCO can be contacted at jennifer.snowden@priestley.academy

At Atlas we have teachers and support staff who are:

- Trained to support children with ASD
- able to identify and give advice on Specific Learning difficulties
- able to de-escalate complex behaviour episodes and safely manage pupils who are anxious
- able to lead Lego therapy groups to develop speaking and listening skills
- able to lead self-esteem and confidence workshops
- staff trained to work with children with bereavement attachment difficulties and trauma

This is our Local Offer to the pupils and families at Atlas. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. This is subject to change depending on staff skills, budgetary constraints and policy review.

What is the rationale on SEND at Atlas?

‘Our vision for children with SEND is the same as for all children and young people, that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.’

SEND Code of Practice Department for Education 2014

Atlas Community Primary School is committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To promote understanding and respect for differences
- To recognise and tackle any form of inappropriate bias or stereotyping
- To narrow the pupil premium gap in Reading, Writing and Maths in all year groups
- To ensure that all pupils receive a broad range of learning opportunities and experiences through our curriculum and through additional offers for all
- To promote the language of rights and responsibility
- To provide training for all staff and governors on equality and diversity

We are committed to providing an appropriate and high quality education for all children living in our local area. We believe that all children, including those identified as having Special Educational Needs and disabilities have a common entitlement to a broad and balanced curriculum, which is accessible to them, and which includes them in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Atlas Primary School is committed to inclusion; responding to learners in ways which take account of their varied life experiences, learning styles and individual needs. We provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

How are children with Special Educational Needs identified?

“Pupils are identified as having SEND when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority.” (SEND Code of Practice Department for Education 2014)

The school’s system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at a satisfactory rate, and who may have additional needs. This includes:

- Baseline assessment results
- Early Years progress observed and measured in Development Journal and plotted on Progress for Children in the EYFS Grid (September 2021)
- Progress measured against the PKs level descriptors and plotted on Progress for School Age Children Grid (September 2021)
- Bench mark assessments of reading
- Standardised screening and assessment tools: Sandwell Maths, Salford Reading Test, Single word spelling test, Early reading observation
- Observations of behavioural, emotional and social development: Boxall Profile
- Evidence from an existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, specialist teachers, speech and language therapists and other medical professionals identifying additional needs
- Another school or LA which has identified or has provided for additional needs.

If a member of staff is concerned about the progress of a child be it academic, physically, socially or emotionally they will complete an initial concern form. The child will then be discussed and observed by Miss Snowden and next steps will be put in place.

How can parents/ carers raise a concern or complaint?

Parents are always welcome to ask for an appointment to discuss any concerns about their child with the class teacher, SENDCo and/or a member of the senior leadership team. At Atlas we offer an open door policy to encourage partnerships with parents/ carers. As without a good working relationship with parents we cannot support the child to the best of our ability. Any concern should initially be raised with the class teacher. If required a joint meeting with the SENDCo will be arranged. Staff will complete a parental concern form and this can then be monitored by the teacher and the SENDCo.

The Graduated Approach to SEND at Atlas

At Atlas we monitor pupils progress through a graduated approach, stepping up or pulling back support as required. All SEND children at Atlas will have a provision plan. Provision plans are produced termly to show the targets and support given for individual children. All provision plans are created by teachers with parents so decisions can be made collaboratively. These targets are set and worked on by staff, the children and parents. These plans are reviewed each term to see what progress has been made.

Some children will also have a provision map in place to show their specific targets, the duration and the staff allocated to the child.

Some children may need a more in depth plan (Individual education plan) to show what outside agencies suggest and to look at the additional support we can put in place in school. These do not provide any extra funding.

Children with more complicated needs may need an Educational, Health Care Plan (EHCP). These are issued by the local authority after an application and a waiting period. These plans do provide some funding for schools which could mean extra support in class for a percentage of the week, support on the playground, small group interventions and support from outside agencies.

