



Russell Hall Primary School
SEN Information Report and Core Offer

The following details the school's Core Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Local Offer set out in Bradford's Local Offer <https://localoffer.bradford.gov.uk/> which details the provision available in all Bradford schools and academies.

School name	Russell Hall Primary School
Headteacher	Mr A Grant
SENDco	Miss Zoe Douthwaite
Inclusion Manager	Mrs Smith
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Telephone	01274 882116
Age range	3-11
Funding	Foundation
Policy for Special Educational Needs	http://www.russellhallprimary.co.uk/our-school/policies/
All About Russell Hall	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). At Russell Hall we recognise that there are children who may have Special Educational Needs and Disabilities (SEND) throughout, or at a particular time during their school life. We hope that this information will support you with any questions that you may have regarding identification and provision for pupil with SEND. We aim to work with parents and carers to ensure that the best provision and support is available for your child. If you would like any further information please do not hesitate to contact Miss Douthwaite.

<p>How do we make sure all children reach their full potential?</p>	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum, which is differentiated, taking account of different needs of the learner and differing learning styles. • Well-staffed classrooms. At least 1 teacher and 1 support assistant in each class from Year 1 to Year 6 and at least 2 support assistants in EYFS. • Quality first teaching and high expectations of all pupils which is regularly monitored by the experienced leaders in school in half termly Pupil Progress meetings. • Rigorous pupil tracking and monitoring of attainment and progress • Individualised targets which are shared with all children • Early identification of additional needs • Appropriate screening e.g. dyslexia and Irlens • Liaison with a range of external agencies who provide specialist support and advice: Speech and language therapy; occupational therapy; Child and Adult Mental Health Service (CAMHS); educational psychology; school nursing service; Behaviour and Attendance Service; hearing impairment team; Social communication & interaction team (SCIL). • Referral for EHCP assessment • Termly reviews of IEP's and targets with parents and professionals • Training for staff on SEND issues • Additional support staff for children with Special Educational Needs and Disabilities • Level 3 cover supervisor to support reading/maths intervention • School 'Learning Muscles' collaboration, curiosity, perseverance, resourcefulness, respect and reflectiveness contribute towards and ethos of inclusion and equality.
<p>How do we evaluate and review the support provided?</p>	<ul style="list-style-type: none"> • Support identified termly on class provision maps and individual learning plans • Teachers and support staff and SENDCO evaluate progress made towards targets and adapt where necessary • Formal termly reviews • SENDCO monitors progress of all pupils with additional needs
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> • Pupils review progress for reviews with class teacher and are involved in setting targets, if appropriate • Parents invited to reviews to share views • SENDCO holds SEND drop-in sessions where parents are able to make appointments to discuss their children • SENDCO accessible to all parents via ClassDojo • Team around the Child' meetings for parents and school staff for some pupils
<p>How do we raise awareness of Special Educational Needs and Disability for parents and the wider community?</p>	<ul style="list-style-type: none"> • Regular assemblies on how we are different and how to celebrate this • Achievements of all pupils including those with SEND are celebrated in celebration assemblies • Awareness days in school
<p>How do we help children with physical needs?</p>	<ul style="list-style-type: none"> • Access to equipment which assists fine motor development and writing skills e.g. angled writing boards; a variety of pencil grips; iPads • Support from Occupational therapists, Physical and Medical Team and Physiotherapists to deliver recommended programmes • 'Write from the start program' • Fine and gross motor movement groups • Accessibility Planning to consider needs of pupils and potential pupils • Disabled toilet • Sports coach delivering Gross and fine motor interventions

