



SEND INFORMATION REPORT OCTOBER 2025

INSPIRATION, ASPIRATION, DETERMINATION

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote our school values and develop our children to become role models, preparing them for life.

Through our motto Inspiration, Aspiration and Determination, we aim:

1. To ensure our children are safe, happy and achieve their potential.
2. To celebrate achievement and diversity and to strive for continuous improvement and excellence.
3. To improve life chances by providing opportunities to develop skills for learning, life and work.
4. To work effectively in partnership with our parents, carers and community.
5. To nurture self-esteem and develop a love of learning through curiosity, talent and creativity.

INTRODUCTION

We are a popular, large Primary School located on the Heaton-Manningham border in Bradford. Catering for pupils in the 3 to 11-year-old age range, we never forget that our parents and community have entrusted us to do the very best for their children and our team of dedicated and skilled staff work hard to ensure that we succeed for every child in our care.

We are a dedicated and hardworking school that aims to be at the forefront of new initiatives to raise standards and broaden the range of experiences available for our pupils. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate progress targets are set for all children with a curriculum matched to their needs. The school ensures that arrangements for providing access to learning, curriculum, extra curricula activities and most areas of the school grounds are barrier free and do not exclude pupils. Additional support will be provided if necessary.



We:

- are an Elklan accredited Communication Friendly school
- have the Healthy Minds Chartermark Silver award and we are part of the Mental Health Champions in Bradford
- Have a Gold School Games award
- Members of the Language for Learning team, promoting Oracy in schools
- One of six schools in The Priestley Academy Trust

Across the Priestley Academy Trust, we are deeply committed to fostering inclusive and collaborative practices that ensure children and young people with special educational needs and disabilities (SEND) thrive. Our schools work in partnership to share expertise, resources, and training opportunities, creating a unified network of support that meets a diverse range of needs. Through regular joint planning, staff development sessions, and cross-school visits, we build capacity and strengthen provision, empowering both families and professionals. This coordinated approach not only promotes consistency in high-quality care but also enhances outcomes for every learner, making our collective local offer dynamic and responsive.

We work collaboratively with a number of services to ensure children with SEND can thrive in school and out of school and a multi agency approach allows us to work together toward a common goal. When educators, specialists, therapists, and families share insights and expertise, students benefit from a more holistic and tailored approach to learning, including educational psychologists, specialist teachers from the local authority and speech therapists.

As SENDCos we are aware of the importance of supporting our teachers and pupils with their mental health and emotional well-being. To enhance this SENDCos have attended a range of training throughout the year including de-escalation and mental health training as well as colour coding and quality first teaching across the Trust. The SENDOo's have worked closely with leaders across the Trust and Maths has been an area of focus which will continue into the next academic year. All the Priestley Academy Trust schools have been supported to improve the mental health of identified pupils through commissioned Counsellors from Step2 and a number of schools have mental health practitioners based in them.

This collective approach means students receive more targeted help, are better understood, and can thrive both academically and personally.

WHO ARE THE SEND INCLUSION TEAM?

Our SEND Inclusion Team consists of:

- Sarah Hodge & Sarah Johnson: Co-Head teachers
- Rupreet Basra: Special Educational Needs Coordinator
- Nazia Younas: Governor with responsibility for SEND

Appointments can be made with the SENDCO or any of the above members of school staff through the Office on 01274 495934.

At Margaret McMillan we have teachers and support who:

- can promote Oracy in schools and use ELKLAN strategies (Speech language and communication needs)
- are able to use WellComm and Colour Coding to support children with speech and language needs.
- are trained to support children with neurodiverse conditions
- are able to identify and give advice on Specific Learning Difficulties
- are able to de-escalate complex behaviour episodes and safely manage pupils who are anxious with staff that are Positive Handling trained.
- are able to use Precision Teach and similar strategies to support learning of basic skills in multi-sensory ways
- are able to use Lego therapy and other interventions to develop communication and social skills
- can offer use of a sensory room to support sensory regulation
- are mental health first aiders that can support children and adults with their mental health
- are trained in restorative practice and using emotion coaching strategies
- are able to access advice from the school's link teacher from the SCIL team, part of Bradford SEND services.

