EAST MORTON CE PRIMARY SCHOOL

SEND Information Report

This policy applies unless overridden by any other emergency response guidance, which is in place.

SEND Information Report – information reported in-line with Regulation 51/Schedule 1 of the Special Needs and Disability Regulations 2014

Mission Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

The Governing Body has responsibility for ensuring that the school meets its duties under the Equality Act 2010 and the SEND Code of Practice. The SEND Governor works alongside the SENDCo in monitoring provision.

The kinds of Special Needs for which provision is made at our school

We use the term "Special Educational Needs" if a child:

- Has a learning difficulty or disability which calls for special educational provision to be made for them. This may affect learning, communication, social interaction, emotional wellbeing, sensory access or physical development. Identification is based on a range of evidence and not solely on attainment data.

- Has a disability, which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- Communication & Interaction needs including Autistic Spectrum Disorder, Speech Language & Communication Needs and Speech & Language needs.
- Cognition & Learning Needs including Moderate Learning difficulties and Specific Learning Difficulties.
- Social, Emotional and Mental Health (SEMH) needs, including ADHD
- Sensory & Physical Needs including Visual Impairment & Hearing Impairment and Physical Difficulties

What do I do if I think my child or young person may have special educational needs?

If you have any worries or concerns about your child, you can discuss these with:

- Your child's class teacher, who has a central role in supporting the progress and well-being of your child
- Our Inclusion Leader and SENDCo, Mrs Emma Petts, can be contacted by email sendco@emp.bdat-academies.org or by telephone on 01274 569447.
- You may also wish to arrange an appointment with your child's GP if you feel that this is appropriate.

Parents and carers are involved in all stages of the SEND process. They are consulted when concerns are identified, involved in planning support and invited to review the impact of provision.

Policies for identifying children and young people with SEND and assessing their needs

The SEND Guidance on Bradford Schools Online is used to assess pupils. (The Matrix of Need) Within each area of need there are descriptors. Once a need has been established for a pupil the advice is then followed. The suggested strategies are used alongside Quality First Teaching. Within each category of need there is advice as to the best resources to be used.

Children's needs should be identified and met as early as possible through:

- The analysis of data (entry profiles, Foundation Stage Profile scores, reading ages, whole-school pupil progress data, information from previous settings, information from other agencies).
- Classroom based assessment and monitoring arrangements.
- Ongoing discussions between the Class teacher, Inclusion Leader and SLT through formal (Pupil Progress Meetings) and informal methods.
- Following up parental concerns.
- Tracking individual progress over time.
- Undertaking more in-depth individual assessments (may be using commercially available assessments) to deliver appropriate and useful information on a pupil's needs.
- Involving external agencies where it is thought that a SEND is significant.

East Morton follows the Assess, Plan, Do, Review cycle. Pupils' needs are assessed, support is planned collaboratively with parents and pupils, interventions are implemented and progress is reviewed regularly. This cycle is repeated to ensure provision remains effective.

How will school support my child's learning?

The provision plan for all children with special educational needs is overseen by the Deputy Headteacher in liaison with the child's class teacher. The curriculum is adapted as is the learning environment to meet the needs of the children to maximise outcomes whilst supporting them both educationally and emotionally. Work is differentiated to meet the needs of all pupils and may involve small group work or one-to-one with an adult. The Special Educational Need and Disabilities Coordinator (SENDCo) works in consultation with the class teacher to plan the curriculum in light of any necessary adaptations and amendments for particular needs.

A team of individuals offering specific areas of expertise, ranging from academic, pastoral, health and guidance may work with your child depending on their needs during their time at East Morton.

Parents and carers are kept up to date with their child's progress through our termly parents' meetings, where the impact of interventions can be measured.

Where a pupil has an Education, Health and Care Plan, provision will be implemented in accordance with the outcomes and recommendations detailed within the plan. Annual reviews will be held in partnership with parents, pupils and involved professionals.

Pupil progress meetings are held termly and the progress of pupils with SEND is reviewed. Interventions are reviewed and new strategies are put in place where necessary.

How will school support my child in the activities of the school?

We ensure that all pupils are able to access all school activities and no pupil is ever excluded unless the activity would cause a danger to the pupil because of a physical disability. Adult support will be provided to ensure the safety of any pupil with SEND if required. We make all amendments feasible to ensure that all our pupils are able to engage in the curriculum and extra-curricular activities working with professionals and other providers. Our SEND pupils are included on **all** educational visits and residential visits, where staff liaise with the location and partners to ensure their needs are met whilst taking a full part in activities. Additional staff or alternative transport arrangements would be arranged if required.
Arrangements to support children in attending afterschool clubs will be made to support their engagement.

