

SEND Information Report – Carrwood Primary School

Our School 	Carrwood Primary School is a reducing PAN school. We will be one form entry throughout in the academic year of 2027-2028. We have a two-year-old provision, a nursery setting and a 12-place school led Resourced Provision for children with a diagnosis of Autism. At Carrwood Primary School, we embrace the fact that every child is different, therefore, the educational needs of every child is different. We are a fully inclusive school and we ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. All of our school staff have a responsibility for pupils with SEND. All of our teachers are teachers of Special Educational Needs. Staff are aware of their responsibilities towards pupils with SEND and a positive and sensitive attitude is shown towards those pupils. We strive to support all of our children to enable them to reach their full potential, regardless of their abilities. This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND.
What types of SEND do we provide for? 	At Carrwood, we operate a policy of inclusion, recognising that all children are entitled to equal access to the curriculum. Some children require additional support to help meet their needs and/or support their learning. This can be on a short- or long-term basis, depending on the type of need. Our approach to supporting pupils with SEND embraces the principles of the Children and Families Act 2014 and the accompanying Code of Practice: • High expectations and aspirations for all our pupils • Aspirations of our pupils and their parents/carers placed at the centre of everything we do • Early identification of needs • Support based on desired outcomes We work with parents/carers and specialists to facilitate the appropriate placement of children with special educational needs. Special educational needs and provision can be considered as falling under four broad areas: 1. Communication and interaction 2. Cognition and learning 3. Social, mental and emotional health

	4. Sensory and/or physical This report explains what we can offer to all children who come to Carrwood Primary School, and in particular those with SEND. This helps to inform Bradford's Local Offer which describes all the Local Authority's services and providers for children and young people with SEND and can be found by clicking on link at the bottom of this document.
How do we identify and assess pupils with SEND? 	At Carrwood Primary School, children can be identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following: • Liaison with previous school or pre-school setting • Child performing below age expected levels or equivalent • Concerns raised by a parent / carer • Concerns raised by a teacher or a member of school staff • Liaison with external agencies e.g. speech and language services • Use of tools for standardised assessments • Through assessment processes. After discussion with parents/carers, the child is added to our SEND register and a One Page Profile is created, which sets termly targets for the individual child linked to their individual needs. It will indicate the specific planned provision and reasonable adjustments needed in order for the child to make progress towards their individual targets. The SENDCo, class teacher and parent/carers will review the child's profile each term and adjust or set new targets depending on the child's outcomes. Our One Page Profiles work as part of our Assess, Plan, Do, Review process in line with the SEND Code of Practice, 2014. This means provision that goes beyond the adapted approaches and learning arrangements provided as part of high-quality personalised teaching, known as Quality First Teaching. Assess – As a school, we carry out analysis of pupils needs which draw upon teacher's assessments and knowledge of the pupil. If a child requires assessment from an outside agency, the school will

	work closely with them to facilitate this. Assessments are reviewed regularly and used to inform next steps. During pupil progress meeting class teachers meet with senior leaders to discuss the progress pupils have made. Plan – Planning takes place between the class teacher, Special Educational needs Co-ordinator (SENDCo) and senior Leadership Team (SLT) as required. Parents will be informed if their child is being provided with SEND support. Any interventions or adaptations are planned specifically to include expected impact and outcomes and a review date. Do – The SENDCo will support the class teacher, giving advice where needed. The class teacher remains responsible for working with the child and overseeing any adaptations/interventions needed. Review – Pupil Progress is assessed termly; the effectiveness of the intervention/support program is reviewed and the cycle repeats.
How will I be able to raise any concerns I may have and who do I contact in the first instance?  Who is our special educational needs coordinator (SENDCo) and how can she be contacted?	Talk to us – contact your child's class teacher about your concerns initially. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCO (Special Educational Needs Co-ordinator). Appointments can be arranged in person, by phone or by email. Please see the school contact details on our school website for further details. Our SENDCo is Mrs Emma Clarke and she can be contacted via the school office, or emailed at emma.clarke@carrwood.bradford.sch.uk

What is our approach to teaching pupils with SEND?



Carrwood offers many different forms of additional provision. All learning activities within class are planned and scaffolded at an appropriate level so that all children can access learning, according to their specific needs.

This can include adapted quality first teaching, additional in-class support, additional out-of-class support, one-to-one support, flexible groupings (including small group provision) and access to a wide range of agencies. It will also include having access to appropriate resources needed in order to support their progress, such as coloured overlays, adapted text size, writing slopes etc.