Information about the arrangements for identifying, assessing and making provision for children with SEND can be found on Bradford Council's LOCAL OFFER website:

<https://localoffer.bradford.gov.uk/>

Intervention

How do we support children with accessing the curriculum?

- Class teachers and staff in class know the profile of their class and individual needs; learning activities are planned to match children's learning needs. Support is provided by the leadership team and/or SENCO when required.
- The environment is communication friendly, stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.



- Children supported at SEND Plus will receive individual and /or group support within and/or outside the classroom dependent upon the individual needs of the child.
- Children supported through an Education, Health and Care Plan, will have support available from an additional adult/s directed by the Class Teacher and SENDCo.
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.
- All staff know and understand the needs of all pupils.
- Additional provision will be made to ensure that children with SEND will get the most out of all educational visits. This could include a behaviour risk assessment, additional resources, smaller groups and additional visits outside ordinary class visits. This has been the case especially for trips to the swimming pool and on residential.
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- School will work closely with parents providing them with support, resources and activities to work with children at home.
- See current Accessibility Plan on school Web site.



How do we support children with English and Mathematics?

Strategies and interventions are in place to support literacy, phonics and numeracy. All staff make sure the classroom environments have well-organised wall displays to support learning in all areas of the curriculum. Vocabulary is displayed and used freely to promote the importance of language in everything we do. Concrete resources are readily available for all children to use.

For children with specific learning needs activities may include:

- Reinforcement and pre-teaching in small groups.
- Precision Teaching
- Assessment tools (such as Cognition and Learning Team Baseline)

How do we support speech and language development?

Children are referred to the Speech and Language Therapy service in consultation with parents. Support is given across school to work on targets set by therapists. If required we welcome therapists into school to observe pupils, or endeavour to attend workshops provided by the service to learn strategies to support individual pupils.

Children with social communication difficulties, and in the early stages of communication are helped through the use of non verbal cues, the use of Makaton and the use of objects of reference.

How do we support pupils with social, communication difficulties?

Children with social, communication difficulties, and in the early stages of communication are helped through interaction activities. For some children with social communication difficulties 'Social stories' or comic strip conversations may be used to help their understanding. We have a 'Zen Den' in school that has been designed and equipped to provide a safe space for children to regulate their emotion before returning to their class.

How do we promote positive behaviour?

The Behaviour Policy describes the high standards of behaviour and expectations in school. We also put a greater emphasis on learning behaviours, which encourages children to make positive, safe choices leading to good outcomes. Our aim is to equip children with skills to manage difficult situations and overcome barriers to learning and behaviour.

If a child is struggling with behaviour or emotional well-being they can visit the Zen Den. This allows time to reflect and refocus before entering the class environment again.

We make sure a child's difficulties or challenges are known to all relevant staff in order that they understand the possible reasons behind behaviour and how to respond. In class, a member of staff may support targeted children to stay on task and focussed on learning. In the playground, staff may involve targeted children in specific activities. Some children who find good behaviour choices a challenge may need additional help such as a Lego Therapy group intervention, home - school behaviour charts and/or one to one support.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

How do we support children's emotional well-being?

Emotional well-being is supported primarily through Quality First Teaching and our school values of compassion and respect. In the last few years we have put a heavy focus on emotional well-being through the implementation of SCARF. SCARF focuses on:

Safety, **C**aring, **A**chievement, **R**esilience,
Friendship



In addition to SCARF we promote positive friendships through the use of 'circle of friends' or 'circle time' involving the whole class. Some pupils may benefit from one to one or small group work that is delivered by trained staff to meet the needs of the individual child.

Additional transactional or sensory support may be trialled and offered if necessary. School may also seek advice and support from external agencies, such as Educational Psychologist, CAMHS, or the school nurse team, if necessary.

- We have a school therapy dog who is being used within school to support children who have been identified as having social and emotional needs.
- Children throughout school participate in weekly yoga.



How do we support children's physical needs?

