The Local Offer or Summary of Provision
for children and young people with special educational needs or disabilities (SEND)
September 2026

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).

Harden Inclusion Team

Mrs Leanne Ruddock – Headteacher, Designated Lead for Child Protection
Mr Richard Atkins- Deputy Head Teacher, Designated officer for Child Protection, Core curriculum leader
Mrs Hannah Bott- Special Needs Coordinator
Miss Jessica Roe –Assistant head teacher, Curriculum leader. EYFS lead, Designated officer for Child Protection
Mrs Rachel Lockwood - Governor for SEND

Ethos

Governors and staff at Harden Primary School are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

We will provide this by encouraging all children to follow the Six Ways to Shine.



SEND and the Graduated Approach at Harden

Children may have special educational needs that require additional support when progress has slowed or stopped.

We implement a graduated approach based on Bradford Council's Matrix of Need document .This document suggests the level of provision to be made for children in each category of SEND. It also outlines available support from Bradford Council and the level of funding which could be expected.

Stage 1 - Quality First Teaching
Stage 2 – Below Age Related Expectations
Stage 3 - SEND Support
Stage 4 – Education and Health Care Plan (EHCP)

Our offer at Quality First Teaching, Below Age Related Expectations and School Support for each area of SEND is described below. This replaces the previous 'Range Guidance' model. The Matrix of Need covers provision in four areas:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

If a child has an Education, Health and Care Plan, we provide the personalised support detailed in the plan.

Details of Bradford's revised Matrix of Need can be found here:

Bradford Matrix of Need :: Bradford Schools Online

Leadership

Special Educational Needs and Disabilities is co-ordinated by Mrs Leanne Ruddock (the Headteacher) and Mrs Hannah Bott (Named SENDCo). They work closely with the leadership team and have responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. Mrs Bott holds the national qualification for SEND Coordination.

The SENDCos, the Leadership Team and the Governing Body will monitor and report on the success of SEND provision with pupils with SEND in a variety of ways;

- Monitor and evaluate the success of short and medium-term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND in termly pupil progress meetings.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of all vulnerable pupils including SEND.

Teaching, Learning and Curriculum

We offer a wide-ranging curriculum which links to the building of children's skills. Lessons are differentiated using a range of techniques allowing all children to access learning.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff including teaching assistants have access to quality professional development. Children with a high level of SEND may have 1:1 support for a high proportion of the time where appropriate if their special needs funding allows this.

Parents and children have the opportunity to review their child's Personal Learning Plan / Provision map with the class teacher each term during parents' evening. At the meeting, next steps will be agreed. These will be shared with the SENDCo. Care plans are reviewed annually between parents, health professionals and the SENDCo.

We offer a number of interventions to support children's learning. These include:

- Daily reading with an adult for children for children working below age related expectations for reading / use of Little Wandle interventions.
- 'Write from the start' handwriting intervention.
- Daily phonics from Reception to Year 2 and phonics 'catch up' sessions for older pupils.
- Daily precision QF teaching.
- A variety of group pastoral sessions to support children with social, emotional and mental health difficulties.
- Use of assistive technology such as Clicker 7.
- A wide variety of group interventions for maths and literacy.
- Blank level speech and language intervention.
- One-to-one mentoring to develop social and emotional understanding including the 'Dog mentor' programme.
- The Zones of Regulation tool.

Teaching and support staff access regular training to enable them to support children with a range of needs.

The classroom environment is conducive to learning through Maths, English and wider curriculum displays and the use of working walls which reinforce appropriate vocabulary and celebrate children's achievements.

The school will work closely with specialised support services to ensure that the building is suitably modified according to the needs of pupils with disabilities.

Effective transition exists between Harden Primary School and the local high schools. Children in Year 6 get the chance to visit their high schools for a whole day in the summer term, with additional visits for our vulnerable pupils which are arranged after this. We also liaise closely with feeder nursery/ Pre schools to ensure the smooth transition of younger pupils with additional needs to our setting.

