



SPECIAL EDUCATION NEEDS & DISABILITY POLICY, REPORT AND LOCAL OFFER (SEND)

Agreed by Governors on 04.12.17

Signed by Chair of Governors: Sally Birkbeck

Sally Birkbeck

Statutory policy YES

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Special Educational Needs & Disability Policy, Report and Local Offer

"From the very start of the inspection the whole leadership team demonstrated their passion for improving outcomes for every child who attends the school."

Ofsted March 2017

"Against all the odds, my child has come on so much at Delius, and could now communicate with her".

Engaging Families Award April 2016

"Comments such as: 'I trust the staff with my child and know he will be safe in school'; 'Nothing is too much trouble for staff'; and 'We receive constant communication from staff; I know exactly what my child is doing when he is at school' reflected the views of many parents."

Ofsted March 2017

ADMISSIONS

Bradford Local Authority arrange admissions to special schools.

Parents/carers can state a preference . These schools will then be consulted by the Local Authority to see if they can meet the needs of the child and/or secure an assessment placement for every age group. Delius will inform the local authority of available places and if we can meet the needs. However it is a local authority decision. If Delius is over subscribed then the local authority will decide if Delius can offer additional places.

Visits can be arranged to the school. Please contact the school office on 01274 666472 and ask to speak with the Special Educational needs Coordinator (SENCO) Rob Cameron or Charlotte Millea. Please read our Local offer to see what we provide .

If you would like independent advice about special education needs provisions and decisions affecting your child in school, parents and families can also contact [Parent Partnership services](#) or alternatively on 01274 481183.

You can find more information about the special educational needs schools in Bradford by visiting the [local offer website](#).

Useful Links:

If you want to apply for a place at Delius contact the Special Educational Needs team on 01274 435750 for more information.

[School Admissions Website](#)

[Bradford Schools Online Special Educational Needs – A Guide for Parents](#)

1) Aims of our provision in regards to pupils with special educational need and/or disability (SEND)

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure that the provision provided by Delius Special School enables all children to benefit from “Safe, Happy Learning”.
- To ensure all pupils have access to a challenging and creative curriculum that is broad and balanced and responds to the four broad areas of need:
 - communication and interaction
 - cognition and learning
 - social, mental and emotional health
 - sensory /physical.
- To ensure all pupils are able to take an enjoyable and active part in the life of the school community, and so promote and contribute to Community Cohesion.
- To ensure all pupils reach their full potential regardless of SEND in an environment where every step of progress is recognized and celebrated.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership, through Engaging with Families and the Delius and the Campus Pupil Councils.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils; and to provide home tuition and support hospital tuition.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

“Your encyclopaedic knowledge of the needs of all pupils is admirable. The very clear focus on ‘getting it right for all pupils’ is directly reflected in the improvements in the quality of teaching and the progress made by pupils that you have brought about since the previous inspection” March 2017

2) FREQUENTLY ASKED QUESTIONS

What are special educational needs or a disability (SEND)?

Delius uses the definition for SEN and for disability from the SEND Code of Practice (January 2015). This states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - ❖ *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
 - ❖ *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

2) The kinds of special educational needs (SEN) for which provision is made

- Delius is a maintained primary special school for children aged 2 – 11 years.
- All the pupils have complex and significant needs in the area of cognition and learning as described in the SEND Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties.
 - In addition to a learning need, pupils may also have other associated needs in the areas of sensory or medical needs; visual or hearing impairment, multisensory impairment, MSI, epilepsy, a range of medical conditions, or life limiting conditions, emotional / social needs, communication and interaction difficulties; autistic spectrum disorders, speech and language difficulties, physical needs ; mobility needs, physical disabilities, wheelchair users etc.
- All pupils at Delius have a statement of SEN or an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP.
 - For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name Delius in a child's EHCP, the Local Authority (LA) will send the SENDCOs, who have been given delegated power by the governing body to consider admissions, a copy of the EHCP. Governors would make admission decisions if the needs of a child were outside the usual remit or had a Palliative Care Plan or Limitation of Treatment Agreement (LOTA). The LA will then consider the school's comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

3) How does our school know if children need extra help?