	<ul style="list-style-type: none"> • Sports coach to advise on how activities can be adapted for those with SEND whilst taking part in Physical Education with their peers
<p>How do we help children with speech and language needs?</p>	<ul style="list-style-type: none"> • Close liaison with Speech and Language Therapy to support delivery of intervention • Staff attending Speech and Language sessions for individual pupils • Staff attending training in Social communication and interaction • WELLCOMM programme used in Early Years • The use of Makaton is promoted whole school • Roll out of the Level 1 Makaton qualification.
<p>How do we help children with sensory impairment?</p>	<ul style="list-style-type: none"> • Space for quiet focused activities • Liaison with support services e.g., Hearing impairment team. • Pupils in Reception receive a vision check/hearing test • Regular contact with school nursing team • Use of Visual timetables in classes and in 1:1 work • Children have access to sensory equipment as needed • Adjustments made to provision in line with individual need
<p>How do we help children with emotional difficulties?</p>	<ul style="list-style-type: none"> • School based Pupil and Family Liaison officer • Access to counselling services • Staff trained in emotional Attachment difficulties • Access to support from the Behaviour and Attendance team • Access to specialist support such as the SEND team, ASD team, CAHMS, educational psychologist service, Sure Start, Virtual Schools • Small nurture groups • Circle of Friends • Indoor lunchtime facilities
<p>How will we develop social skills throughout the day, especially break times?</p>	<ul style="list-style-type: none"> • One to one support provided for pupils with EHC plans as necessary • Named adults in care plans as necessary • Playleaders at lunchtimes • Pupil workforce • Indoor lunchtime facilities
<p>How do we help children with behavioural difficulties?</p>	<ul style="list-style-type: none"> • All staff trained in positive behaviour management strategies • Structured school and classroom routines including visual timetables • Family and Pupil Liaison officer • Access to support from the Behaviour and Attendance team • Staff have been trained in behaviour management and de-escalation techniques (TEAM TEACH) • Access to specialist services such as the SEND team, ASD team, CAHMS, educational psychology, family support and Virtual Schools • Inclusion and Progress team who meet twice monthly to discuss and review pupils receiving support and in need of support • Individual behaviour charts with clear targets • Regulation training for staff • Regulation delivery from Sports Coach • Individual risk assessments where necessary • Whole school behaviour policy, rules, expectations and rewards
<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> • HLTA and TAs trained in delivering literacy through a multisensory approach • '20:20 Reading' program delivered by TA's • Reading volunteers to support 1:1 reading • Dyslexia screening • Access to support from the Cognition and Learning team • ICT based programs such as Accelerated Reader, Education City, etc. • Toe by Toe intervention

	<ul style="list-style-type: none"> • Whole school staff have completed the Little Wandle Letters and sounds revised training
How do we help a child who needs support with numeracy?	<ul style="list-style-type: none"> • Interventions delivered such as Max's Marvellous Maths, Power of 1, Precision teaching etc. • Maths based ICT resources such as TT Rock Stars • Concrete resources to support learning
How do we help a child who has medical needs?	<ul style="list-style-type: none"> • Individualised health care plans created by School nurse, SENDco, parents, medical professionals etc. • First aid trained staff • Links with health care professionals e.g. physiotherapy, occupational health, school nurse etc. • Training for staff in asthma awareness, epilepsy etc. • 'Supporting pupils with medical conditions in school' policy
How do we help a child who has English as an Additional Language (EAL)?	<ul style="list-style-type: none"> • Access to translation services • Use of iPads for translation • Use of dual language signs where appropriate • Makaton signs and symbols used to support language • Celebration of the children's heritage and own language
How do we support a child with complex and multiple needs?	<ul style="list-style-type: none"> • Risk assessments • Support from the SEN team • Appropriate training offered to staff • Close links with family to understand needs – TAF where necessary • Regular review of practice
How will we meet a child's personal care needs?	<ul style="list-style-type: none"> • Pupils encouraged to be responsible for own care needs as much as possible and staff only intervening when necessary • Intimate care policy • Clear written guidelines for staff to follow when changing a child
Which specialist services do we access beyond the school?	<p>We have access to support from the following agencies;</p> <ul style="list-style-type: none"> • Specialist Inclusion Service (ASD team and the HI service) • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • Physical and Medical Team • Counselling services • Emotional Well Being Team • CAMHS • Social Communication Interaction and Learning Team (SCIL) • Specialist Teacher support in the Early Years • Educational Social Worker • Behaviour and Attendance Team • Pre-5 team • Virtual Schools for Looked after pupils • School nursing team • Access to support from the Great Heights cluster of schools
How will we include children in activities outside the classroom	<ul style="list-style-type: none"> • Extra staff deployed on trips to meet the requirements for the risk assessments • Parents/carers consulted prior to trips • Extra-curricular clubs planned so that all pupils are able to attend a club • Differentiated plan of support for Social times e.g. play time and lunch times

