



Sandy Lane Primary School Local Offer and Summary of Provision for children and young people with special educational needs or disabilities (SEND)

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).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review system.

Bradford's 'Matrix of Need' supports us in deciding the level of support a child needs. There are the following levels of need:

Below Age Related Expectations
SEND Support
EHCP
EHCP (specialist provision)

If a child has a high level of need, they will have a My Support Plan, or for a child with an even greater need, an Education, Health and Care Plan. These documents detail the needs of the child and the provision they need to support their learning.

Please find information regarding provision recommended by the local authority on their website-
<https://bso.bradford.gov.uk/content/revised-range-guidance>

Wherever possible, we use the Matrix of Need to inform the provision we put in place for pupils. Please note that some provision named in Bradford's Matrix of Need may not be available at Sandy Lane Primary School.

Please find a summary of what we offer children at Sandy Lane Primary School.

Assessment

- Whole school assessment tools (such as SATS)
- Aston Index
- ELKAN assessments
- GL online screening tool
- Salford Reading Test
- Boxall Profile
- Bradford Baseline assessment tool

Provision

- Wherever possible, children will receive quality first teaching, alongside their peers, in their classroom. As part of this quality first teaching, children may need to following resources or support (this is normally 'Below Age Related Expectations' support)-
 - phonics mats
 - word mats
 - personal dictionaries
 - task boards
 - visual timers
 - visual organisers/aids/mind maps
 - small group support from the teacher or LSA (learning support assistant)
 - pre teaching of a concept
 - writing supports such as pencil grips
 - visual timetables
- When a child requires provision that is additional or different to their peers, we offer a range of interventions and resources, some of these are listed below (SEND Support or above) –
 - 20-20 reading
 - Alphabet Arc
 - Time to Talk
 - Social Stories
 - RM maths
 - Motor skills support
 - Precision teach
 - Lego based therapy
 - Zones of Regulation
 - Clicker
- If a child requires personalised learning, we aim to work alongside outside agencies and professionals in order to implement appropriate

provision (this is usually for children at the SEND support or EHCP level of need).

Other Professionals

- To ensure we provide the best education for all children, we sometimes refer to outside agencies for advice on how to support individual children. Please note, we always consult parents and gain permission before referring to any of the following services-
 - SCIL team (Social, Communication, Interaction and Learning)
 - Physical and Medical Team
 - Support Team Deaf Children
 - Visual Impairment Team
 - Educational Psychology Team
 - Bradford Speech Therapy
 - CAMHS

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