This is our Local Offer at Margaret McMillan Primary School. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. Our Local Offer is subject to change based around budgetary restraints and policy reviews.

The Bradford and District 'Local Offer' for families and pupils with SEND can be found at <https://localoffer.bradford.gov.uk/>

WHAT IS THE RATIONAL ON SEND AT MARGARET MCMILLAN PRIMARY SCHOOL?

"Our Vision for children with SEND is the same for all children and young people, that they achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). we want them to achieve well in their early years, at school and in college and lead happy and fulfilled lives"
 SEND Code of Practice Department for Education 2014

We are committed to providing an appropriate and high quality education for all children living in our local area. We believe that all children, including those identified as having Special Educational Needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and which includes them in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion; responding to learners in ways which take account of their varied life experiences, learning styles and individual needs. We provide equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background.

Staff are trained and experienced in meeting the needs of learners who have difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory or Physical needs.

HOW ARE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IDENTIFIED?

“Pupils are identified as having SEN when they have a greater difficulty in learning than the majority of children of the same age and/or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the areas of the Local Education Authority.”

SEND Code of Practice Department for Education 2014

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing at a satisfactory rate, and who may have additional needs. This includes:

- Baseline assessment results, using Bradford SCIL Team's baseline assessments.
- Early Years progress observed and measured in Development Journal and plotted on Bradford's Progress for Children in the EYFS Grid.
- Progress measured against the Progress Steps (B Squared Connecting Steps) and plotted on Bradford's Progress for School Age Children Grid.
- Benchmark assessments of reading
- Standardised screening and assessment tools eg: WellComm, Salford Reading Test, TALC, BPVS, early reading observation
- Observations of behavioural, emotional and social development
- Sensory profiling tools
- Evidence from an existing Education Health and Care Plan
- Assessments by a specialist service, such as educational psychology, specialist teachers from the SCIL team, speech and language therapists, physiotherapists and other medical professionals identifying additional needs.
- Another school or LA which has identified or provided for additional needs

HOW CAN PARENTS/CARERS RAISE A CONCERN OR COMPLAINT?

Parents are always welcome to ask for an appointment to discuss any concerns about their child with the class teacher, Phase leader (PL) and SENDCo. At Margaret McMillan Primary school, we have an open door policy which encourages partnership with parents/ carers.

Any concern should initially be raised with the class teacher. If required a joint meeting with SENDCo or Phase leader (PL) will be arranged. If this is not sufficient refer to the school Complaint Policy for further steps.