- Statements of SEN and /or EHCPs identify the extra help needed. They are reviewed at least annually, or every 6 months for new statements/plans. A review of the statement or plan can be requested at any time.
- Children can be admitted to school on an assessment placement which will identify any extra help needed.
- Liaison with external agencies as necessary to meet the child's and family's specific needs.
- Concerns raised by parents/carers, external agencies, teachers, or the pupil themselves
 - Screening, such as that completed on entry or as a result of a concern being raised might indicate gaps in knowledge and/or skills.
- Tracking of progress will indicates lack of expected progress; termly , bi annually or annually
- Observation of the pupil indicates that they have additional needs
- Observations and teaching observations can identify extra help needed
- Sharing of information and /or concerns with other settings, professionals, parents and carers

4) What should a parent do if it thinks their child's special educational needs and/ or disability are not being met by the school?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher.

- This then may result in further discussions with the school's SENDCOs (Special Educational Needs and Disability Co-ordinators). Rob Cameron and Emma Hardaker can be contacted through the school 01274 666472.
- Parents may also contact the SENDCOs or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school, and are at the heart of the Education, Health and Care Plan process called " This is me"
- Termly parental questionnaires can be used by parents to alert the school to any concern.

5) How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of teaching provided to pupils with SEND is monitored through a number of processes that include:

1. Interactive teaching observations and learning walks by the senior leadership team, SENDCos, external verifiers, including LA Officers (if receiving support), peer headteachers and a registered Ofsted Inspector, Inspections
 2. Ongoing assessment of progress made by pupils with SEND;
 3. Work sampling and scrutiny of planning and Individual Education Plans (IEPs) ensure effective matching of work to pupil need;
 4. Teacher meetings with the SENDCos (Pupil Progress meetings) to provide advice, guidance on interventions, or adjusted targets meeting the needs of pupils with SEND;
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided;
 6. Attendance and behaviour analysis to better inform provision and /or interventions
- All pupils have individual national/pre national curriculum targets in core subjects set in line with national outcomes, and adjusted targets are often provided to ensure even better progress. Parents are informed of these via the reporting system and also at Annual Reviews meetings of Statements of SEN/ ECHPs and Care Plans and Parents' Evening/days
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Progress is discussed in Pupil Progress meetings, 4/5 times a year ,between the class teacher, members of the Senior Leadership team/leads for Assessment and if appropriate, the pupil themselves.
 - Additional action/interventions (including those for Pupils Premium and High Achievers) to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching/interventions being provided to the child, and if required, provision to the teacher of additional strategies and further individualisation of the timetable to further support the success of the pupil. Aspirational targets may be set to support maximum attainment.
 - Where it is decided during this early discussion that further or different special or mainstream educational provision is required to support increased rates, parents will be informed that the school considers their child may require additional or different support and their partnership sought in order to improve achievement. This will include inclusion and or transition to mainstream provision.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Specialists in other schools e.g. teaching schools, other special schools, mainstream schools.
2. Children's Social Care
3. Health partners such as School Nurse and Child & Adolescent Mental Health Service
4. Education Psychology service
5. Parent Partnership

6. Bradford Therapy Services, e.g. health, speech and language, physiotherapy, occupational therapies.

N.B. For some pupils, whose needs require significantly additional or different support than is provided by Delius, a request will be made to the LA through the Annual Review Process to consider a change of placement for the pupil with SEND. Please see Bradford Local Offer information.

By the very nature of our pupils and the significance of their SEND, all our pupils access:

- High staffing ratios
- Support specific to a child's SEND, e.g. Standing frames, Behaviour Support Plans
- Specialist facilities, e.g. swimming pool, Rebound Therapy
- Individualised timetables and curriculum taking into account pupils' individual needs and ages.
- SEN approaches to support different needs e.g. learning environments for different needs i.e. Autism, Multi/sensory Impairment (MSI), Profound and Multiple Learning Difficulties and Severe Learning Difficulties.

6) How will the curriculum be matched to each child's needs?

Leaders of learning (teachers and Higher Level Teaching Assistants), plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil.