We support children with physical needs through our school values of respect and responsibility. Specific curriculum subjects such as PE will be planned according to the needs of specific children and we provide a higher level of support for individual children when appropriate.

In Reception all pupils work on developing additional gross motor skills, regardless of need, which ensures early identification of specific difficulties. Older children with additional mobility or sensory needs, or for whom Physiotherapists and Occupational Therapists provide specific advice and guidance, access small group interventions following well planned activities to meet their needs and develop their gross motor skills.

Fine motor skills are developed through access to activities to strengthen muscles and improve handwriting. These are delivered in class during independent learning times, or as a small group independently.

Any Pupils with long term mobility difficulties would have risk assessments completed by key staff and verified by the SENDCo/outside agencies. These are reviewed at least annually as the child moves through the school.

How do we support children's medical needs?

Members of the school nursing team visit school regularly to give advice and training to staff, and to carry out planned checks and screenings with children. Individual Medical Care plans are written by the SENDCO for children in conjunction with parents/carers and any other appropriate key staff and are reviewed yearly, or as required. NHS care plans are also produced when required through meetings held with specialist nurses from specific medical teams to ensure the safety of specific children at all times.

In school we have a first aid room for use by children and adults who are hurt or unwell, or require regular medical procedures. Medicines are stored safely in the central first aid room. There is a medicine policy which is adhered to.

Inhalers and Adrenaline auto-injectors (Epi Pen) are in class and move around school with the child. On trips we encourage the children to carry their own epi pens or the child will be grouped with a first aider who is responsible for their care throughout the visit. We have a team of staff who are first aid trained, and training is updated as required. Epi pen and asthma training is given annually to all available staff and diabetic training for staff also takes place.

The school has defibrillation equipment at a strategic point on site, in the main first aid room. All first aid staff have been trained about how to use this.

Meetings are held with the kitchen manager, Mrs O'Brian and Parents at the beginning of each year to discuss allergies. Dieticians may also be included to produce individual diet plans when required. This happens termly when the menus change.

We have a variety of medical needs throughout school and encourage children and staff to develop their knowledge through children's first aid courses and experiences to the local hospital. We have held theme days specific to mental health awareness and we feel that education is vital to halt the stigma of medical illnesses and in Quality First Teaching for all.

The logo for 'YOUNG MINDS' features the word 'YOUNG' in a bold, yellow, sans-serif font, followed by 'MiNDS' in a bold, dark grey, sans-serif font. The 'i' in 'MiNDS' is lowercase and has a yellow dot.

How do we support children with additional needs with extra-curricular activities?

Some children at Atlas may need additional support during break and lunch times. Buddies are frequently used, or an adult will be delegated to ensure the safety and social inclusion of pupils if necessary.

We run a variety of after school clubs depending on the interests of staff and the needs of children. Clubs may include: art, a variety of sports clubs, gardening club, ICT club or baking club.

This list is not exhaustive and changes termly. Places are available for any child who is interested on a first come basis. Additional support will be provided if required, based upon the needs of the participating child.

Additional support has been given to SEND pupils when attending swimming lessons such as personalised risk assessments, staff in the pool and pre-visits. Additional support can also be given on the annual residential visit through additional staff, additional risk assessments and daily telephone calls home to parents/carers.

How do we work in partnership with parents and carers?

At Atlas we have an open door policy to encourage partnership with parents/ carers. We are available to talk to parents/carers when they require.

This year we have formed a parent SEND policy to make the information more accessible for parents. This can be found on the school website.

We book frequent review meetings and we listen to what parents/ carers tell us about their children to develop learning plans which make sure everyone who works with a child understands their needs. We seek to help families access the best advice and support for their children.

How do we work in partnership with other agencies?

