

## SEND Local Offer & SEND Information Report for Haworth Primary School.

*Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.*

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                       |            |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>SCHOOL NAME:</b>       | Haworth Primary School, Part of the Bronte Academy Trust                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                       |            |
| <b>TYPE OF SCHOOL:</b>    | Primary Academy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                       |            |
| <b>ACCESSIBILITY:</b>     | <b>Fully wheelchair accessible</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | No-access for wheelchair users at the rear of school.<br>Internal lift to all floors<br>The school's all weather pitch can be accessed by car via Butt Lane entrance. |            |
|                           | <b>Other adaptations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | - Disabled Toilet / Shower facilities<br>- Ramped entrances/exits through the main playground and to Early Years<br>- Disable car parking space                       |            |
| <b>CORE OFFER:</b>        | Are you currently able to deliver your core offer consistently across all areas of your school? <b>Yes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                       |            |
| <b>POLICIES</b>           | Are the schools policies available on its website (or from School Office) for:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>SEN</b>                                                                                                                                                            | <b>Yes</b> |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>SAFEGUARDING</b>                                                                                                                                                   | <b>Yes</b> |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>BEHAVIOUR</b>                                                                                                                                                      | <b>Yes</b> |
|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Equality, Inclusion &amp; Diversity</b>                                                                                                                            | <b>Yes</b> |
|                           | Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                       | <b>Yes</b> |
| <b>RANGE OF PROVISION</b> | Please indicate what your school has to offer (over and above your core offer) in each of the following areas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                       |            |
|                           | <b>Areas of Strength:</b> <ul style="list-style-type: none"> <li>Resourced Provision that supports children with communication and interaction difficulties including Autism.</li> <li>Highly trained Teachers and Learning Support Assistants with a range of expertise.</li> <li>Well planned lessons ensuring the highest possible expectations of children with SEND and all pupils in the class. Excellent differentiation and resources/staffing to meet individual needs.</li> <li>Use of multi-sensory teaching and learning strategies to engage and support children in their learning.</li> <li>Use of multi-media resources.</li> <li>A creative curriculum that encompasses and encourages children to develop and show their areas of strength and talent.</li> <li>A wide range of inclusive extra-curricular activities and after-school provision.</li> <li>Strong transition links from playgroup/home–Nursery, throughout school, Y6–Secondary.</li> <li>Community and Parent involvement – family activities provided in school.</li> <li>Teaching staff and Learning Support Assistants run their own nurture and intervention sessions within year groups. This ensures all pupils are offered tailored support and nurture to address their individual needs.</li> <li>Strong links with our other academy schools; Lees, Oldfield and Oakworth Primary.</li> </ul> |                                                                                                                                                                       |            |
|                           | <b>Specialist Facilities/Equipment to support SEND:</b> <ul style="list-style-type: none"> <li>All staff attend regular in-house training to update their knowledge and inform practice with children who have Special Educational Needs and disabilities.</li> <li>Some of our Learning Support Assistants have completed training in 'Understanding Autism Level 2'.</li> <li>LSAs trained in children's mental health</li> <li>Use of additional resources to support learning including; voice recorders, iPads, pencil grips, reader pens etc</li> <li>Additional assessment, screeners and checklists used to help identify needs.</li> <li>Children's needs are assessed on an individual basis and the correct adaptations, resources and equipment are provided, following advice from external support services (Bradford LA and health professionals) as well as in school daily provision as part of good practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                       |            |
|                           | <b>Input from Therapists/Advisory Teachers/other specialist support services:</b><br>We have some access to a range of Specialist and Advisory Teachers through the 0-25 Inclusive Education Service. We have a specialist working with us from the Bradford SCIL Team. The school has access to local Educational Psychology Hub meetings and to Speech & Language Therapy, School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                       |            |

|                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <p>Nurse via a panel and other health services through Airedale. In school, we have the SENDCO and members of SLT who all provide support to children and families in their own specialist areas. From September 2026 we will have an Education Mental Health Practitioner based in school from the Mental Health Support Team. Their role is to support emotional wellbeing and mental health of children and young people by working collaboratively with pupils, parents, carers, families and school staff.</p> <p><b>Breakfast and After School Club:</b> We also have 'HOSC' Haworth Out of School Club, which provides wrap around care for children from 7.30am until 6pm. We offer a range of out of school clubs during lunchtime and after school.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>INCLUSION</b>                           | <p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <ul style="list-style-type: none"> <li>Curriculum adjustments are in place to ensure that all pupils are included in class and school activities, curriculum enhancing activities (visitors, local events) and school trips. Where necessary, additional support is provided.</li> <li>Our SENDCO and members of SLT provide support for parents and families.</li> <li>Across school we have Learning Support Assistants to support learning and extra staffing is provided if individual needs require this to enable that child to access learning and make further progress.</li> <li>Our teachers provide Quality First Teaching and adapt work to ensure that children have the scaffolding needed to meet their learning intentions.</li> <li>Children receive instant feedback to ensure that they are confident with their learning</li> </ul> <p><b>What proportion of children currently at the school have an SEND?</b><br/> <b>As of January 2026</b><br/> 46 children out of 255 are on the SEND Register<br/> 19 children currently have an EHCP.</p> <p><i>* Please note that these figures constantly fluctuate as we respond rapidly to individual children's needs</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>PARENT SUPPORT INVOLVEMENT/ LIAISON</b> | <p><b>How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <ul style="list-style-type: none"> <li>We aim to work fully in partnership with parents/carers and offer a range of opportunities for you to meet with your child's Class Teacher, the SENDCO and other members of staff supporting your child, including external support services, on a regular basis.</li> <li>We have two Parents' evenings when you can discuss how your child is getting on, any concerns and any additional provision being made. If your child is receiving additional support in school, the Class Teacher will also invite you to attend a Cycle review meeting where your child's individual targets, progress and next steps can be discussed and agreed. Class Teachers and the SENDCO are available to meet at other times should you wish to talk to someone in between review meetings and parents' evenings.</li> <li>We host a termly SEN Coffee and Catch Up where you will have the opportunity to meet the SENDCO and discuss any support needed going forward.</li> <li>We can provide you with information about training courses and voluntary parent groups.</li> <li></li> </ul> <p><b>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</b><br/> We have good relationships with our local secondary schools and will ensure contact with the transferring school should your child move mid-year or to another area. We will contact the SENDCO at their new school to ensure they know about any special arrangements or support that needs to be made. We liaise with secondary schools to arrange additional transition visits or for staff from the transferring school to visit your child here at Oakworth. We ensure all relevant documents for your child are passed on confidentially to ensure that staff working directly with your child are aware of support, strategies and resources and can ensure a smooth transition.</p> |
| <b>IMPACT</b>                              | <p>The purpose of the SEND policy and Local Offer, is to ensure that the provision in place for pupils with SEND support.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>OTHER INFORMATION</b>                   | <p><b>What else do you think parents would like to know about your school?</b><br/> Please visit our School Information Report on the school website for further questions and answers. If you have a question that this document has not provided the answer to, or would like to know</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                 |                                                                                                                       |
|-----------------|-----------------------------------------------------------------------------------------------------------------------|
|                 | more about a specific aspect of Special Educational Needs provision, please contact the SENDCo via the school office. |
| COMPLETED BY:   | L Williams                                                                                                            |
| DATE COMPLETED: | June 2026                                                                                                             |
| UPDATE:         | June 2026                                                                                                             |