Lilycroft Primary School

SEND Information Report *2026*

Headteacher: Leah Florence ***Senco: Aleks Atanaskovic***

Introduction

Lilycroft is a two-form entry primary school located in Manningham, Bradford. We are dedicated and hardworking school that aim to raise standards and broaden the range of experiences available for all our pupils. All pupils in school receive Quality First teaching which means that a range of teaching and learning styles are used to ensure that our teaching is accessible for all.

Lilycroft is part of the Priestley Academy Trust and as a Multi Academy Trust, we are committed to working together to provide the highest quality of care for all our children. PAT sencos have continued to work together regularly to share information and provide collaborative solutions to support individual needs in our schools, extend and embed the inclusion of SEND Pupils in whole school systems like assessment and data recording and training.

Local Offer

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 sencos, we are aware of the importance of supporting our teachers and pupils with their mental health and emotional well-being. To enhance this, sencos have attended a range of training throughout the year including de-escalation and mental health training as well as training with local health experts around neurodiversity.

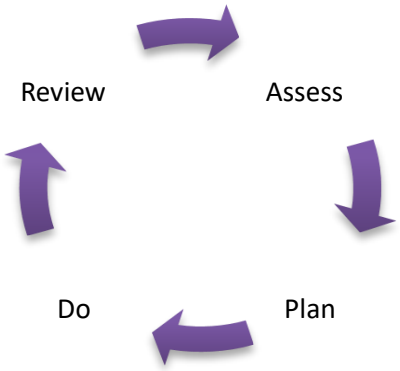
The sencos continue to work closely with leaders across the Trust and this collective approach means students receive more targeted help, are better understood and can thrive both academically and personally.

The Priestley Academy Trust schools have been supported to improve mental health of identified pupils through commissioned Counsellors from Step2 and Mental Health Support Team Practitioners funded through the NHS Trailblazers programme. We continue to work with specialist teachers from the Local Authority and look forward to work with the Experts at Hand offer in enhancing support for our pupils.

Lilycroft Approach:

High quality first teaching and additional strategies and provision are defined through our child centred planning approach across the school. These processes help us to regularly review and record what we offer all children in our school and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make a point of discussing aspirations with all our children and parents. This is a whole-school approach, and this report will promote how we underpin this practice across our classrooms and support arrangements.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs and disabilities (SEND).

Assess: *All practitioners / weekly / half termly/ termly*

Plan: *All practitioners / daily / weekly / monthly*

Do: *All practitioners / daily / weekly / monthly*

Review: *All practitioners / daily / weekly / half termly*

Having consulted with children and their parents, all our additional provision is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to our children and hold both our internal/external providers and ourselves to account.

SEND Team

Lilycroft Primary's Special Educational Needs Coordinator is Aleks Atanaskovic.

Appointments can be made through the Office 01274 543 357

The senco can be contacted at alex.atanaskovic@prestley.academy

At Lilycroft we have teachers and support staff who are:

- Able to support children using quality first teaching
- Trained to support children with ASC
- Trained in specialist ways of working with pupils with significant communication needs including Intensive Interaction and Objects of reference
- Able to de-escalate complex behaviour episodes and safely manage pupils who are anxious
- Able to lead Lego therapy groups to develop speaking and listening skills
- Able to lead Sensory Circuit activities
- Able to assess speech and language needs via WellComm approach and deliver evidence based, targeted speech and language interventions in order to offer timely support to our pupils.
- Able to identify concerns regarding mental health.
- Able to support children through 1:1 art, PE and outdoor provision
- Staff trained on supporting children with a variety of medical needs including allergies, asthma and metabolic disorders.
- Are confident supporting and advising parents of children with SEND needs.

This is our Local Offer to the pupils and families at Lilycroft. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate.
This is subject to change depending on staff skills, budgetary constraints and policy review.

How do we promote positive behaviour?

Lilycroft behaviour policy is based on the relational approach which means that all our staff are trained to deal with the range of behaviours in such way of interacting and communicating with children that embodies core values such as respect, inclusiveness, compassion and cooperation.

This year, Lilycroft Primary have also welcomed Nereisa Jones, our friendly School Nurse.as well as continuing to work closely with the local Mental Health Support Team and our youth counsellor Julie Hartland.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

For the detailed definitions of these areas, please see our SEND Policy:

https://www.lilycroftprimaryschool.co.uk/policies/

At present, across our Primary School we have:

- **23 children with an EHCP and 92 children on the SEND Register.**
- **The most prevalent needs are Speech and language difficulties and ASC – which corelates with the current national trend. This is followed closely by Social, emotional mental health needs - SEMH**

The needs of children with SEND at Lilycroft Primary School range from Moderate Learning Difficulties (MLD) to Profound and Multiple Learning Difficulties (PMLD), ASC, Physical Difficulties, SEMH, Hearing Impairment and Speech Language and Communication Needs (SLCN).

Identifying children's needs

Children's learning and emotional needs are observed on a daily basis by all staff. Staff work in collaboration with each other and with families to form the full picture of a child's needs. This informs an initial baseline assessment. All children's progress is rigorously tracked and monitored, three times a year, by qualified Teachers, Early Years Practitioners and members of our support team, in line with age-related expectations.
School staff liaise with children's parents/carers regularly to share information about progress made, as well as to identify any potential developmental delay concerns.