Within school we have an extensive knowledge of services to support children and families in the local community. We liaise closely with external services including, but not restricted to:

- SEND Bradford Teams: High Incidence Team: Cognition and Learning, SEMH, Early Intervention and Autism; and Low Incidence Team : Visual and Hearing Impairment,
- Educational Psychology Service (including commissioned additional hours)
- Health Professionals: School Nurse, Occupational therapy, Physiotherapy, Paediatric Continence Team, Paediatricians and Hospital Consultants, Speech and Language Therapy Service, Child and Adolescent Mental Health Services, metabolic nursing team, metabolic dietician, haematology nursing team, Mental Health Practitioners
- Social Care, Early Help agencies
- Family and Children's Centres.
- Parent Support Agencies including: SENDIASS (formerly Barnardo's)



JOINT STATEMENT OF SCHOOL, GOVERNOR AND LOCAL AUTHORITY RESPECTIVE RESPONSIBILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

This Statement sets out in summary form, the respective responsibilities of schools, governors and the LA in order to ensure that the additional needs of pupils identified as having special educational needs (SEN) and/or a disability are met; in a timely and effective way, with minimum bureaucracy.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of each and every-one of their children. They want to be listened to and treated with respect. Where children have additional needs and advice from outside agencies is required, parents want to be fully involved and also be confident that schools are able to respond to that need as quickly as possible. The LA is required to publish the arrangements for SEN. Parents and carers of children and young people will therefore be informed that all schools receive funding within the notional and delegated budget to enable them to make provision for children with SEN and that, schools have the autonomy to make arrangements from within their existing staffing or to seek external advice and support. Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties under the Education Act 1996:

Schools and Governors must ensure:

- That to the best of their endeavours, the necessary provision is made for any pupil who has SEN.
- That where the head teacher or a nominated governor has been informed by a LA that a pupil has SEN, those needs are made known to all who are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- That they report to parents on the implementation of the school's policy for pupils with SEN.
- That they, have due regard to the statutory guidance within the current SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- The school must ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The current SEN Code of Practice explains there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code of Practice describes this as a graduated approach to addressing children's SEN. The Code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.

If little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement. However, the Code is clear that the involvement of external specialists can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEN continues to make little progress despite the support provided through the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN, either as set out in Chapter 7 of the SEN Code of Practice or through a request for an education, health and care plan (Sept 2014).

Respective Responsibilities of the LA, School and Governing Body

The policy of the LA and partners is to encourage all schools to provide for children with special educational needs within their own locality area in accordance with the Education Act 1996.

It should be remembered that additional resources for children/young people with SEN are provided to supplement schools' own resources and are not instead of them. It is not expected that resources will usually be delivered on a 1:1 basis with an individual child but rather there will be effective and flexible deployment of resources. Decisions on how best to support children/young people will always take into account the context within which the child is educated.

Funding for Pupils without a Statement of SEN or Education Health Care Plan (EHCP) September 2014

Schools should make clear to Governors and parents the sum of money within the school's budget that has been generated through the school budget formula for SEN.

Schools must:

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice
- Appoint a SENCO
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'
- Provide information on school arrangements for SEN to parents and governors
- Consider pre-emptive arrangements for pupils present and future with a disability

Governors must:

- Appoint a SEN Governor to have oversight of the arrangements for SEN
- Know how many pupils in the school have SEN
- Know how much money the school gets for SEN and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEN and/or disabilities
- Review and approve the SEN policy and any other relevant policies e.g.
- Monitor the expenditure on SEN
- Monitor the progress of SEN and ensure that the provisions specified in statements of SEN are made
- Ensure that SEN provision is integrated into the school improvement plan
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN

The LA must:

- Ensure a sufficiency of provision for pupils with SEN and review it annually
- Make arrangements for the Statutory Assessment of Pupils and maintain and review Statements of SEN and EHC Plans

- Publish information on SEN funding and provision
- Monitor the progress of children with SEN
- Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service

Right of redress:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability discrimination to the SEN and Disability Tribunal
- A complaint to the LA Ombudsman (Schools and LAs)