



**SEN and Disability**  
**Local Offer: Bradley Primary School**  
October 2022

## Accessibility and Inclusion

### What the school provides

**How accessible is the school environment?**

**How accessible is your information?**

**How accessible is the provision?**

**Do you have any specialist equipment?**

- Bradley Primary School was built in 1901 and over the years has been modernised to accommodate the growing needs of the children
- The building is wheelchair accessible through the main reception area into KS2 or via the KS1 entrance at the top of the school. There is no accessible parking however parking is available on Dover Street directly opposite school or in the surrounding streets
- There are two disabled toilets within the school; one in each Key Stage. There are currently no changing facilities within school. Steps used in school by the children are highlighted with contrasting strip on the edge and outside are painted on the top of each step with a white line. This ensures good visibility
- The school has a range of specialist resources and ICT programmes to support children with SEN as well as net books, computers and interactive whiteboards installed in every classroom. The senior leadership team audits the accessibility of school to meet the children's needs on an annual basis
- All school SEND information is available on the school website. Translation or different font size is available for any SEND information in school. Please ask
- We have a range of nationalities in our school with the majority of our families being of Asian heritage with English as their second language. We have a small number of children from other countries such as, Eastern Europe, Yemen, Afghanistan, Iran and Bangladesh. Some bilingual support is available for the children.
- The office staff have a translation app they use very successfully with parents We have many members of staff who are able to translate if needed. We also offer a text service to all Parents. Access is available to the school's ICT suite with internet access to support parents without this facility
- Resources are labelled with words and pictures, where appropriate. Resources are stored at the children's eye level
- Specialised equipment is provided for children when needed i.e.: slopes to write on, pencil grips and coloured overlays
- Furniture is modern and of a suitable height appropriate to the age group of children being taught in that classroom
- In classrooms visual timetables are used to help children manage the changes during the day. These timetables will be personalised if necessary

- School access other services if required. We have worked with the Speech and Language Therapists, Occupational Therapists, school nurses and the Well-Being service and other outside agencies
- The school has a range of ICT programmes for pupils with SEN in addition to IPADs, laptops and interactive whiteboards installed in every class room.
- If a child requires assistive technology, we would look to borrowing from other services to see the impact it had on the child's education first
- A child with cochlear implants can have an I-pad linked to receiver to access videos/films/teaching on 'Seesaw' on the smart board.

## Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

### What the school provides

- Bradley Primary School follows the SEN Code of Practice with regards to the identification, assessment and review of children with SEND and we set out to identify children with SEND needs early within EYFS or KS1
- A variety of information is used to identify children with SEND. This can be teacher observation, information passed on from transferring nursery/school, parental information and family history, school based assessments, standardised tests, diagnostic assessments, PIVATS, progress meetings and the Lancashire Tracker. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators
- All children are placed on to the school's graduated response which sets out the provision they require and who is responsible
- The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation

- The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices
- The SENCO works closely with the Pupil Support Manager, parents and teachers to plan appropriate programmes of intervention and support
- Each class has the benefit of at least one full-time class based teaching assistant to support pupils in class with any intervention needed. The school has many teaching assistants who are trained and experienced in delivering Speech and Language interventions on a 1:1, small group or class based level
- The SEN team consists of a SENCO, teaching assistants, a higher level teaching assistant who is also our Family Liaison Officer and a Pupil Support Manager who work together to support children and parents across school. The school runs a Listening Ear Service (counselling) to support children's emotional well-being during the school day. A number of our school teaching assistants have had access to specialised training e.g. autism, reciprocal reading, outdoor play, speech and language, Lego play therapy and gross /fine motor skills
- The school liaises with a range of external agencies, including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community paediatricians, school health nurse team, ELCAS, clinical psychology and Child Action North West, Acorn psychology
- We have a trained mental health first aider who is able to offer initial counselling sessions
- Specialist SEN teachers from Lancashire SEND team provide advice, training and 1:1 teaching sessions to children with SEND. We also access specialist teachers to support visually impaired and hearing impaired children
- Training is provided for staff and parents when needed by the NHS School Nurse Team for children with complex medical needs. Children with medical needs are supported well at school and training is provided by medical professionals. All Staff have received First Aid, Asthma and Epipen training
- When sitting examinations children who meet certain criteria, (EHCP) can be supported 1 to 1, have timed breaks, be granted additional time, sit exams in a quiet setting in a small group to aid concentration or disapplied if relevant. Children who have a diagnosis of dyslexia or another specific learning difficulty may be able to have extended time in exams

## Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

### **What the school provides**

- All statements and EHCP's are reviewed annually or 6 monthly if school or parents feel is necessary
- Reviews are carried out in line with statutory guidance for reviews. All staff, parents and professionals who are involved with the statemented / EHCP children are invited to attend the review meeting
- Advice is provided by the school, external agencies, the pupil and the parents/carers. Parents receive copies of all relevant paperwork concerning their child. Pupils are also asked to make a contribution to the review.
- Professionals, staff and parents are given six weeks' notice before the review is held to ensure paperwork is filled in and returned on time
- If parents or staff feel that a child's needs are not being met with an EHCP then an early review would be held to state where and why additional support is required. All parties are invited to attend the review
- Progress of other pupils with SEN is monitored termly in line with the school's assessment procedures using the Lancashire Tracker to highlight progress. Progress can also be tracked using PIVATS and the school's own phonic tracker. We also hold termly pupil progress meetings
- IEP's are evaluated and written in September, January and April and sent out via royal mail to parents
- The effectiveness of our provision is measured in the progress that individuals and groups of children make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets
- The SENCO is available to discuss individual children with parents at any time usually by appointment

### **Keeping Children Safe**

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

### **What the school provides**

- Risk assessments are done in line with LEA and school policy i.e. school trips, behaviour risk assessments. School adopts the LEAs risk assessments for everyday risk. The Head Teacher carries out risk assessments where necessary

- Most risk assessments are done by the class teacher and the school's Educational Visits Coordinator. In some cases, risk assessments are done with support from the LEA or other outside agencies
- School has a trained EVC who monitors all trips off the premises
- The correct ratio of adults to children for any break or lunchtime period are in place with additional staff employed if necessary for any SEN children. This is normally along with a small group of children to develop their social interaction and communication skills outside the classroom
- If required a personal handover of the child is carried out by the teaching assistant or class teacher to the appropriate parent/carer
- If a child requires support at lunchtimes or break times this will be put in place. We currently have children who are given help to eat their lunch and then are supported outside
- Policies on Behaviour and Anti-Bullying are on our website and are reviewed annually. Paper copies can be provided for families without access to a computer

### **Health (including Emotional Health and Wellbeing)**

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

### **What the school provides**

- Prescribed inhalers are stored in boxes in every classroom. They are all labelled with the children's name and the dosage needed and checked regularly
- All medicine is recorded in a medicine book along with details of dosage and frequency and parents sign to grant authorisation to the school to administer to their child. Medicines are kept in the Head Teachers office. Only medicines issued by a doctor will be given. These will be administered by the Head teacher or the Pupil Support Manager
- A spare school inhaler and EpiPen is kept in the school office
- relevant Class Teacher and the master copy is kept in office medical records.
- Any care plans received in school come via the school nurse. All staff are trained in paediatric first aid. First Aid training takes place every 3 years and EpiPen training annually
- Children with high risk medical needs (care plans) are also identified in confidential areas of the school to ensure all staff are conversant with the appropriate action or medical procedure. All staff are briefed during staff meetings about safeguarding issues. The master copy of the care plan is kept in the SEND office
- Bump to the head letters with a sticker given to the child to wear are sent home by the class teacher and parents are informed via text message

- In case of medical emergency more than one first aider will be called along with a member of the Senior Leadership Team. A decision will be made whether or not to call an ambulance, a doctor or take the child to the local surgery. First aid will be given and the school administrative staff will call parents/carers as soon as the first aiders have assessed the severity of the injury/incident.

The following records are made:-

- All accidents recorded in the First Aid Treatment Book – Staff member on duty
- An online RIDDOR form is completed by the Head teacher as soon as possible
- Where serious (or appropriate) an investigation must be undertaken and details, including remedial action, recorded on Accident Investigation Form HS2 by the Head teacher.

Fatal and Major Injuries-The HSE and Health and Safety Team are to be contacted immediately.

## Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (e.g. do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

## What the school provides

- Meet the teacher sessions early in the Autumn term
- Parents days every term
- The school website and the school prospectus has details of all staff employed by the school and is updated when needed
- Bradley Primary School has an open door policy where parents can discuss any issues. Parents can make an appointment to see the appropriate member of staff
- Parents are updated about their child’s progress through termly meetings during the Autumn, Spring term and a formal report is sent home in the Summer term
- Parents can make an appointment with the HT, DHT or SENCO to look around the school. Parents/ carers with children entering the EYFS class have a series of induction meetings during the Summer term. Home visits are carried out to each family. They then have a part time staggered start in the Autumn term
- The annual Lancashire questionnaire is used to gather parents’ views and suggestions. Parents are also encouraged to give feedback via any Parent Governor, e-mails to the Head teacher or by using Parent View on the Ofsted website
- All staff wear photographic ID badges

## Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child’s education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
- How do home/school contracts/agreements support children with SEN and their families?