THE GRADUATED APPROACH TO SEND AT MARGARET MCMILLAN PRIMARY SCHOOL

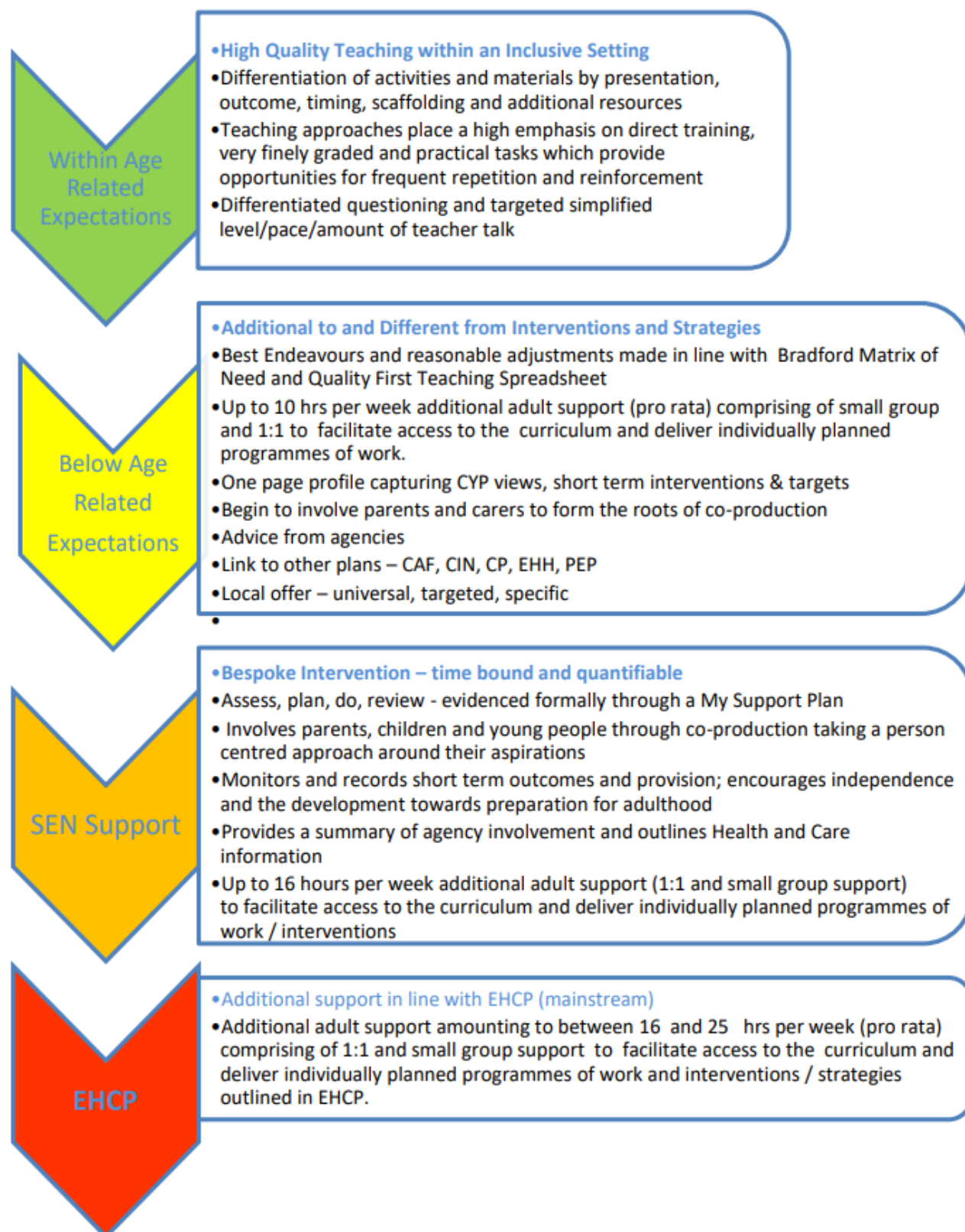
At Margaret McMillan Primary School, we monitor pupils progress through a graduated approach, stepping up or pulling back support as required. Parents and Carers are invited to regular meetings with teachers where decisions can be made collaboratively. Some children will have a termly Individual Learning Plan (ILP) which shows the targets and support given to a child. These targets are set and worked on by the staff, children and parents. Where appropriate, the views of the child are always taken into account. These targets are reviewed each term to see what progress has been made.

Some children may need a My Support Plan. This is a more in-depth plan to show what outside agencies are involved and suggest the additional support we can put in place. A My Support Plan does not provide any extra funding.

For pupils with higher levels of need these meetings may include the SENDCo, and for pupils with an Education Health and Care Plan (EHCP) there will always be a formal annual review meeting where the effectiveness of the provision provided for the pupil is judged and reported on.

We follow the Bradford Council's 'Matrix of need' for assessing children with special needs:

The Bradford Graduated approach:



INTERVENTION

HOW DO WE SUPPORT CHILDREN WITH ACCESSING THE CURRICULUM?

- Class teachers (with support from Phase Leaders) know the profile of their class and individual needs; learning activities are planned to match children's learning needs.



- The environment is communication friendly, stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently.



- Children supported at SEND Support will receive individual and /or group support within and/or outside the classroom dependent upon the individual needs of the child.
- All staff know and understand the needs of all pupils.
- Additional provision will be made to ensure that children with SEND will get the most out of all educational visits. Children with SEND may sometimes benefit from additional visits outside ordinary class visits.



- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- Children supported through an Education, Health and Care Plan, will have some support available from an additional adult/s directed by the Class Teacher and SENDCo
- Classes are well resourced and for children with additional needs, specialised equipment can be arranged.
- Children with an EHCP or significant additional needs can benefit from accessing our newly developed sensory room. This can help them with their emotional regulation and sensory needs, allowing them to be more settled so they are ready to learn.