There is a strong emphasis throughout the day on developing the children's Personal, Social, and Emotional skills/development. Discussing and recognising our feelings is embedded within our daily routines. We support the children to recognise what zone they are in and give them strategies of how to stay or change from a particular zone. It is a vital tool to help children recognise, manage and control their emotions.

Teaching and support staff access regular training to enable them to support children with a range of needs.

Partnerships

Harden Primary School has good links to organisations which can offer specialist provision for our pupils. These include:

- Services available through the Bradford Council such as educational psychologists, SEND caseworkers, specialist teachers from the learning or the behaviour teams and staff who support children with visual or hearing difficulties.
- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Support from the school nurse who can offer advice regarding children's health issues, help to write health care plans or help families to access other health provision.
- Support from the physical and medical team at Bradford Council who can offer support and advice regarding children's physical development and acquisition of motor skills.

Frequently Asked Questions

What do I do if I think my child may have special educational needs?
If your child is already at the school, you will be given chance to meet with their class teacher each term. Initial concerns can be expressed in this meeting and the class teacher may be able to offer small group intervention work to help your child. If more specialised help is required, such as that offered by an outside agency, Mrs Hannah Bott or Mrs Leanne Ruddock, who are the school's SENDCo, will become involved and they will refer to the relevant agencies if your child's needs meet their thresholds.

How will school support my child?
Educational targets for SEND children will be reviewed and next steps will be agreed by parents, children and the class teacher at the termly parents' evenings. Programmes of support will be delivered by TAs or HLTAs under instruction from the class teacher and SENDCo. The progression of children in intervention groups is closely monitored by all members of the senior leadership team. The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work is the very best.

How will the curriculum be matched to my child's needs?
Within lessons, the curriculum is differentiated using a wide range of strategies such as use of questioning, visual or written supports. Through planning, teachers cater for all abilities within the class including the lowest and highest. Groupings within the classroom might reflect ability groupings where necessary. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability. Activities in lessons are varied to cater for children's different styles of learning.

How will I know how well my child is doing and how will you help me support my child's learning?
There are termly parent's evenings with class teachers where parents will have the chance to discuss their child's progress and next steps. If

a child has SEND and has a provision map/ personal learning plan, parents can use this opportunity to review and plan for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning such as parents' evenings.

I think my child needs an EHCP. What needs to happen next?
In order to apply for an EHCP, school needs to provide evidence that a child has severe needs in one or more of the categories on the Bradford Matrix of Need. School may need to commission professionals to provide written evidence for this or show that they have provided significant support over a period of time which has been reviewed and adapted, with little evidence of progress despite this. Once this evidence has been collected, an application can be made.

What support will there be for my child's overall well–being?
The Inclusion Team oversee all pastoral issues including Child Protection. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the Inclusion Team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate. In school, we offer a range of pastoral groups to offer support with well-being including Time to Talk, My Happy Mind and The Dog mentor programme.

How will my child be included in activities outside the classroom?
There is a range of fun activities at lunchtime and after school which all children are to participate in. Learning outside the classroom is an important part of our curriculum and all children have the opportunity to go on school visits including residential ones. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary.

How accessible is the school?
The school has disabled toilet facilities and wheelchair access. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed.

How will the school help my child on transfer to the next phase of education?
Effective transition arrangements exist between our school and the local high schools.

How are the school's resources/funding allocated and matched to children's needs?
The senior leadership team, which includes the SENDCo, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly.

How are parents involved in the school and how can I be involved?
Parents are encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks like reading, learning spellings and other activities. There are many other ways for parents to participate. These include school governance, assisting on school trips and volunteering in the classroom with reading or creative activities.

Who can I contact for further information?

- For information about school admissions, please contact the school office, SENDCo or the head of school.
- For specific information about your child, please contact the class teacher.
- If you require information about support from outside agencies, please contact a member of our Inclusion Team.
- For further information about the Bradford Local Offer, please refer to the website https://localoffer.bradford.gov.uk/thelocaloffer.aspx