Additional provision is overseen by the SENDCo and is designed and implemented by an excellent team of teachers, and supported by a skilled group of support staff. Like with individual outcomes, additional provision depends on the needs of the child.

How do we adapt the curriculum and learning environment?

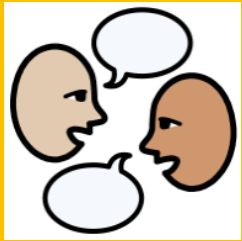


Our curriculum is adapted through skilful quality first teaching. These adaptations will be tailored to a child's individual needs and may look different from child to child.

A child with cognition and learning needs may require coloured overlays, pre-teaching of curriculum content or access to 'keep up' intervention sessions. A child with physical needs may require the use of a pencil grip, a frame to support personal care needs or the use of ICT to support writing development. A child with speech and language needs may need time with our commissioned Speech and Language therapist (LINGO), with time dedicated in school to work on the targets. Children with social, emotional and mental health (SEMH) needs may benefit from interventions such as social stories, nurture support, or access to our internal SEMH spaces within school, Daisy and Phoenix. These hubs have been carefully designed using guidance and recommendations from external agencies to ensure that the provision meets the individual needs of the children and provides a supportive, nurturing environment in which they can thrive. In addition, ongoing support is available through our Pastoral Manager and Nurture Lead, who work closely with children, families and staff to promote emotional wellbeing, build resilience and support positive engagement with school life.

We believe our children make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence, and offer opportunities for these skills to be embedded and transferred across the school setting.

**How do we consult
parents
of pupils with SEND
and involve them in
their child's education?**

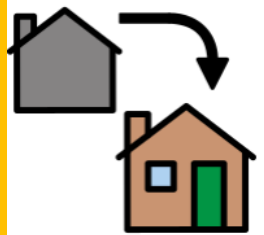


At Carrwood Primary School we work in partnership with parents and carers during all stages of their child's education.

This collaboration is undertaken through a range of approaches, including:

- Staff being available on the door at drop off and pick up times to discuss day to day celebrations and any areas of concerns.
- Two parents' evenings are held each year, with a dedicated SENDCo table available for parents and carers who may wish to discuss their child's needs, seek advice, or access additional support and guidance
- Year group specific open sessions, e.g. Y1 phonics screening meeting, Y6 SATs information meetings.
- Open mornings / after school open sessions to celebrate children's learning
- Parental coffee mornings are offered to provide parents and carers with opportunities to access support, receive information and advice, share experiences, and discuss any concerns in an informal and welcoming environment.
- Stay and play sessions in EYFS
- Weekly story time sessions for parents of children in the RP
- Opportunities to stay and read with your child
- Termly parent voice
- Regular school events, such as celebration assemblies, sports days etc
- Parents of children with a One Page Profile will discuss their child's progress and targets with their child's class teacher termly and receive a copy of their profile.
- Parents of children with an EHCP contribute their views during review meetings.
- Effective communication with staff, including our SENCO.
- Appointments can be made to speak in more detail to the class teacher or SENDCo by contacting the school office.

How do we consult pupils with SEND and involve them in their education? 	The involvement of children in their own education is very important to us. We believe that children have a voice and a right to be involved in making decisions and exercising choices, to receive and impart information, to express an opinion and to have that opinion taken into account in matters relating to them. Your child's views will be sought when identifying need and planning and reviewing provision. Your child can express their views on their SEND at any time, by speaking to their Teacher, TA or the SENDCO.
How do we assess and review pupils' progress towards their outcomes? 	Your child's progress will be continually monitored by their class teacher. Their progress will be reviewed in the following ways: • Through daily assessment for learning • Through scheduled pupil progress meetings • Through standardised tests such as the phonics screening check and Y6 SATs • The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education. Regular learning walks and lesson observations are carried out by the SENDCO and Senior Leadership Team (SLT) to ensure that the needs of all children are being met and that the quality of teaching and learning remains high. During these visits, adaptations, interventions and the learning environment are also reviewed to ensure they are inclusive, accessible and effective in meeting the needs of all learners.
How do we support pupils moving between different phases of education?	We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We support transition between phases in a number of ways, including the strategies below: • We encourage all new children to visit the school prior to starting. • For pupils in Petals and Nursery we conduct home visits and have stay and play sessions to support transition.