- The curriculum and the learning environment will be adapted to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or other specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as Information Communication Technology (ICT), alternative/augmented communication devices and/or additional adult help.
- Different learning environments are provided for different needs, whatever the age of the pupils; e.g. Structured Provision for those who benefit from Autistic approaches to learning, in Early Years Foundation Stage (EYFS). Key Stage 1 and Key Stage 2.

7) How will parents know how their child is doing?

- Attainment and progress towards identified outcomes will be shared with parents through feedback at Parents' Evenings/Days and annually through the Annual Review process and IEPs.
- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Phone calls can be a quick and easy way to share information too.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01274 666472
- " School leaders, governors and parents attribute good academic and social progress made by children to the very positive and effective relationships that the school has established with their families": Engaging Families Award April 2016

8) How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.deliusspecialschool.co.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. Please visit our website to see the topics that are included within the curriculum.

- Curriculum topics and ways of supporting learning at home are displayed on the class pages of the website
- The class teacher or SENDCo may also suggest additional ways of supporting your child's learning.
- The school organises parent workshops. These are advertised by letter and texts and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.
- Homework is also provided and parents can request additional support at any time.
- Home Tuition when children are not well enough to come to school is provided.
- "Homework has been a school improvement focus and every class has developed family friendly homework; some uniquely designed for individual children"; Engaging Families Award April 2016

"The large number of parents who arrived to speak to the inspection team was clear evidence of your strong relationship with the local community. Their very real appreciation of all that you and your staff do for their children was evident in the feedback they gave the inspection team." Ofsted March 2017

9) What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- Personal, Social, Health and Citizenship Education (PSHCE) and Relationships and Sex Education (RSE) curricula aim to provide pupils with the knowledge, understanding and skills they need to enhance their emotional, social, cultural, moral and spiritual relationships knowledge and well-being.
- The Personal and Social Development (PSD) curriculum supports wellbeing, through Delius' Charter of Rights (which delivers Fundamental British values at an appropriate level for the pupils). Also dedicated PSD lessons and a weekly school assembly celebrates success: at any level in any subject or personal development and a range of religious and cultural festivals and events are enjoyed.
- Good attendance is promoted rigorously and celebrated with families and pupils
- Pupil and Parent voice mechanisms are in place. These are the Delius School Council and the Campus School Council. The Engaging in Families Project is harnessing the voice of families in arrange of areas.
- Lunch time and after school clubs engage children positively over the lunch time to support better behaviour and learning throughout the day.
- Pupils benefit from positive Behaviour Support Plans/Risk Assessments and a very positive ethos in the school to help them feel valued and able to contribute as responsible citizens.

10) Pupils with medical needs

Pupils with medical needs will be provided with a detailed medical Care Plan(s), compiled by the school nurse, consultants and parents and if appropriate, the pupil themselves.

Palliative Care Plans/LOTAs are also provided to support pupils if required.

- Staff administer and supervise medications, and deliver an agreed range of support, such as gastrostomy feeds.
- Staff complete formal training and are verified by the school nurse as being competent on an annual basis
- A large team of first aiders, including paediatric, respond to medical needs and a Key First Aider team supervise the more serious care or medical emergencies.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting pupils at school with medical conditions (DfE) 2015 and identified in the school policy on Administration, storage and disposal of drugs (including controlled drugs).
- Home tuition is available for children unable to come to school
- Liaison with the hospital school and Martin House Hospice is being developed
- Consultant Clinics are held in school regularly
- School nursing provision is available for some of the day
- Dentists also hold clinics at school
- Therapists, such as physiotherapists, speech and language and occupational, visit school regularly and provide programmes for staff to deliver to children
- Continuing Care commission staff to support identified children's complex medical needs.

11) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in "The Local Offer". It includes warm swimming and water confidence teaching, Rebound and Rebound trainers, positive behaviour management and tutors, specialist teaching and environments for different needs, Community language support, Makaton signers and trainers, communication specialists, Intensive Interaction, Picture Exchange Communication System(PECS), Positive Looking, moving and handling trained staff and key trainers, Interveners, trained staff in baby massage, Specialist Leader in Education, etc.