- School will work closely with parents providing them with support, resources and activities to work with children at home.

HOW DO WE SUPPORT CHILDREN WITH ENGLISH AND MATHEMATICS?

Strategies and interventions are in place to support literacy and numeracy. Teachers and Teaching and Learning Partners make sure the classroom environment is language rich and have well-organised wall displays to support learning in all areas of the curriculum. Concrete resources are readily available for all children to use.

For children with specific learning needs activities may include:

- All KS1 and Reception pupils engage on daily phonics session: Little Wandle.
- Reinforcement and pre-teaching in small groups (e.g. Little Wandle Keep Up program)
- Specific programmes for developing language understanding (e.g. WellComm)
- Targeted group literacy interventions
- Interventions to support motor skills
- Use of tablets and technology to assist learning
- Specific resources to differentiate writing.
- Specific programmes for literacy (e.g. Precision teaching).
- Assessment tools (such as Cognition and Learning Team Baseline Assessment, TALC)

HOW DO WE SUPPORT SPEECH AND LANGUAGE DEVELOPMENT?

Oracy skills underpin learning activities across the curriculum and staff are trained in Elklan strategies. Children are referred to the Speech and Language Therapy service in consultation with parents if they have a speech and language need. Support is given across school to work on targets set by therapists.



When required, we welcome therapists into school to observe pupils, or endeavour to attend workshops provided by the service to learn strategies to support individual pupils. Children in Reception and KS1 are also helped through other speech & language interventions to develop their understanding of language.

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities as well as using non-verbal cues such as objects of reference and visuals.

HOW DO WE SUPPORT PUPILS WITH SOCIAL COMMUNICATION DIFFICULTIES (INCLUDING AUTISM)

Specialist teachers and support staff work collaboratively with teaching staff to meet these pupils' needs, individually, in groups and within their mainstream classrooms. These pupils are reviewed and assessed as part of their statutory annual review cycle. The assessment tools we can use include the Autism Progression Framework (AET), Engagement Model, Sensory profiling tools as well as resources from the SCIL team for Communication & Interaction.

Children with social communication difficulties, and in the early stages of communication are helped through Intensive Interaction activities. 'Social stories' or comic strip conversations may be used to help their understanding. The sensory room provides a safe space to support children with sensory processing difficulties. Key staff are trained in Positive Handling and de-escalation strategies.

HOW DO WE PROMOTE POSITIVE BEHAVIOUR?

The Behaviour Regulation Policy describes the high standards of behaviour and conduct expected in school. There is also an emphasis on creating a welcoming and nurturing environment and developing positive learning behaviours, which encourage children to make positive, safe choices leading to good outcomes. Our aim is to equip children with skills to manage difficult situations and overcome barriers to learning and behaviour. We make sure a child's difficulties or challenges are known to all staff in order that they understand the possible reasons behind behaviour and how to respond. In class, a Teaching & Learning Partner may support targeted children to stay on task and focused on learning. In the playground, staff may involve targeted children in specific activities. Some children who find good behaviour choices a challenge may need additional help such as Socially Speaking and Lego Therapy group interventions, home – school behaviour charts, reward schemes, behaviour diaries and one to one support.

Where difficult situations have occurred, senior staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again.

Where it is deemed appropriate advice will be sought from the SCIL team, Educational Psychology (EP) team or the social, emotional and mental health (SEMH) team or CAMHs. If appropriate, in consultation with the parents, the initiation of a CAF/ Early Help is instigated. This can include parents being referred to the Family Links Nurture Programme or other relevant support services.

HOW DO WE SUPPORT CHILDREN'S EMOTIONAL WELL-BEING?

School has gained the Silver Healthy Minds Chartermark. Emotional well-being is supported primarily through Quality First Teaching and our school motto of Inspiration, Aspiration and Determination. The SCARF Education programme is used to help children develop the skills around Safety, Caring, Achievement, Resilience and Friendship. The SENDCo is also the Senior Mental Health lead and can refer to external agencies if Mental Health support is needed. A qualified counsellor from Step Two Counselling works with identified pupils on a blocked weekly basis at school.



