

SPOTLIGHT ON SEND

(SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

Each half-term, I will be writing a section on our school newsletter to keep parents and carers of pupils on the SEND register 'in the loop' about all things SEND related. I will highlight support available in school and also resources and workshops available in the local area. This half-term, I am shining the spotlight on the provision we offer in school by following the 'graduated approach'.

Mrs White

Bradford Local Offer

The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

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

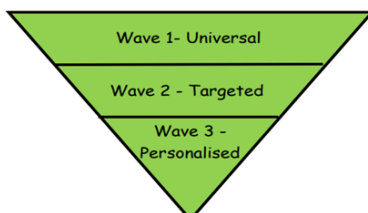
The Graduated Approach:

In line with the SEN Code of Practice, at Swain House Primary we provide a graduated response to additional needs.

These are described as follows:

<u>Type</u>	<u>Description</u>
Monitoring	These are pupils that are at risk of not making expected progress or there may be a suspected area of need we are keeping a close eye on. The needs of these pupils are met by Quality First Teaching (QFT).
SEND	These are the pupils who require support 'in addition to or different from' that of their peers in order to make progress. The needs of these pupils are met with a mix of QFT and targeted intervention.
EHCP Education Health Care Plan	These are pupils who with the agreement of parents/carers, school staff and external agencies such as educational psychologists and specialist teachers are referred for Statutory Assessment with a view of acquiring an EHCP. An EHCP outlines statutory highly personalised action required from the school and allows access to specialist provision when required.

In response to these different levels of response to any additional needs that pupils may have, there are different layers of support that school use to offer support to ensure pupils are still able to make progress.



1. Also known as 'quality first teaching' QFT, this is the use of a range of teaching & learning strategies used in class that leads to pupil progress for most learners.

2. Additional interventions or booster sessions for small groups of learners to support pupils' progress.

3. Additional interventions for individual learners or involvement of external agencies (E.g. Ed Psych, Speech therapist, etc.) to support pupils' progress.

If you have any concerns about your child's progress or you would like an update, please contact your child's class teacher in the first instance. They will be happy to update you on how your child is doing in lessons.

Your child's current targets are shared with you on their Pupil Profile and/or their IEP.