Also available are :sensory and multisensory learning, food technology, Soft Play, with immersive technology, Road Safety, outside musical toys, the Indonesian Gamelan Musical area, an Outside Learning area and classrooms, a music and drama room, with a 'Magic Carpet', a dedicated Maths and Science indoor and outdoor area, a range of 'low tech' and 'high tech' ICT and communication devices, specialist equipment, such as adapted bikes, trikes, standing frames, walking frames, tracking and hoists throughout school, 2 big lifts, an inclusive signing choir, inclusion with the campus schools, a minibus, etc. Transport for parents to a local toy library. A parental Involvement Officer is available to support families and coordinate a range of CPD for adults. See also Delius' Local Offer on the website.

12) What training do the staff supporting children and young people with SEND undertake?

The Continuous Professional Development (CPD) programme is extensive, and covers all areas of school life and delivers good and better outcomes for children and overall effectiveness. Please see CPD Programme.

“ All staff agree that working with families underpins every aspect of their work”;
Engaging Families Award April 2016

CPD is delivered annually, termly or as required by external providers and internal experts, to all school staff. Staff also benefit from individual CPD, to support high quality delivery of their role. The programme is driven by the School Improvement Plan, staff appraisal targets, to meet any new initiatives or gaps in skills. CPD is evaluated rigorously to ensure value for money and improved practice.

CPD in the following areas includes :

Effectiveness of Leadership and Management

e.g. Courageous Leadership; Regional leadership Conference; Schools Financial Value Standard; National Qualification for Middle Leaders, Aspiring Leadership, Executive Headteacher training, SENDCo, Engaging with Families, Human Resources Training; Attendance; Ofsted Framework(s), Judging teaching and progress over time, external validation of judgments; Newly Qualified Teacher (NQT) programme and mentor training, staff well being, Appraisal and standards, pupil attendance

Teaching, Learning and Assessment

e.g. Makaton trainers; Masters in Multi Sensory Impairment Assessment, moderation, PIVATs and levelling; Target setting: CASPA and Progression; Rochford review, Education Care and Health Plans, Communication; Makaton signing for staff governors, parents and other professionals, communication devices, maths, phonics, ICT, SCERTS; Magic Carpet, Sound Tracks; EYFs, Positive Looking, Hearing Impairment, Visual impairment, Jessie's Fund(Music), display, homework, In print training

Personal Development, Behaviour and Welfare

(including Spiritual, Moral, Social, Cultural Development; Fundamental British Values).
Enhancing lunchtimes, PSD.

Welfare

Medical needs: Asthma, epipens, suction, epilepsy, rescue medication, water rescue, gastrostomy, use of oxygen, Palliative Care Plans; Pump training and Train the Pump Trainer training, oral health, bereavement etc. Pool safety and maintenance
Child Protection trainers training; Child Protection Termly: Keeping children safe in education for all staff including office, catering, cleaners and car park staff :on line-safety (plus on line safety day), FGM, Extremism, , Child Sexual Exploitation, PREVENT, Safer Recruitment,

Moving and Handling Key Trainers and Moving and Handling for all staff, Neuro physio training, Pool Safety, Pool rescue training, Lifeguard and swimming teaching, Relationships and Sex Education, Data Protection, etc.

Behaviour

Team Teach tutors, and Team Teach, termly , particularly Behaviour for learning

The CPD delivers good and better outcomes for children and overall effectiveness.

13) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child is excluded from any school provided activity.
- Outdoor learning is promoted and the down stairs classrooms have their own outside spaces. The Accessibility plan will deliver improved outside and inside learning environments over time, subject to funding.
- All classes offer educational visits at least once a year, many every term and every week. This is being monitored and given a theme so all pupils benefit from at least and a termly visit. These support spiritual, moral, social and cultural development and Community Cohesion, Citizenship, economic development and independence.
- Year 6 children are offered a residential visit to Nell Bank in the summer term to celebrate their time in school.
- "Links continue to develop to provide valuable inclusive opportunities and extensive use of the locality. The formation of a campus school council is a positive initiative." School to School Review March 2106

14) How accessible is the school environment?

Delius Special School is a purpose built school for pupils with severe and profound learning difficulties and disabilities and/or complex needs and Autism.

