



**Horton Park Primary**  
We Learn to Succeed

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Distribution: Parents (website), governors, current staff, induction of new staff, Ofsted, local authority and partner schools

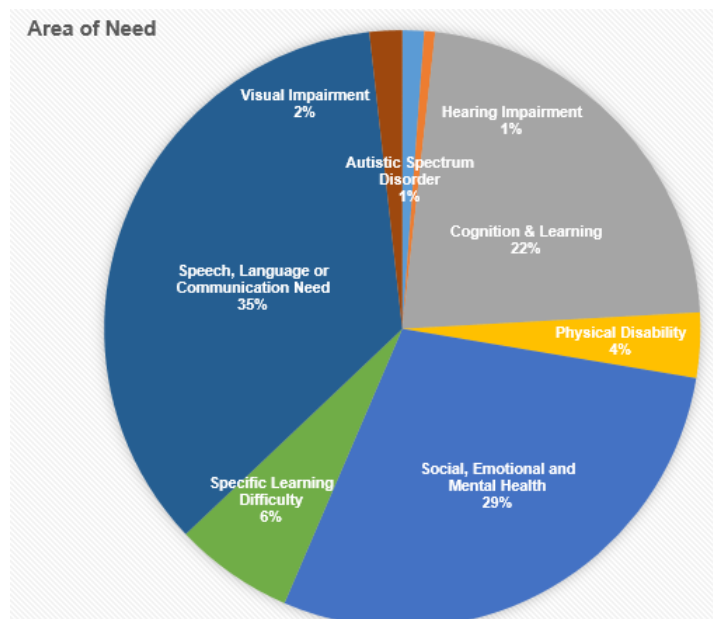
# SEND Information Report

Date: September 2022



For information about Horton Park Primary School's SEND policy and our SEND local offer, please see the school website.

Year group	Number of children in Year group	Number on the SEND register	Percentage of the year group	Number of children on SEND support plus EHCP	EHCP applications pending
KS1 Resourced provision	12	12	100%	11	Additional 3 awaiting schools
Reception	59	17	29%	1	
Year 1	66	15	23%		
Year 2	64	16	25%	1	
Year 3	60	21	35%	2	
Year 4	58	24	41%	1	1 awaiting a school
Year 5	60	20	33%	1	
Year 6	62	25	40%		1



32% SEND Support 32% EHCP with RP 14% EHCP with RP

## SEND General Statement

Horton Park Primary School recognises the achievements and abilities of all of our children. We value the contributions that each child can make and welcome the diversity of culture, religion and learning styles of individuals. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs and abilities. We have been recognised and we were the first school in Bradford to become a Centre of Excellence for inclusion, Last year, we became the first school in Bradford to become a The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs and Disability (SEND) are valued, respected and equal members of the school. As such, provision for children with SEND is a matter for the school as a whole. SEND provision at Horton Park Primary School is overseen by the Senior Leadership Team (SLT) and co-ordinated by the Inclusion Leader, who is also a member of the SLT. SEND provision is regularly monitored, reviewed and evaluated by the SENDCO/Inclusion Leader and the school's governing body receives regular updates on how individual needs are being met and how SEND funding is spent. All pupils at Horton Park Primary are treated according to their individual needs and teaching staff, with the support and guidance of the Inclusion Leader, plan an appropriately differentiated curriculum for pupils with SEND to ensure quality first teaching. Clear Provision Maps are put in place including Individual Education Plans (IEPs) and Educational Healthcare Plans (EHCPs), which are shared with relevant staff and regularly reviewed and adjusted as children progress. Regular assessment and feedback is used to inform these reviews. Children's opinions are also gathered, ensuring that they are directly involved as a partner in their learning.