<p>including school trips?</p>	<ul style="list-style-type: none"> • Use of Social stories to reduce anxieties • Additional transporting arrangements where necessary • Special arrangements for pupils to participate in Y4 and Y6 residentials
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by EYFS staff for all pupils starting the EYFS • Transition booklets provided on an individual need basis • Good links with the local Children’s Centre • Close liaison with the EYFS and Y1 staff to plan transition into KS1 • Invitation to the Secondary Schools to the Y6 EHCP meetings • Extra transition events for identified pupils • Close liaison with all other settings involved in transition – good exchange of information. • Involvement of parent partnership to support all parents in transition decisions
<p>How do we ensure that all staff are well trained?</p>	<ul style="list-style-type: none"> • Appropriate awareness sessions as appropriate for all teachers and support staff on SEND issues, for example bereavement, attachment disorder, regulation etc. • Attendance by SENDCO at local learning events and networks to keep up to date with latest research and national developments
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • Use of Notional SEND budget to support pupils through differentiated resources, additional teachers and support staff • One to one support given as specified in a child’s statement of EHCP • Use of the Local Authority ranging model to allocate resources • Careful provision mapping to match the pupils needs • Audit and evaluation of provision • All children regularly reviewed (at least once a term) and provision is matched to needs. • Allocated SEND budget to purchase additional resources
<p>How do we assess and review the progress of pupils with SEND?</p>	<ul style="list-style-type: none"> • Through the use of target tracker, which is highly precise at assessing the pupils to which year group they are working at and which targets to develop. • Regular updates of the IEP and MSP targets. • Intervention Provision Outlines are regularly reviewed. • Use of SMART targets
<p>How do we deal with complaints regarding our provision for children and young people with SEND?</p>	<ul style="list-style-type: none"> • School’s Complaints policy available to parents, included on school website

SEND Provision Map

Area of SEND	Universal provision	QFT	School Support
Cognition and Learning	<ul style="list-style-type: none"> • Physical/concrete learning resources • Enable tables including, finger spaces, pencil grips, reading rulers and word banks. • Support staff • Maths partners • Word banks in lessons • Clear instructions displayed during the input and throughout the lesson. 	<ul style="list-style-type: none"> • Target tracker and PPU meetings • Targeted group support in class • Ad-hoc same day intervention • Individualised target setting in Reading, Writing and Maths • Live marking 	<ul style="list-style-type: none"> • Planned weekly intervention • Reading 20:20 • Toe-by-Toe • 1:1 reading • Reading volunteers • Little Wandle phonics and guided reading • Bespoke spellings for the weekly test • Dyslexia font word banks • Numbots • Power of 1/Power of 2 • Max's Marvellous Maths • Dyslexia screener • Dyscalculia screener • Irlens test • Accelerated reader individual test feedback • School based Academic Mentor • Precision teaching
Communication and Interaction	<ul style="list-style-type: none"> • Visual timetables • Makaton trained adults • Working walls displaying clear vocabulary • Whiteboards for note-taking 	<ul style="list-style-type: none"> • Individual visual timetables • Use of iPad for communication • Notebooks for individual students. • Teacher planned seating plans 	<ul style="list-style-type: none"> • Social Stories • Lego Therapy • Buddy mentoring • School commissioned SALT • WELLCOMM programme (EY)

<p>Social, Emotional, & Mental Health</p>	<ul style="list-style-type: none"> • Staff trained in restorative talk • Zones of regulation • Reading corner • Dojo rewards • Worry monster/box • Embedding a mistake-friendly culture 	<ul style="list-style-type: none"> • Now/next board • Use of Zones of regulation • Brain breaks 	<ul style="list-style-type: none"> • School Family and Pupil Liaison Officer • Lunchtime Play Leaders • Reward charts • Pupil workforce (Y5 Y6) • Individual risk assessments • Choosing time
<p>Sensory & Physical</p>	<ul style="list-style-type: none"> • Trained Sports Coach • Team Teaching with class teacher and Sports Coach 	<ul style="list-style-type: none"> • Regular handwriting practice • Angled-writing boards • Pencil grips • First aid trained staff 	<ul style="list-style-type: none"> • Gross/fine motor intervention • Write From the Start • Accessibility planning to consider the needs of a pupil • Bespoke PE lessons adapted for pupils • Individual risk assessments