The following adaptations have been made to the school environment to ensure that it is more accessible to our pupils:

- Enclosed but inclusive play area in EYFS
- Improved play area in the structured provision in EYFS
- Sensory room in EYFS
- Dedicated indoor /outdoor garden , with fence and tap to access science and maths, horticulture etc even in inclement weather
- Soft play area to enable more physical play in a safe an immersive environment.
- New outdoor learning classrooms and enclosed and safe and musical area.
- Introduction of pupil 'passes' to allow pupils to be independent round school whilst remaining safe.
- Enclosed Road Safety area, accessible to all
- MSI classroom, with darkened room for sensory work
- Black out blinds around school to enhance learning environments and reduce temperatures.
- Corridors are learning environments and provide extra learning spaces
- Specialist equipment such as specialised chairs, slings etc have been purchased to provide access to learning
- Improved inclusion across school with campus schools, facilitated by safe use of adjoining doors.
- Lifts facilitate easy access to anywhere in the school

Our Accessibility Plan describes the actions the school has taken and plans to take to increase access to the environment and the curriculum. The Accessibility Plan Information is available via the school website or on request.

15) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

Prior to start date:

- Meetings with SENDCo and/ or teacher/Parent Involvement officer
- Home visit by School nurse and the above staff ensuring provision is in place to meet child's learning difficulties and complex needs.
- Visits to previous placement by SENDCo/Class teacher as appropriate.
- Planned transition programme with staff from previous placement/home as appropriate.

On entry:

- Close communication between class teacher and/or SENDCo once pupil has started school to ensure pupil has settled and is making progress.

Transition to the next school

Primary/mainstream

- Our inclusion model with the campus schools will usually be used to support and prepare children for a move to mainstream
- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.

Transition to secondary School

- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Secondary schools and Delius have an agreed Y5 transition process and very good links and joint working to smooth transitions.
- In Y6 this programme is increased and will include parental /carer visits to the local secondary special schools, pupil visits and the SENDCos and /or class teachers of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- In February of the pupil's last year at Delius, parents/carers will be asked by the Local Authority to state their preference for secondary provision. This will be reflected on a new statement/EHC plan.
- Accompanied visits to other providers may be arranged as appropriate.

The records of pupils who leave the school will be transferred within five working days if at all possible.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
- An amount per pupil from the LA.
- An additional amount per pupil from the LA High Needs SEN Funding allocation according to severity and complexity of need.

This funding is then used to provide the staffing levels, equipment and facilities to

support our pupils as well as:

- Specialist equipment
- Specialist teaching
- Small group tuition
- Specific support to parents and families
- Partnership working with other settings.
- Access to community facilities
- Access to school nurse and wider health professional support.
- Implementation of strategies from support agencies.

In addition:

- The Pupil Premium and Early Years Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

16) How is the decision made about how much support each child will receive?

- For our pupils who have a statement of educational need/EHCP, this decision will be reached in agreement with parents, and the LA when the EHCP is being produced or at an annual review.

17) How will I be involved in discussions about and planning for my child's education?

This will be through:

- discussions with the class teacher, SENDCo or senior leadership team member
- during EHC Plan meetings
- during parents evenings/days,
- during Annual Review Meetings.
- meetings with support and external agencies.
- Parents are asked to make an appointment at any time to discuss the concerns and to ensure the school is meeting their child's needs.
- Please see the Parental Engagement Policy for further details
- "The school has endless ideas on how to improve childrens' lives and with more money could do more"; Parental quote from the Engaging Families Award
- You asked – we listened feature on the website

18) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENDCo,
- The Headteacher,
- Any Governor, including Parent Governors: their contact details are on the website or they can be contacted via the school office on 01274 666472.
- See below for external services

19) Support services for parents of pupils with SEN include:

- Barnardo's Bradford Parent and Young People's Partnership Services (PYPPS) offer

independent advice and support to parents and carers of all children and young people with SEND. The nearest branch can be contacted on 01274 481183 from 9am until 5pm Monday to Friday or through the internet, or in person at Barnardo's, Queen's House, Queen's Road, Bradford BD8 7BS.

- The PYPPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is available.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is available.
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the LA's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available at the PYPPS.
- Urdu, Punjab, Czech and Slovak interpreters are available.

20) Information on where the LA's Local Offer and information it provides to parents and carers on mediation and conflict resolution services via Barnardo's can be found via a link on Delius' website.