- For children starting in Reception a number of transition sessions, including a parent meeting and parent lunch, are held in the summer term in order to help children, parents and staff get to know each other.
- When moving classes in school, information will be passed onto the new class teacher in advance and in most cases, a transition meeting will take place with the new teacher. One Page Profiles are shared with new teacher. Extra transition support can be made available if a child is feeling particularly anxious.
- We liaise closely with staff when a child starts with us, or when they are leaving us, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

What support is available for my child's well-being?



Your child's wellbeing and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in their class, using their detailed knowledge of each individual to promote their confidence and self-esteem. One Page Profiles can be used should there be any additional social, emotional and mental health need.

Carrwood offers a variety of pastoral support for pupils, including:

- Nurture support
- Two trained Youth Mental Health First Aiders
- Learning mentor support
- My Happy Mind and a strong personal development offer
- Staff readily available to discuss issues and concerns.
- Sensory support.
- The Meadow, The Hive, Daisy room and Phoenix

	• A range of experienced and qualified staff, including a Pastoral Care Manager who is a trained Senior Mental Health Lead
What expertise and training do our staff have to support pupils with SEND? 	At Carrwood we have a range of expertise within our staff team, Different members or groups of staff have received training related to SEND, including sessions on: • Autism • ADHD • Dyslexia/Dyscalculia • Speech and Language • Social, Communication needs • Pathological demand avoidance • Social, emotional and mental health • Attachment and trauma • Emotional coaching • Zones of regulation • Physical and Mental Health First Aid • Sensory Circuits • Elklan • Welcomm • Deep pressure therapy • Fundamentals for inclusion i.e communication and interaction, SEMH and Early years Professional Development is ongoing, and staff have regular training opportunities to enhance knowledge and skills.

How will we secure specialist expertise?



Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND. As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including:

- GPs
- School nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Clinical psychologist
- Paediatricians
- Speech and language therapists (LINGO and NHS)
- Occupational and physiotherapists
- Early Help locality teams
- Social workers
- SCIL team (Social Communication Interaction and Learning Team)
- Educational psychologists
- Specialist advisory teachers
- Barnardos and young carers
- EWO
- Attendance support
- C & I team
- Portage team
- Parental engagement support
- Service level agreements with Speech and Language therapists etc

How accessible is the school environment?



Carrwood Primary is a single site school and fully accessible. The building is light, classrooms have plenty of access, doors are wide, and the site is both safe and secure. All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and we have one disabled parking bay in the staff car park.

Accessible toilet facilities are available by the main hall and at the lower end of the school in Branches (there is also a shower room where changing facilities are installed in our RP classroom). We have three lifts, one at each end of the school building and one in our two-story block. We ensure wherever

	possible that equipment used is accessible to all children, regardless of their needs. Carrwood has an adopted accessibility policy which is available on the school website. If you have specific access queries or concerns please speak with us.
How will my child be included in school activities, including school trips? 	We are an inclusive school, so activities and trips are available to all. Risks assessments are carried out and adaptations are put in place so that all children can access them safely. No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.
Pupils with medical needs 	If a pupil has a medical need, then a detailed Individual Health Care Plan is completed. This will be in consultation with parents/carers and sometimes with the support of the school nurse/health professionals. Individual Health Care Plans are always shared with all staff that are involved with the pupil. The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office. Parents need to contact the school office if medication is prescribed by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office. On a day-to-day basis, the administrative staff oversee the administration of any medicines. Another member of staff will always witness any administration. As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations.

	We have a number of staff working across the school who hold first aid qualifications, which are updated regularly.
How are resources allocated to meet children's special educational needs? 	The SEND budget is allocated each financial year. The money is used to provide additional support or resources depending on an individual's needs. Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENDCo to manage and monitor support.
Who can I contact for further information if I have any issues or concerns? 	Please speak to your child's class teacher in the first instance. General information relating to SEND can be found on the school website, including within the SEND policy (this can be found on the policy page of the school website). Further information is available from the SENDCO or a member of the Senior Leadership Team. Appointments can be made by contacting the school office.
What Do I do if I Have a Complaint about a SEND issue? 	Should you be dissatisfied, any complaints regarding the support provided for children with special educational needs and disabilities should be made following the school complaints policy, which is available on the school website.



Where can the LA's local offer be found?

HELP AND
INFORMATION
FOR FAMILIES
WITH SPECIAL
NEEDS AND
DISABILITIES
BRADFORD AND DISTRICT
LOCAL OFFER



More information on what support services are available can be found on our school website. The Local Authority's local offer can be accessed via this link - <https://localoffer.bradford.gov.uk/>