Question	Our Response
<p><b>1. <i>What is the role of the SENDCO/ Inclusion Leader?</i></b></p>	<ul style="list-style-type: none"> <li>• Horton Park Primary School's SENDCO/Inclusion Leader is Miss Shahmyla Gulshan who is responsible for inclusion overall. Mrs Gibson has a SEND TLR and supports the SEND team. Miss Gulshan is am a member of the SLT within the school with clearly delegated responsibilities and the authority to act independently when key issues arise.</li> <li>• A requirement of the role is to analyse specific data for specific pupils and groups to identify trends and support interventions and provision. It is also to generate reports for SLT, governors, the broader staff group and parents as appropriate.</li> <li>• The Inclusion Leader can be contacted by telephone on 01274 574544 or via the school email: office@hortonparkacademy.co.uk</li> </ul>
<p><b>2. <i>What kinds of Special Needs and Difficulties do we cater for at Horton Park Primary School?</i></b></p>	<ul style="list-style-type: none"> <li>• We address a wide range of needs for vulnerable groups and individuals: including cognition and learning; physical and medical; hearing and visual impairments; specific learning difficulties; communication and interaction difficulties such as Autistic Spectrum Disorder; specific learning difficulties; social, emotional and mental health needs and speech, language and communication needs such as delays with speech sound, expressive and receptive language.</li> <li>• We also make a significant contribution to other key areas including LBGT, PREVENT anti-radicalisation, equality issues, disability act etc.</li> </ul>
<p><b>3. <i>How do we identify children with Special Educational Needs and difficulties?</i></b></p>	<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• There are a range of ways in which we identify children with Special Educational Needs and Difficulties. Some children will have already been identified before they start at Horton Park Primary School, in which case, we work in partnership with the professionals that already know them to support their learning.</li> <li>• If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– we will share with you what we find and agree with you what we will do next and what you can do to help your child.</li> </ul>

	<ul style="list-style-type: none"> <li>• If our teachers think your child may have a Special Educational Need or Disability, the class teacher will discuss this with you in the first instance. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why)</li> <li>• Our teachers and Inclusion Leader will look at areas of need, agree SMART targets and identify tailored interventions on a provision map. This will be monitored closely and shared with you.</li> <li>• The progress of all pupils is monitored regularly (half termly). We look at: <ul style="list-style-type: none"> <li>- Current assessment of the pupil or attainment on entry</li> <li>- Any information provided by previous setting, parents or involved agency</li> <li>- Use regular teacher assessment to monitor progress</li> <li>- Progress in comparison the peers</li> <li>- Speak to parents/carers and the pupil about their views</li> <li>- Seek advice from external agencies where appropriate</li> <li>- Use graduated response (BSO)</li> </ul> </li> </ul> <p><b>All teachers follow the Early Identification of Need flow chart.</b></p> <ul style="list-style-type: none"> <li>• We will the monitor interventions carefully to ensure that: <ul style="list-style-type: none"> <li>- Your child’s progress is similar to that of their peers starting from the same baseline</li> <li>- Progress matches or betters the child’s previous rate of progress</li> <li>- Attainment gap between the child and their peers is closing</li> <li>- We prevent the attainment gap growing wider</li> </ul> </li> <li>• Horton Park Primary School will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary, re-assess a pupil’s learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.</li> </ul>
<p><b>4. How could my child get help in school?</b></p>	<ul style="list-style-type: none"> <li>• Children in school will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in the school.</li> <li>• Staff may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder (ASD), Behaviour Support Services, Learning Support Services or Visual Impairment Team.</li> <li>• We have a commissioned Speech and Language therapist who supports children fortnightly in school to support with speech sounds, receptive and expressive language.</li> <li>• Our School Nurse is available on site (fortnightly) to meet parents, discuss concerns and discuss referral relating to health.</li> </ul>
<p><b>5. How can I let the school know that I am concerned about my child’s progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child’s progress, you should speak to your child’s teacher initially.</li> <li>• The concerns may need referring to the Inclusion Leader if your child is not making progress.</li> <li>• Regular meetings will be scheduled to monitor progression and impact.</li> <li>• If you continue to feel your child is not making enough progress, you should speak to the Head teacher or the SEND Governor.</li> </ul>

