

Appleton Academy

2021/22



What does the council and our school offer children with special educational needs or disabilities (SEND)? (This is called 'The Local Offer or Summary of Provision')

We are a fully inclusive school who strives to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. We implement a graduated approach; this is underpinned by the Bradford Matrix of Need which provides clarity around the Plan, Do, Review structure we follow. Other useful documents such as our SEND and Inclusion policy are available on the school website.

If you would like any further information about Appleton Academy's Local Offer you can access the following document: "The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities" via the link: guidance from Bradford Metropolitan District Council's Children's Services for SEND. <https://localoffer.bradford.gov.uk/>

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

Specialist Provision the School Offers When Required (These are continually developing)

- Individual Learning Programmes and Additional Teaching
- Learning Mentors
- Speech and Language Therapy in school
- ELKLAN trained staff
- Psychotherapy sessions, mentoring, social intervention groups with Assistant Heads of Year and School Healthcare Practitioner
- CBT and mindfulness
- Performing arts provision
- Dockside, Lexia and EP planned precision teaching to support students who are dyslexic or present with English difficulties
- Success in Arithmetic
- School Healthcare Practitioner – to support family and school with child's health and medical issues and to link with other health professionals
- Dyslexia Friendly classrooms and support with writing
- Lego therapy
- EAL/N2E support both in lessons and for 1-1/group support
- Assistive technology
- Mental health champions to support pupils with mental health concerns (anxiety, worry etc.)

- School social worker to support the contextual situation surrounding each child (focusing on the 'whole child')
- Youth worker to support the link between home and school for vulnerable children
- Strong collaborative, working partnerships with the ASC, SEMH and Cognition and Learning (HIT) team so that each child gets access to specialist support when/if it is required
- Appleton Academy has an onsite resourced provision operated by Bradford LA for pupils with communication and autistic spectrum disorders

Partnership With Parents

To ensure effective communication and partnership, staff aim to:

- Encourage parents to make an active contribution to their child's education
- Recognise the value of the knowledge, feelings and wishes of the parents at all stages

These aims are achieved by:

- Holding regular review meetings with parents and children to discuss concerns, methods of intervention and to set future targets, supporting parents to help their child at home towards these too.
- Holding parental consultation meetings and inviting parents in to class to see how their child learns (adhering to current CV-19 restrictions in place)
- Providing support from the SENDCo, school social worker, parent involvement worker, class teachers and outside agencies when required

Out of School Hours Activities – Before and After School and at Lunchtimes

We have a varied menu of activities available to children. The aim of our clubs is to engage as many children as possible.

- The clubs will include groups such as Target Reading, Writing and Maths work, Enhancing Physical Literacy, Outdoor Learning, IT skills, Sports, Arts and Music, Drama, Homework and Reading Clubs.
- Outdoor Education provision- mountain biking, climbing, team-building games, archery, dragon-boating (curriculum and after-school clubs) Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience, for example lunch-time nurture clubs, breakfast nurture groups, performing arts drama group.
- Activities are offered across the different Key stages and all children are invited to apply.

Provision is adapted for children with SEND to ensure they can participate fully.

Appendix: Our offer At Each Stage of the Code of Practise (CoP) prior to an EHCP being agreed (Wave 1 – 3) For Each Area of SEND Is Described Below.