To promote positive friendships, we may use a Socially Speaking or Circle time involving the whole class. Some pupils may benefit from SEAL and Lego groups or one to one intervention from trained staff.

Parents can seek advice and support from the SENDCo and phase leaders. School may also seek advice and support from external agencies, such as Educational Psychologist, CAMHS, or school nurse team, if necessary.

HOW DO WE SUPPORT CHILDREN'S PHYSICAL NEEDS?

We look to support children's physical needs primarily through Quality First Teaching and our school values of respect and responsibility.

Children with mobility or sensory additional needs, or for whom Physiotherapists and Occupational Therapists provide specific advice and guidance, access small groups following planned activities to meet their needs and develop their gross motor skills. for target children.

All of the learning spaces in Margaret McMillan Primary School are accessible to all. The building has ramp access and facilities to accommodate physical disabilities. Pupils with long term mobility difficulties have risk assessments and Personal Emergency Evacuation Plans completed by key staff and verified by the Senior Leadership Team. These are reviewed at least annually, as children move through the school.

HOW DO WE SUPPORT CHILDREN'S MEDICAL NEEDS?

Members of the school nursing team visit school regularly to give advice and training to staff, and to carry out planned checks and screenings with children.

Medicines are stored safely in the school office. There is a medicine policy which is adhered to.

We have personal care changing facilities across our school premises. Staff work together to ensure personal care requirements are completed whilst maintaining the child's dignity and moving forward towards independence, this is in line with the school's intimate care policy as needed.

Where possible pupils with asthma inhalers are responsible for these themselves. Children with Adrenaline auto-injectors (Epi Pen) all have a care plan in place. The teachers are first aid trained and training is updated as required. Asthma, Epilepsy and Epi pen training is given to key staff.

HOW DO WE SUPPORT CHILDREN WITH ADDITIONAL NEEDS WITH EXTRA-CURRICULAR ACTIVITIES?

Some children at Margaret McMillan Primary School may need additional support during break and lunch times. We have playground leaders, or an adult will be delegated to ensure the safety and social inclusion of pupils where necessary.

We run a variety of after school clubs depending on the needs of children. Clubs may include: arts and crafts, chess, a variety of sports clubs, gardening and ICT. This list is not exhaustive and changes termly. Places are available for any child who is interested on a first come basis. Additional support will be provided if required, based upon the needs of the participating child.

HOW DO WE WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

At Margaret McMillan our open door policy encourages partnership with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times of day and of the year which enable parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs. We seek to help families access the best advice and support for their children.

We offer drop in sessions with our local Early Help co-ordinator, half termly SEND coffee mornings for parents and carers led by the SENDCo and weekly parent and toddler sessions led by the Early Years phase leader.

These are proving successful ways for parents to feel less isolated and share their concerns with other families and are also opportunities for parents and carers to tell us what is or is not working from their perspective or make new suggestions.

HOW DO WE WORK IN PARTNERSHIP WITH OTHER AGENCIES?

Within school we have an extensive knowledge of services to support children and families in the local community. We liaise closely with external services including, but not restricted to:

- SEND Bradford SCIL Teams: High Incidence Team: Early Years, Cognition and Learning, SEMH, Early Intervention and Autism; and Low Incidence Team : Visual and Hearing Impairment.
- Educational Psychology Service (including commissioned additional hours)
- Health Professionals: Health visitor, School Nurse, Physiotherapy, Paediatricians, Speech and Language Therapy Services, Child and Adolescent Mental Health Services
- Social Care & Early Help agencies.
- Parent Support Agencies including SENDIASS
- Other charitable Agencies eg Downs Syndrome Support Centre, Bingley
- Step 2 counselling service

JOINT STATEMENT OF SCHOOL, GOVERNOR AND LOCAL AUTHORITY RESPECTIVE RESPONSIBILITIES FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY

INTRODUCTION

This Statement sets out in summary form, the respective responsibilities of schools, governors and the LA in order to ensure that the additional needs of pupils identified as having special educational needs (SEN) and/or a disability are met; in a timely and effective way, with minimum bureaucracy.