If there are concerns about a child's progress, or if a child requires additional support, this will be identified as early as possible through professional dialogue between parents, the child's Teacher, additional adults and the school's senco.
Parents/carers are consulted if their child is not making expected progress that is broadly in line with age-related expectations. We will always request the consent of parents/carers for closer monitoring and for additional strategies/provision to be put in place.
Support strategies are implemented through means of small group work or one-to-one support which may take place daily or weekly, dependent on need. Teaching and support team and the senco monitor the success of these support strategies and make informed judgments regarding their impact on learning and progress.

If the child continues to experience delay or difficulties in all or some areas of progress, learning and development, the school will, in cooperation with parents/carers, make a request to the Local Authority for further assessments and/or Educational Health and Care Assessment which might lead to the EHCP.

Arrangements for assessing and reviewing children's progress towards set outcomes

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:

- Early Years progress observed and measured in Early Years Development Journal,
- Progress measured against the BSquared system
- Observations of sensory needs using Sensory Profiles for Early Years and Primary Years.
- Speech and language development assessed through TALC - Test of Abstract language Comprehension.
- Evidence from an existing Education Health and Care Plan.
- Assessments by a specialist service, such as educational psychology, specialist teachers, speech and language therapists and other medical professionals identifying additional needs
- Another school or LA which has identified or has provided for additional needs.
- Use of the Local Authorities baseline assessment in reading, writing and maths.
- Boxall Profile
- Assessment of progress on Provision Maps(Individual Educational Plans) targets.

If a member of staff is concerned about the progress of a child be it academic, social or emotional, they will complete a SEND concern form. The child will then be observed by Mrs Atanaskovic and next steps will be put in place.

How Lilycroft Primary School adapts the curriculum and the learning environment for children with SEND

The Equality Act 2010, which replaced Disability Discrimination Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time, the accessibility of schools for disabled children and also to implement these plans. In line with this, Lilycroft Primary School have a fully developed Accessibility Plan, which is available on the school's website. The school is proactive in removing barriers to learning. Lilycroft Primary has achieved Physical Friendly School Status alongside Sanctuary Award. These awards are recognition that our school aims to remove any barriers to learning and the development for all children. This covers teaching and learning and the wider curriculum of the school such as participation in educational visits. The school continues to evaluate how best to improve access to the physical environment of the school.

Arrangements for monitoring and evaluation

The success of the School's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the senco and SLT (Senior Leadership Team)
- Evaluating the impact and success of the additional provision.
- Progress data for children on the SEND register
- Monitoring of procedures and practice by the SEND governor
- School's Self-Evaluation Form (SEF)
- The School Development Plan
- Visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce Provision Maps and targets, revise provision and celebrate success.

Working with Families

At Lilycroft Primary, we have an open-door policy to encourage partnership with parents/ carers.
We book frequent review meetings and arrange these at the beginning or end of the day to link in with pick up and drop off which enables parents and carers to attend. We listen to what parents/ carers tell us about their children to develop learning plans which 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 hold half termly SEND Coffee Mornings where parents are invited to 'share a brew and a chat' where we discuss topics such as settling back into the school year. This is an opportunity to discuss any concerns and build relationships with other parents with children with SEND needs.
Over the next 12 months we are looking to invite external professionals to every session to share good practice and support parents at home. We hope by doing this, it will not only support parents but also help in developing an understanding of SEND needs in the local area.

Lilycroft Primary School External Partnerships

Lilycroft Primary work closely with outside agencies involved with our children. We welcome outside professionals into our school and value their expertise, which supports the learning, care and development of our children with SEND. We keep records of all visits from outside professionals, specifically, the advice and next steps for individual children. Any advice is diligently put into practice to ensure the very best support and care for all.

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 Teams: High Incidence Team: Cognition and Learning, SEMH,

Early Intervention and Autism; and Low Incidence Team: Visual and Hearing Impairment,

- Educational Psychology Service (commissioned hours)
- Health Professionals: School Nurse, Occupational therapy, Physiotherapy,

Paediatric Continence Team, Paediatricians and Hospital Consultants, Speech and Language

Therapy Service, Child and Adolescent Mental Health Services, metabolic nursing team,

metabolic dietician, haematology nursing team

- Social Care and Early Help agencies
- Family and Children's Centres.
- Parent Support Agencies including: SENDIASS

Lilycroft Primary School and Transition Plans

In the Autumn term, before a child is due to leave Lilycroft Primary School, a discussion is held with parents about the next phase of education for their child. A plan is put in place to support parents with Secondary School applications. Parents are often accompanied by our staff when visiting prospective schools, so that they are fully supported to make the right choices for their children. Once children are allocated a place, we liaise with Secondary Schools to ensure a smooth transition from Lilycroft Primary to Secondary settings. In the Summer Term, before they leave our school, children visit their new schools accompanied by their support adults and the SENDCo.

Arrangements for complaints

Should parents/carers be unhappy with our provision, they should discuss the problem with a class teacher and a member of our support team.

Anyone who feels unable to talk to the teacher or the TA or is not satisfied with the received comments, should ask to speak to the senco.

In the event of a formal complaint, parents are advised to contact the headteacher who will investigate and provide a copy of our Complaints Policy as necessary.

For our Bradford Local offer please see -
https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page