Cognition and Learning – Learning and Specific Learning Difficulties

CoP Stage		
Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
Mild Difficulties with Learning	Moderate Difficulties with Learning	Severe Learning Difficulties
<p>Individual Learner Characteristics (BMoN) A young person who is said to have mild learning difficulties is usually able to hold a conversation and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas and be delayed across the curriculum. Such young people are often independent in caring for themselves and doing many everyday tasks. They usually have some basic reading and writing skills. Young people with Mild LD will usually have their needs met in a Mainstream setting, using resources normally available to the school.</p>	<p>Individual Learner Characteristics (BMoN) Young people with moderate learning difficulties will have some language skills that mean they can communicate about their day to day needs and wishes. They will require a highly differentiated curriculum and some personalised learning. They may need some support with caring for themselves but will be able to carry out day to day tasks with support. Young people with MLD will usually have their needs met in a Mainstream setting, using resources normally available to the school.</p>	<p>Individual Learner Characteristics (BMoN) Young people with severe learning difficulties will usually use basic words and gestures to communicate their needs. They will need a high level of support in school requiring significant personalisation of the curriculum. They may be able to look after some if not all of their own personal care needs. Some young people will have additional medical needs and some need support with mobility issues. Young people with SLD will usually have an Education Health and Care Plan and will be educated in either a mainstream or specialist school environment.</p>
Additional to and Different from Interventions and Strategies		
<p>Differentiation as part of quality first teaching needed in most subject areas. A monitoring system will be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teachers take responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Further modification of level, pace, amount of teacher talk to address pupils' identified need • Alternative forms of recording routinely used to include electronic devices • Use of multi-sensory approaches • Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approach. • Routine feedback to pupils • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Advice from external agencies is implemented in the classroom • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence 		<p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place. Additional adults support the child / young person individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the child / young person using structured methods • Alternative curriculum pathway offers for KS4. <p>If the above is still not adequate; plus:</p> <p>Needs-specific practice as described above, plus: Adapted or alternative curriculum – (Students engaged in subject-specific learning) with some elements of sensory learning. At secondary level access to a curriculum for independent living. A monitoring system is in place to identify short term targets from the EHCP or MSP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p>

Below Age Related Expectations

	<ul style="list-style-type: none"> Explicit teaching of strategies and use of resources to assist with the development of independent learning. 	Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review (if the young person has an EHCP)	
Provision	<p>Mainstream placement:</p> <ul style="list-style-type: none"> Universal Offer Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> Hub support from Specialist teaching and Support Service (STASS) and/or EP Team BMDC central training and support offer Traded service from EPT 	<p>Mainstream placement</p> <ul style="list-style-type: none"> Universal Offer Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> Hub support from Specialist teaching and Support Service (STASS) and/or EP Team Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. BMDC central training and support offer Traded service from EPT 	<p>Mainstream Placement</p> <p>Additional adult support amounting to no less than 16 hrs per week (pro rata) comprising of no less than 3 hours per day (3:1) for core learning activities, and no less than 2 hours per day small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in MSP/EHCP.</p> <p>LA:</p> <ul style="list-style-type: none"> EP monitoring support at the end of Phase Teaching Support Team statutory offer BMDC central training and support offer Traded service from EPT

Communication and Interaction – Speech and Language Difficulties (SALT))

CoP Stage			
	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties with SALT	Moderate Difficulties with SALT	Severe Difficulties with SALT
Below Age Related Expectations	<p>Individual Learner Characteristics (BMoN)</p> <p>School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has mild difficulty with speech, receptive and/or expressive language.</p>	<p>Individual Learner Characteristics (BMoN)</p> <p>School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has moderate difficulty with speech, receptive and/or expressive language.</p>	<p>Individual Learner Characteristics (BMoN)</p> <p>School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has severe difficulty with speech, receptive and/or expressive language</p>
	Additional to and Different from Interventions and Strategies		
	<p>Differentiation as part of high quality teaching needed in most subject areas. A monitoring system is in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning. High quality teaching should include:</p> <ul style="list-style-type: none"> Adjustments to the language learning environment such as lighting, noise levels, access to quiet spaces, furniture and grouping arrangements so that pupils can see visual prompts and the teacher Attention and listening skills: identify the cause of difficulties and teach the strategies with modelling and reinforcement High levels of visual support: use of gestures, modelling, mirroring, objects of reference, pictures, symbols, role-play etc.to augment spoken language Adult speech that: 		<p>Teaching approaches emphasise direct training for staff and finely graded and practical tasks which provide opportunities for repetition and reinforcement. Furthermore, specialist advice should be sought regarding the implementation of a modified curriculum that emphasises support for speech and language. Access to appropriate resources and guidance to facilitate the development of specific speech and language interventions and targeted support.</p> <p>Bespoke Intervention – time bound and quantifiable</p>