<p><b>6. How will the school let me know if they have any concerns about my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• Regular communication between school and home.</li> <li>• Meetings will be arranged where concerns can be discussed and targets can be agreed.</li> <li>• Parents' evenings are held termly. Provision maps are also reviewed termly. At these points, parents of children with SEND have the opportunity to speak to the class teacher about their targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the Inclusion Leader or class teacher to speak about their child (contact details at the end of document).</li> <li>• The Inclusion Leader O may also contact the parent/carer at other times during the year to speak about their child's need, for example, if an external agency is coming into school, they may wish to discuss this with parents or hold a parental meeting with the external agency.</li> </ul>
<p><b>7. Are there any support services available to the parents of children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Yes. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies.</li> <li>• A good place to start is the Bradford Parent Partnership/SENDIASS, <a href="http://www.barnardos.org.uk/parentpartnershipservice.htm">http://www.barnardos.org.uk/parentpartnershipservice.htm</a> (Telephone: 01274 481183).</li> <li>• The SENDCO/ Inclusion Leader is available to help parents locate organisations that can offer more specialist advice.</li> </ul>
<p><b>8. How do we teach children with SEND and adapt the curriculum and learning environment to support children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Horton Park Primary School has a range of interventions in place which may be used when we identify a need for additional support.</li> <li>• When the school identifies the need for additional interventions to enable a pupil to make expected progress, this will be recorded on a Provision Map. Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.</li> <li>• This support will normally be within Bradford SEND Support and SEND Support Plus.</li> <li>• Provision maps are used to write targets for children</li> <li>• A breakdown of how Horton Park Primary School can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each range can be found in our Local Offer on the school website.</li> <li>• We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the Inclusion Leader on the progress of pupils with SEND</li> <li>• Teaching is adapted to meet the needs of children. Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress.</li> <li>• Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary.</li> <li>• Support staff will support with your child's learning in the classroom.</li> <li>• Specific resources and strategies will be used to support your child individually and/or in groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.</li> <li>• We continue to seek support and guidance in partnership with yourself, from external agencies and ensure their recommendations are in place to meet the needs of your child.</li> <li>• Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. The school environment as a whole is reviewed as part of our Disability Access Planning.</li> <li>• All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.</li> </ul>
<p><b>9. How do we consult children with Special Educational Needs and Difficulties and involve them in their Education?</b></p>	<ul style="list-style-type: none"> <li>• We actively try to ensure that all our extra-curricular activities, including residentially, are adapted for children's specific needs, where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible.</li> <li>• As part of additional assessment by the Inclusion Leader, and to inform individual plans, children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Views are sought and recorded more formally within the EHCP process and in formulating all about me section of provision maps. They are involved in their own Choice Charts (Behaviour Plans), and are expected to sign any individual behaviour contract. They may be asked to explain their behaviour to peers on the School Council. The School Council also represents pupils' opinions and wishes. Disability is a standing item on the School Council agenda.</li> </ul>
<p><b>10. How do we assess and review progress? Including how we work with parents and children as part of this process.</b></p>	<ul style="list-style-type: none"> <li>• We believe strongly in working together with parents. Parents are told about their child's progress and we try work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve. Views and agreed roles are recorded when individual plans are updated. Informed parental consent is obtained before referral to any outside agency. Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are encouraged and are more than welcome to discuss concerns at any time, initially with the teacher but also with the Inclusion Leader.</li> <li>• Your child's progress is continually monitored by his/ her teachers and the Senior Leadership Team.</li> <li>• His / Her progress is reviewed formally every half term and currently a National Curriculum level is given in Reading, Writing, Maths and Science. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age.</li> <li>• If your child is not at working within the Age Related Expectations, but has started the National Curriculum, your child will be assessed using another scale of assessment that assess attainment called 'Pre Key Stage Standards.</li> <li>• At the end of Reception, Key Stage 1 and 2, the school is required to report attainment for your child. This is something the government requires all schools to do and the results are published nationally.</li> <li>• The progress of children with an Education, Health, Care Plan (EHCP), is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• We contribute to the SEF and its termly reviews and make appropriate judgements on progress and effectiveness. We are a core element of the overall monitoring and evaluating programme of the school.</li> <li>• Evidence based, progress from starting points</li> <li>• Lesson observation/interventions/staff deployment is considered to maximise impact</li> <li>• We welcome external review from partner schools, external consultant, local authority etc.</li> <li>• As a result of self-evaluation we contribute to all aspects of school improvement plan e.g. behaviour and safety, outcomes of vulnerable pupils, leadership decision making etc.</li> </ul>

<b>11. SEND Action Plan</b>	<ul style="list-style-type: none"> <li>The plan is prepared annually and reviewed termly.</li> </ul>
<b>12. How do we support children with SEND as they move between phases of education?</b>	<ul style="list-style-type: none"> <li>We use a flexible approach, promote independency, and are sensitive to individual pupils and parent's needs. Personalised pathways to learning is developed.</li> <li>Parents of children with SEND are able to seek advice on secondary school transition from an external, independent advisor who visits school every year before application forms are submitted. Where a child has complex needs, HPPS staff can accompany the child and parents on pre-application visits to consider provision and preferences. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. This includes SEND liaison.</li> <li>Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs.</li> </ul>
<b>13. How do we involve pupils with SEND in their education?</b>	<ul style="list-style-type: none"> <li>All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the IEP and also on the pupil passport which goes along side this. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future.</li> <li>Children with a statement or EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.</li> </ul>
<b>14. What extra-curricular activities are available to children with SEND?</b>	<ul style="list-style-type: none"> <li>All extra-curricular activities are open to children with SEND and reasonable adjustments will always be made to help children with SEND to participate.</li> </ul>
<b>15. How does the school train staff and secure specialist expertise?</b>	<ul style="list-style-type: none"> <li>Training in SEND, forms part of the continuing professional development planned for all staff. This includes staff meetings and training days.</li> <li>Other training for individual members of staff or groups of staff is provided according to identified individual need.</li> <li>The Inclusion Leader acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, CAMHS, School Health, Schools Psychological Service, School Nurse, Child Development Centre, Hearing and Visually Impaired Services, and parent advice groups.</li> <li>The Inclusion Leader keeps up-to-date with Local and National developments and attends meetings half termly with the Exceed Lap to discuss this. Meetings put on by Bradford LA are also attended regarding SEND updates.</li> <li>Class teachers have in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended, the class teacher will attend this to support their teaching and understanding of the needs of their children.</li> <li>Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it.</li> <li>Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.</li> <li>The Inclusion Leader also acts as link to a wide range of other specialist agencies, such as Speech and Language</li> </ul>