SEND Report: Autumn 2024

School	Russell Hall Primary School
Date of report	October 2024
SENDCo	Zoe Douthwaite
SEND Governor	

SEND Profile

- At the beginning of October 2024, there were 57 children on the SEND register (including Nursery)
- This equates to 26.51% of the school population (incl. Nursery)
- 12 children have an Education Health Care Plan (EHCP)

	SEND (R1-3)	EHCP (R4+)
Nursery	2	0
Reception	3	2
Year 1	9	0
Year 2	3	3
Year 3	4	3
Year 4	4	2
Year 5	10	1
Year 6	10	1

Primary Areas of Need

Area of Need	Communication & Interaction	Cognition and Learning	Social, Emotional & Mental Health	Physical & Medical
Number of Pupils	11	12	28	6
% of SEND Register	19%	21%	49%	11%

NB: Some children may additional secondary needs

Other Vulnerabilities

Pupil Premium	21 Pupils (36.8% of SEND Register)
Attendance	SEND support – 93.04% EHCP- 90.55% Non-SEND – 95.13%

Gender of Pupils on SEND Register	
Boys	31 Pupils – 54%
Girls	26 Pupils – 46%

Achievement of Pupils with SEND (in-year data)

EYFS	
GLD (Local)	61.5%
GLD (Local SEND)	16.7%
GLD all pupils (School)	67.7%
GLD SEND pupils (School)	57.1%

Year 1 Phonics	
Working at Expected Standard (National)	77.3%
Working at Expected Standard (National SEND)	43%
Working at Expected Standard (School)	66.7%
Working at Expected Standard (School SEND)	16.7%

Year 2 Phonics	
Working at Expected Standard (School)	71%
Working at Expected Standard (School SEND)	25%

KS1 Attainment	Reading	Writing	Maths
Working at Expected Standard (School)	51.6%	58.1%	71%
Working at Expected Standard (School SEND)	25%	25%	50%

Multiplication Check	
Local Authority Average	21.6
School Average	20.1

Achieved 25/25 in school	12/30 40%
School SEND achieving 25/25	54%

KS2 Attainment - National	Reading	Writing	Maths
Working at Expected Standard (National)	74%	72%	73%
Working at Expected Standard (School)	50%	73.3%	63.3%
Working at Expected Standard (Local)	38.6%	28.7%	37.5%
Working at Expected Standard (School SEND)	0%	44%	33%

KS2 Attainment - Teacher Assessment	Reading	Writing	Maths
Working at Expected Standard (School)	80%	73.3%	63.3%

Progress SEND pupils	Reading		Writing		Maths	
	SEND	Non SEND	SEND	Non SEND	SEND	Non SEND
Exp progress 6 points						
Reception	90%	96.8%	90%	96.8%	100%	100%
Year 1	50%	79.3%	50%	55.2%	0%	69%
Year 2	75%	83.9%	25%	71%	87.5%	90.3%
Year 3	0%	66.7%	0%	59.3%	33.3%	74.1%
Year 4	63.6%	75%	81.8%	85.7%	81.8%	89.3%
Year 5	60%	75.9%	50%	72.4%	40%	69%
Year 6	70%	83.3%	80%	90%	100%	93.3%

Actions

- Ensure provision mapping and intervention in all year groups matches need.
- SEND case study
- To improve outcomes for pupils with SEND so that they are in line or exceeding national and regional average.
- Improve intervention and catch up.
- Ensure that intervention is monitored for effectiveness.
- Meet needs of pupils with SEN by embedding the provision in the nurturing classroom.
- Enhance playtime provision to support pupils with SEN.
- Further training opportunities in Team Teach, Makaton and supporting ADHD.
- To improve provision of phonics for those with SEN.