	<ol style="list-style-type: none"> 1. Uses Clear and unhurried speech with normal intonation 2. Uses short sentences and the active voice 3. Avoids metaphors and idioms and minimises abstract language 4. Phrases instructions as directions, not questions 5. Delivers instructions in manageable chunks and waits for the child's response before giving the next <ul style="list-style-type: none"> • Modelling the use of clarification questions and praising YP when they use them • Systems of visual feedback to allow pupils to show they have understood e.g. traffic light cards • Personalised visual timetables, choice boards, task organisers etc. • Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words • Multisensory vocabulary teaching • Shared reading and targeted play to develop and extend knowledge of tier 2 vocab • Word finding skills through the use of categorisation activities • Structured phonological awareness skills teaching in small groups • Exemplification of the different purposes/functions of language • Reinforcement of new vocabulary and concepts in a range of contexts • Inclusive practices, such as peer rehearsal, to ensure everyone can answer • Talking frames to provide a structure for reporting, telling stories and sequencing etc. • Advice available from NHS or any other commissioned SALT provider is included in planning and implemented on a regular basis • Consider referral to NHS SALT if additional/ new advice is required 	<p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child / young person should take place. Additional adults, who have received appropriate training to ensure they have the necessary skills, support the child / young person individually or as part of a small group, under the direction of the teacher to:</p> <ul style="list-style-type: none"> · work on modified curriculum tasks · access regular individual support · encourage independence · create frequent opportunities for peer to peer interaction · monitor the progress of the child / young person using structured methods · work on targets as advised by Speech and Language Therapy 	
Provision	<p><u>Provision</u> Mainstream placement</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EPT 	<p><u>Provision</u> Mainstream placement</p> <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<p><u>Provision</u> Mainstream Placement</p> <p>Additional adult support amounting to no less than 16 hrs per week (pro rata) comprising of no less than 3 hours per day (3:1) for core learning activities, and no less than 2 hours per day small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in EHCP.</p> <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Phase • Teaching Support Team statutory offer • BMDC central training and support offer • Traded service from EPT

Communication and Interaction – Social, Communication and Interaction Difficulties

CoP Stage			
Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties	Moderate Difficulties	Severe Difficulties
	<p>Individual Learner Characteristics (BMoN) A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that impact on some aspects school / School / setting life.</p>	<p>Individual Learner Characteristics (BMoN) A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that will significantly affect their access to learning, including the social/emotional curriculum and all aspects of school / setting life. This is especially true in new and unfamiliar contexts.</p>	<p>Individual Learner Characteristics (BMoN) A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that will severely affect their access to learning, including the social/emotional curriculum and all aspects of school / setting life. This is especially true in new and unfamiliar contexts. It will also affect access at times of high stress/anxiety in some known and familiar contexts and with familiar support/people available.</p>
	<p>Additional to and Different from Interventions and Strategies</p>		
<p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system in place to assess the young person’s needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering, and evaluating a personalised programme that accelerates learning. High quality teaching should include:</p> <ul style="list-style-type: none"> • A predictable environment and routine within a highly structured curriculum. • A differentiated curriculum incorporating the young person’s needs (this may include planned learning opportunities for tasks at developmental level rather than age). Within the differentiation, there should be a high emphasis on speech and language and social interaction development. • Use of visual prompts to support classroom routines and promote independence (these may need to be personalised to learning style to promote engagement) e.g. visual timetables. • Access to a quiet, distraction free workspace for independent working or to calm/refocus in or near the classroom (if needed). • Pre and post teaching, shared with the home setting, to enable the child / young person to engage with learning in the classroom. • Demonstration provided of what is expected and the child / young person is given routine feedback e.g. using a system of visual feedback to show if something has been understood. • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer and generalisation of skills. • Ensuring that preferred methods of communication (as well as level of eye contact) are known by all staff within school / setting. 		<p>My Support Plan (or equivalent) in place to assess the young person’s needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place. In addition to High quality teaching (see above), additional adult support individually or within a group, under the direction of the teacher, to:</p> <ul style="list-style-type: none"> • Access the curriculum and/or to work on modified curriculum tasks. • Access individual or small group sessions, to work on targets as advised by external agencies e.g. Speech and Language Therapy, Communication and Interaction Team. For example, small group sessions to work on social interaction skills, including support to apply into real life situations. • Support or provide alternative provision for unstructured times e.g. break times 	