	Therapy, SEND Support Services, Educational Psychology, School Health, Physiotherapy Therapy, Hearing and Visually Impaired Services, and parent advice groups.
<p><b>16. How do we evaluate the effectiveness of the provision for children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Provision maps are evaluated and re-written each term. At this point, the Inclusion Leader looks at the provision evaluations and the effect this provision has had on progress.</li> <li>• Pupil progress meetings take place every half term. These also look at interventions put in place for individual children and how this has impacted upon progress.</li> <li>• Annual reviews are held for children with a statement or EHCP and provision and targets are reviewed and rewritten.</li> <li>• Provision is also monitored by the Inclusion Leader through lesson observations, planning scrutinies, learning walks and reviewing assessment data.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• All children are assessed through the use of summative assessment on a daily basis at Horton Park.</li> <li>• Formal assessments of learning take place half termly and provision maps are assessed and reviewed termly. Assessment is a continuing process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review.</li> <li>• Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately.</li> <li>• To assess the type of need of the pupil and the range, teachers and the Inclusion Leader use the range guidance published on Bradford Schools Online.</li> <li>• On a half termly basis, the Assessment Leader and the Inclusion Leader look at the data of all SEND children and uploads it into a monitoring assessment tool developed by the Inclusion Leader. This information is then used to monitor progress and provision and helps the Inclusion Leader put new provision in place.</li> <li>•</li> </ul>
<p><b>17. How do children with SEND access in activities in school with children who do not have SEND?</b></p>	<ul style="list-style-type: none"> <li>• ALL activities are open to children with SEND and reasonable adjustments will always be made to help children with SEND to participate.</li> </ul>
<p><b>18. How do we support improving emotional and social development?</b></p>	<ul style="list-style-type: none"> <li>• Horton Park Primary School takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best.</li> <li>• Where a child needs an Individual Behaviour Plan, we work closely and co-operatively with parents and other partners to address any issues.</li> <li>• We have learning mentors who support children by mentoring them on any issues they may have regarding behaviour, social or emotional factors. This is usually done on a one to one basis, but at times small group work occurs.</li> <li>• Pupil interviews and questionnaires are carried out each year at Horton Park to ensure that these children have the chance to express their views about their education and the school.</li> </ul>



	<ul style="list-style-type: none"> <li>• We have a school council in school and children have the opportunity to make suggestions to their class members to take to school council meetings.</li> <li>• In our corridors we have 'Suggestion Boxes' where children can express any feelings or ideas that they don't feel they can talk about face to face. This ensures that children have a range of ways of communicating with others and their views can be listened to.</li> </ul>
<p><b>19. How does Horton Park Primary School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?</b></p>	<p><b>Accessing other agencies and provision</b></p> <ul style="list-style-type: none"> <li>• Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input.</li> <li>• We ensure that provision is given to all children who require it.</li> <li>• Equipment and provision is ordered according to identified need to ensure best access to the curriculum.</li> <li>• Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.</li> </ul>
<p><b>20. How do we handle complaints from parents of children with SEND about the provision made at Horton Park Primary School?</b></p>	<ul style="list-style-type: none"> <li>• Most complaints are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the Inclusion Leader and then the Headteacher. Beyond this, a complaint may be taken to the Governing Body and Bradford Education.</li> <li>• The Senior SEND Officer with responsibility for Horton Park Primary School is <b>Janette Hartil</b> <a href="mailto:Janette.Hartil@bradford.gov.uk">Janette.Hartil@bradford.gov.uk</a></li> <li>• Any parent wanting independent support to put their case is welcome to use the services of the Parent Partnership (see below).</li> <li>• For further information, see</li> <li>• <a href="https://www.gov.uk/complain-about-school">https://www.gov.uk/complain-about-school</a></li> </ul>
<p><b>21. Next steps</b></p>	<p>Please see action plan which identifies key priorities for development.</p>