Parents and carers need to feel confident that schools have secure systems in place and that they offer a flexible range of provision available to meet the individual needs of

each and every-one of their children. They want to be listened to and treated with respect. Where children have additional needs and advice from outside agencies is required, parents want to be fully involved and also be confident that schools are able to respond to that need as quickly as possible. The LA is required to publish the arrangements for SEN. Parents and carers of children and young people will therefore be informed that all schools receive funding within the notional and delegated budget to enable them to make provision for children with SEN and that, schools have the autonomy to make arrangements from within their existing staffing or to seek external advice and support.

Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties under the Education Act 1996:

Schools and Governors must ensure:

- That to the best of their endeavours, the necessary provision is made for any pupil who has SEN.
- That where the head teacher or a nominated governor has been informed by a LA that a pupil has SEN, those needs are made known to all who are likely to teach or support that pupil.
- That teachers are aware of the importance of identifying and providing for pupils who have SEN.
- That a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- That they report to parents on the implementation of the school's policy for pupils with SEN.
- That they, have due regard to the statutory guidance within the current SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- The school must ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The current SEN Code of Practice explains there is a continuum of SEN and that, where necessary, increasingly specialist expertise should be brought to bear on a child's difficulties. The Code of Practice describes this as a graduated approach to addressing children's SEN. The Code suggests that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on additional or different interventions.

If little or no progress continues to be made, school staff should consider seeking external support. At this stage, external support services should be helping to develop interventions aimed at addressing a child's continuing barriers to achievement. However, the Code is clear that the involvement of external specialists can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child with SEN continues to make little progress despite the support provided through the school's SEN provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the

resources ordinarily available to school, the school should consider asking the local authority to undertake a statutory assessment of the child's SEN, either as set out in Chapter 7 of the SEN Code of Practice or through a request for an education, health and care plan (Sept 2014).

RESPECTIVE RESPONSIBILITIES OF THE LA, SCHOOL AND GOVERNING BODY

The policy of the LA and partners is to encourage all schools to provide for children with special educational needs within their own locality area in accordance with the Education Act 1996.

It should be remembered that additional resources for children/young people with SEN are provided to supplement schools' own resources and are not instead of them. It is not expected that resources will usually be delivered on a 1:1 basis with an individual child but rather there will be effective and flexible deployment of resources. Decisions on how best to support children/young people will always take into account the context within which the child is educated.

FUNDING FOR PUPILS WITHOUT A STATEMENT OF SEN OR EDUCATION HEALTH CARE PLAN (EHCP) SEPTEMBER 2014

Schools should make clear to Governors and parents the sum of money within the school's budget that has been generated through the school budget formula for SEN.

Schools must:

- Identify children with SEN and ensure provision is made in accordance with the SEN and Disability Codes of Practice.
- Appoint a SENDCo.
- Invest in whole school and targeted training for staff.
- Ensure inclusive teaching and support practice is embedded throughout the school and that all teachers understand that they are 'Teachers of SEN'.
- Provide information on school arrangements for SEN to parents and governors.
- Consider pre-emptive arrangements for pupils present and future with a disability.

Governors must:

- Appoint a SEN Governor to have oversight of the arrangements for SEN.
- Know how many pupils in the school have SEN.
- Know how much money the school gets for SEN and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEN and/or disabilities.
- Review and approve the SEN policy and any other relevant policies.
- Monitor the expenditure on SEN.
- Monitor the progress of SEN and ensure that the provisions specified in statements of SEN are made.
- Ensure that SEN provision is integrated into the school improvement plan.
- Publish on a school website the school SEN policy and a description of the arrangements and specialist provisions made for children with SEN.

The LA must:

- Ensure a sufficiency of provision for pupils with SEN and review it annually.
- Make arrangements for the Statutory Assessment of Pupils and maintain and review Statements of SEN and EHC Plans.
- Publish information on SEN funding and provision.
- Monitor the progress of children with SEN.
- Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service.

RIGHT OF REDRESS:

Parents have the following rights of redress, should the school, Governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school or LA complaints procedure
- An appeal to The SEN and Disability Tribunal (LA decision)
- A claim against the responsible body (Chair of Governors or LA) for disability discrimination to the SEN and Disability Tribunal
- A complaint to the LA Ombudsman (Schools and LAs)