	<ul style="list-style-type: none"> • The young person's name or agreed cue is used to gain their attention. • Minimal use of abstract language and targeted instructions considering young person's language level and the pace/amount of teacher talk. • Instructions must be broken down into manageable chunks and given in order. The child / young person must be given processing time. • 'Rules' of good listening displayed, taught, modelled and regularly reinforced e.g. the child / young person is aware of pre-arranged cues for active listening. School / setting • The child / young person is encouraged and shown how to seek clarification and ask for help. • Additional support is used effectively to prompt the child / young person to ask and answer questions. • A range of structured and multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play. • Supporting the child / young person as needed to access and engage in social situations using strategies such as speaking buddies or similar (peer talk) to encourage responses. • Support to model appropriate coping strategies for emotional regulation and social problem solving. • Sensory adjustments to meet the needs of the child / young person and reasonable adjustments made as needed e.g. low stimulus display boards, use of ear defenders. • Alternative forms of recording using technological aids are routinely used, e.g. iPad, recording software etc. • Use of AET (Autism Education Trust) Audit Tool to review whole school / School / setting practice. • Supported transition at the end of each academic year, particularly between phases. Information should be shared with key staff and a programme of activities should be planned to assist transition 		<ul style="list-style-type: none"> • Support the child / young person to recognise and understand their emotions e.g. Emotion Coaching and to then consistently use visuals provided for emotional regulation throughout the day. • Access sensory activities during the day to meet sensory need as appropriate e.g. movement breaks, walking, stimulus reduction.
Provision	<p>_Mainstream placement:</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EPT 	<p>Mainstream placement</p> <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EA1 (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<p>Mainstream Placement:</p> <p>Additional adult support amounting to no less than 16 hrs per week (pro rata) comprising of no less than 3 hours per day (3:1) for core learning activities, and no less than 2 hours per day small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in EHCP.</p> <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Phase • Teaching Support Team statutory offer • BMDC central training and support offer • Traded service from EPT

Social, Emotional and Mental Health Needs

CoP Stage

CoP Stage			
Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties with SEMH	Moderate Difficulties with SEMH	Severe Difficulties with SEMH
	<p>Individual Learner Characteristics (BMoN) A child / young person may have mild presentation of social, emotional, and mental health difficulties which could include issues with:</p> <ul style="list-style-type: none"> • social skills • emotional awareness/regulation • resilience and self-esteem. <p>which is beginning to have an impact on some aspects of school / School / setting life in areas such as academic progress, relationships and mental health.</p>	<p>Individual Learner Characteristics (BMoN) A child / young person will have moderate presentation of social, emotional and mental health difficulties which is not responding to previous support strategies. This could include issues with:</p> <ul style="list-style-type: none"> • social skills • emotional awareness/regulation • resilience and self esteem 	<p>Individual Learner Characteristics (BMoN) Child / young person presents with severe and persistent levels of social, emotional, mental health difficulties at all times, which are complex and long term and have not responded sufficiently to strategies, provision and adjustments at the SEND Support level of the graduated response. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available. SEMH needs are severe in terms of frequency, duration and intensity.</p>
	Additional to and Different from Interventions and Strategies		
	<p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering, and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • An appropriate whole school / setting ethos which includes a focus on the promotion of good mental health and well being • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually • A classroom and playground environment which focuses on supporting positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills and build resilience • Consistent systems in place to ensure effective behaviour management strategies including effective consequences both positive and negative (rewards and sanctions) • Effective links between pastoral support, personal and social education, SEN and the curriculum • Differentiation of teaching and learning both academically and socially and emotionally • The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL or targeted PHSE provisions) • Planned teaching of social communication skills • Personalised motivational reward systems covering targeted lessons / activities • Use of different teaching styles • Clear routines for transitions, for example planning for them with warnings • Careful consideration to enable adjustments to classroom organisation, seating and group dynamics 		<p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional identified adults support the child / young person individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Access the curriculum in an inclusive mainstream School • Teach social and emotional skills daily to address behavioural targets on individualised plan (e.g. My Support Plan). • Use key-working approaches to ensure the child / young person has a trusted adult to offer support/withdrawal during vulnerable times. • Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address young person's specific needs. • Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation.