How do we consult with pupils involving them with their education?

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels through discussions with the class teacher around their targets and the progress they are making towards them. The SENDCo will also use 'pupil voice' sessions to gather information as to how well things are going and what else needs to be improved throughout the year as well as inviting pupils to comment regarding their provision as part of their annual review.

How accessible is the school?

The school makes reasonable adjustments to ensure disabled pupils can access the curriculum, information and physical environment. Information can be provided in alternative formats where required.

The current East Morton Primary School building opened in 1977 and has expanded considerably since. Some of the building and surrounding areas are difficult to reach due to a sloping site although many parts of the school can be accessed by using the stair lift and there are very few parts of the school to which disabled pupils have limited or no access at the moment. Some aspects of extra-curricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible. We regularly review our accessibility in conjunction with health & safety.

For additional information please refer to the Accessibility Policy.

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to our parents' consultations, which take place once each term, parents are kept informed as needed, for example through home-school communication books or additional informal meetings or phone conversations.

What support will there be for my child's overall well-being?

We recognise the importance of pupils' emotional wellbeing and mental health and offer a range of support at East Morton for children.

- Pastoral support workers - work with children individually

- SENDCo/Inclusion Leader
- Mental Health Practitioners
- Reverend Linzi Blundell
- Support Assistants – support children in class
- Specialist support for children or young people with Physical or Medical difficulties

East Morton operates a zero-tolerance policy towards bullying and further details can be found in the Anti-bullying policy.

How do we prevent disabled pupils from being treated less favourably than other pupils?

East Morton CE Primary fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics (such as disability) are not discriminated against and are given equality of opportunity. We take every step possible to prevent pupils with disabilities being treated less favourably than other pupils and encourage an ethos of inclusion within the academy. We are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. East Morton CE Primary will make reasonable adjustments to meet the needs of disabled pupils and implements an accessibility plan. The accessibility plan identifies where there may be issues for pupils with a disability and how as a school we would address this.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?

At East Morton we can access support from a range of other services including, Educational Psychologists, Speech and Language therapists, Occupational therapists, specialist teachers, CAMHS (Child and Adolescent Mental Health Services) and Barnardo's Parent Partnership.

What training and development is done by staff supporting those with SEND?

Training and guidance is given to all staff on a continual basis at East Morton. Support is available from the LA SCIL team for a range of different needs and training provided by BDAT (Bradford Diocesan Academy Trust).

How will the school help children transfer to the next phase of education?

Planning for transition is ongoing through Personal, Social and Health Education lessons as well as additional support from the Learning Mentor where necessary. As a school we encourage additional transition visits with both small groups and individuals and fully engage in initiatives provided by our local secondary schools.

There will be regular discussions between the current and the SENDCo in the next phase to ensure that all information is passed on effectively.

How are the school's resources/funding allocated and matched to children's needs?

The school receives delegated SEND funding as part of its overall budget. Decisions about provision are made according to a pupil's identified needs and may include staffing, specialist resources, intervention programmes or external agency support.

What admission arrangements are in place for children with SEND?

At East Morton CE Primary we follow the Local Authority admissions policy that ensures no child is disadvantaged because of any additional needs.

For additional information please refer to the Bradford Admissions Policy.

Admission Arrangements - Primary Community and VC Schools 2026-2027.pdf

What should I do if I wish to make a complaint?

If a parent is concerned about anything to do with the education we are providing at our school or the well-being of children, they should, in the first instance, discuss the matter with their child's class teacher.

Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Inclusion Leader/Deputy Headteacher, Mrs Petts.

Should the situation not be resolved then the procedures located within the complaints policy will need to be followed.

Who can I contact for further information?

For more information about East Morton's personalised local offer, please visit the Policies page of our school website or contact Mrs Petts via the school office or email address above.

http://www.eastmortonceprimary.co.uk/useful-information/policies/

To see Bradford Education's Local Offer please visit:

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

Related Policies

- Accessibility
- Admissions
- Equality and Inclusion
- Complaints

Headteacher: A. Proctor

Governor Approval: A. McGonigle

Date: 1st October 2026

Next Review date: September 2027