### **What the school provides**

- Key Stage 1 and 2 staff are available to have a few words with parents at the gates at the beginning and end of the day. However, an appointment for a later time or date should be made if a lengthy discussion is required
- The SENCO is happy to see parents with concerns
- Bradley has a School Council as well as a Pupil Parliament for pupils to discuss issues and contribute their own views
- Parents are encouraged to share their views during parents' evenings, during the annual review process and Parents Panel meetings
- There is a named SEN Governor who has regular contact with the SENCO, as well as coming into school to support parents if needed. Elections to the Governing Body are held in the event that a vacancy arises.
- We have students and parent helpers in school. They are timetabled to support with reading or general classroom support.
- Our Family Liaison Officer works closely with parents to organise events for parents in order for them to meet other parents and become more involved in school life. Educational workshops are also offered through the year for any parents who wants to attend them
- Our Pupil Support Manager offers support to staff, parents, address poor performance, attendance, behaviour, health needs, health social and well-being needs and also help to improve family circumstances
- The Governing body act through the Head teacher and SENCO in meeting the needs of pupils with SEND and supporting their families
- Head teacher available to see parents by appointment

### **What help and support is available for the family?**

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school?
- Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

### **What the school provides**

- EYFS have a form filling day prior to admission
- The school has three external notice boards within playground areas
- If a parent needs support in completing forms or asking questions the school's Family Liaison Officer or Pupil Support Manager willingly offer help and support
- Parents are signposted to a range of information through school. Parents can come into school to ask questions or ring the school office where they will be directed towards other support networks and groups they may find useful

- If a child required a travel plan to get their child to and from school, the school would liaise with the local authority SEND team for their advice
- Our Pupil Support Manager can help where there has been domestic abuse and where families need support to work together. Emotional and Mental health needs can be addressed and support is available
- Translation available
- Early help
- Support with applying for benefits and housing issues

## **Transition to Secondary School**

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

### **What the school provides**

- Year 5 and 6 already have good links with the local secondary schools and work on projects together such as 'Voice 21'.
- Year 6 children visit their forthcoming secondary school for taster sessions as well as the secondary teachers from the local schools visiting them at Bradley. This helps ease the transition from year 6 to year 7. Close links with Year 6 Staff and staff from the main feeder high school are maintained throughout the year. A transition project in the summer term is delivered at Bradley and staff from the high school visit children to discuss their work
- Any children requiring additional support with transition, have access to the SENCO, Family Liaison Officer and the Pupil Support Manager. All relevant information is shared with secondary schools
- All SEND children have additional visit to the high school and high school staff make extra visits to Bradley to support their move at Year 6 /7
- Our Pupil Support Manager also offers 1:1 transition support for children who are struggling and also arranged additional visits to high school for parents and the child

## **Extra Curricular Activities**

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

### **What the school provides**

- Bradley Primary School provides a daily breakfast club (50 pence per day - free to pupil premium children) as well as lunchtime and after school clubs
- All children from Y2 – Y6, have the opportunity to attend their year group based clubs on a rotation basis to ensure all access is on an equal basis
- Please see the school's website for clubs currently on offer
- Lunch and after school clubs are provided free of charge
- Direct parents to HAF funded holiday provision
- At lunch time we offer – football, basketball, skipping ropes, cricket, the exercise machines, trim trail, badminton, tennis, hopscotch and we also use PALS games

## Feedback

### **What is the feedback mechanism?**

- How can feedback be given, state options available i.e. web site, telephone, email
- What will happen once feedback received
- How you will respond to feedback

### **What the school provides**

Any feedback from parents can be given:

- in writing - Bradley Primary School, Dover Street, Nelson, Lancashire, BB9 7RF
- Phone Call - Tel: 01282 615772
- Email - [bursar@bradley-pri.lancs.sch.uk](mailto:bursar@bradley-pri.lancs.sch.uk)
- Urdu/Punjabi Phone number - 07445345419

The appropriate member of staff will deal swiftly with your request/problem and respond either by e-mail or phone call. Face to face appointments can be requested.