	<ul style="list-style-type: none"> Nurturing classroom approaches Opportunities to develop positive staff /child relationships Offering a child / young person opportunities to take on responsibilities e.g. class monitors, prefects, school council reps Coordinated approach to the young person's support to promote sharing of Information about a young person's needs/difficulties is shared with relevant staff Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. School / setting Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/School / settings, based on IEP targets Planned and regular opportunities for small group work based on identified need 	<ul style="list-style-type: none"> Provide opportunities for the child / young person to develop self-monitoring skills at the end of each session Enable regular access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	
Provision	<u>Provision</u> Mainstream placement: <ul style="list-style-type: none"> Universal Offer Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> Hub support from Specialist teaching and Support Service (STASS) and/or EP Team BMDC central training and support offer Traded service from EP Traded services from SEMH 	<u>Provision</u> Mainstream placement <ul style="list-style-type: none"> Universal Offer Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> Hub support from Specialist teaching and Support Service (STASS) and/or EP Team Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. BMDC central training and support offer Traded service from EPT Traded services from SEMH 	<u>Provision</u> Mainstream placement <ul style="list-style-type: none"> Universal Offer Up to 16 hours per week additional adult support (3:1 and small group support) to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. LA: <ul style="list-style-type: none"> Hub support from Specialist teaching and Support Service (STASS) and/or EP Team Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. · BMDC central training and support offer Traded service from EPT Traded Services from SEMH

Sensory and/or Physical Needs: Visual Impairment

CoP Stage			
Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties with Visual Impairment	Moderate Difficulties with Visual Impairment	Severe Difficulties with Visual Impairment
	<u>Individual Learner Characteristics</u> Visual loss is classified as mild with acuities in the range 6/12 to 6/18 Snellen / Kay or LogMAR 0.3 – 0.48 Access to standard print sizes, age appropriate; some children may require larger print for sustained periods of reading	<u>Individual Learner Characteristics</u> Vision loss is classified as moderate with acuities in the range 6/18 to 6/36 Snellen / Kay or LogMAR 0.5 – 0.78 Near vision will typically be assessed to be N18 print size, or above	<u>Individual Learner Characteristics</u> Pupils likely to be Registered Sight Impaired (partially sighted) or Severely Sight impaired (blind) but still learning by sighted means.
	Additional to and Different from Interventions and Strategies Needs-specific practice which is additional to and different from that which is normally available:		Needs-specific practice as described above, plus:

Differentiation as part of high quality teaching needed in most subject areas. A monitoring system in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.

High quality teaching should include:

- High quality teaching with a specific consideration for children with visual impairment needs in line with advice from initial assessment by QTVI.
- Ensuring that all appropriate staff have information relating to the CYP's vision needs.
- School / setting must ensure that support is given to enable teachers to plan appropriately: o Glasses wear o Seating position and environmental factors affecting vision
- Presentation of learning materials; differentiation of learning resources in line with advice i.e. worksheet size and format etc. made by staff within school / setting. o Teaching strategies to minimise impact of CYP's vision; pace, oral descriptions, amount of copying /distance work etc.
- Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.
- ICT is used to increase access to the curriculum, where appropriate
- Where required; regular targeted small group support as deemed necessary
- On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills
- Advice from external agencies is implemented in the classroom
- Pre and post teaching is used to enable the pupil to engage with learning in the classroom.
- Enhanced opportunities to use technological aids
- Multisensory approaches are used, where appropriate
- Pupils are taught strategies and provided with resources to assist with the development of independent learning.
- Alternative ways of recording include electronic devices
- Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working
- Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
- help in some aspects of mobility, orientation and independence skills. Staff in the school / setting will need appropriate training
- Advice from external agencies is implemented in the classroom
-
- School will share information about the child / young person with all key staff. It should be reviewed regularly in consultation with the parents and child / young person and implemented consistently across the setting e.g. a One Page Profile

Differentiation to take into account pace of learning and visual presentation of learning materials. Settings and student peers will need awareness raising training. Support from VI team will be in relation to the NatSIP Eligibility Criteria score to determine the level of input required at SEND Support Stage.

Greater emphasis on the need for:

- modification of classroom learning materials in order to access the curriculum i.e. some reformatting and enlarged materials form part of each lesson as necessary.
- assistive technology to access everyday learning tasks such as iPad or laptop with the use of screen mirroring and file sharing software.
- Greater recognition of the impact of low vision on all aspects of learning, communication and social skills.
- Setting staff and peers may need low vision awareness training as necessary.
- Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working
- The young person is likely to require a referral for assessment from a Qualified Registered Habilitation Officer for assessment, environmental advice, and direct programme of work as required.
- Environmental audit necessary to assess accessibility of school environment. Teaching methods facilitate access to the curriculum, social / emotional development and class participation.
- Alternative ways of recording include electronic devices and ICT is used to increase access to the curriculum, where appropriate. Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working
- May need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum.

Provision	<p>Mainstream placement:</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online 	<p>Mainstream placement</p> <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online 	<p>Mainstream placement:</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online
	<p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP 	<p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EA1 (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP •

Sensory and/or Physical Needs: Hearing Impairment

CoP Stage			
Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties with Hearing Impairment	Moderate Difficulties with Hearing Impairment	Severe Difficulties with Hearing Impairment
	Individual Learner Characteristics (BMoN) Hearing loss: · mild with unaided threshold 21-40 dBHL or · unilateral with at least a moderate loss in affected ear	Individual Learner Characteristics (BMoN) Hearing Loss: Bilateral moderate (unaided threshold 41-70 dBHL) or severe (71-95dBHL) permanent hearing loss	Individual Learner Characteristics (BMoN) Hearing loss: Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL)
	It is expected that a child with this level of hearing loss will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 6-20	It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 21-30	It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 31-50
	Additional to and Different from Interventions and Strategies		
<p>Needs-specific practice which is additional to and different from that which is normally available:</p> <p>Differentiation as part of high quality teaching needed in most subject areas. A monitoring system in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering, and evaluating a personalised programme that accelerates learning.</p> <p>Hearing friendly strategies should be evident in the school / setting. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. Some adult support for learning health and safety and risk management.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • Management of the acoustic and visual environment in class so that background noise is kept to a minimum and there are not too many visual distractions • Plan for short listening periods interspersed with individual/small group activities • Position pupil appropriately for different activities – in consultation with the pupil • Ensure that your face is in clear view so that the pupil can lip-read – make use of facial expression/body language to support what you say and as much as possible stand still when speaking 		<p>Needs-specific practice as described above, plus:</p> <ul style="list-style-type: none"> • Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. • Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation <p>Additional adult support 1:1 and small group work for:</p> <ul style="list-style-type: none"> • Modified curriculum tasks to allow access as advised by a Teacher of the Deaf • Regular opportunities for 1:1 and small group work for specific identified parts of curriculum: o explanation, clarification and reinforcement of lesson content and language o specific interventions for 	

	<ul style="list-style-type: none"> • Get the pupil's attention – make eye contact – before speaking • Outline the content of the lesson at the beginning using visual cues/key words • Present lesson content in as visual a way as possible: use pictures, key words on the board, demonstration • Ensure that the deaf pupil has access to what the other pupils say e.g. repeat/rephrase the answers pupils give or ask them to speak at the front • Check that a task has been understood before the child begins e.g. 'tell me/show me what you have to do' • Recap main points at the end and provide an opportunity for the child to show that they have understood • Get feedback from the pupil regularly to monitor their access to lessons • Opportunities for 1:1 and small group work • Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation • Advice from Low Incidence Team is implemented in the classroom • Regular checking of auditory equipment: may have hearing aids and possibly a radio aid 	<p>speaking, listening and teaching of phonics o teaching strategies to assist the development of independent learning,</p> <ul style="list-style-type: none"> • Work on targets as advised by a Teacher of the Deaf o to develop social skills • Modification to the presentation of assessments • Create frequent opportunities for structured peer to peer interaction • Adult support to facilitate the development of independence and class participation • Monitor the progress of the young person using structured methods • Regular checking of auditory equipment: will have hearing aids and likely to have a radio aid • Pupils are taught strategies and provided with resources to assist with the development of independent learning • Daily checking of hearing aids and other technology • Advice from Teacher of the Deaf is implemented in the classroom 	
Provision	<p><u>Provision</u> Mainstream placement:</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP 	<p><u>Provision</u> Mainstream placement</p> <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EA1 (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<p><u>Provision</u> Mainstream placement:</p> <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP •

CoP Stage

Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)
	Mild Difficulties with Multi-Sensory Impairment	Moderate Difficulties with Multi-Sensory Impairment	Severe Difficulties with Multi-Sensory Impairment
	Individual Learner Characteristics (BMoN) Mild loss in both modalities	Individual Learner Characteristics (BMoN) Mild loss in both modalities	Individual Learner Characteristics (BMoN) Moderate loss in one modality and mild/moderate in the other
	May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment	May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment	May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
	Non progressive condition	Non progressive condition	May have additional complex needs
Additional to and Different from Interventions and Strategies			
	Needs-specific practice which is additional to and different from that which is normally available:		Needs-specific practice as described above, plus:
	<p>Attention to seating, lighting, visual environment and acoustics. Consideration must be given to visually presented information, task instruction and oral sentence structure. Attention should be paid to speech development, the development of oral expression and aspects of orientation, mobility and independence skills, through curriculum differentiation</p> <p>Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom. The pace of learning should afford opportunities for clarification and reinforcement to ensure understanding.</p> <p>Bespoke Intervention – time bound and quantifiable: My Support Plan (or equivalent) in place to assess the young person’s needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place. Additional adults support the child / young person individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks • access regular individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the A child / young person using structured methods • provide access to specialist delivery of the ‘Additional Curriculum’ 		<ul style="list-style-type: none"> • As appropriate to assessed needs. • Approaches to communication that may include use of Sign Supported English (SSE) and /or finger spelling to support oral communication • Significant curriculum differentiation across all subject areas • Adapted equipment to meet specialised MSI needs • Modified and adapted materials to ensure access to learning • Regular access to a visually and acoustically appropriate environment for small group and 1:1 session • Enhanced opportunities to use technological aids • Regular checking of low vision and/or hearing aids • Support with the development of mobility, orientation and independence skills • Significant individual support and additional time for clarification and reinforcement of learning to ensure understanding • Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom • A monitoring system in place to identify short term targets from the EHCP/MSP, implement recommended provision and monitor and evaluate progress, in an IEP.

Provision	<u>Provision</u> Mainstream placement: <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP 	<u>Provision</u> Mainstream placement <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<u>Provision</u> Mainstream placement: <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Specialist teaching and Support Service (STASS) and/or EP Team • BMDC central training and support offer • Traded service from EP •
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Sensory and/or Physical Need

CoP Stage				
Below Age Related Expectations	Wave One	Wave Two (some evidencing for Wave 3)	Wave Three/Four (MSP or EHCP in place)	
	Mild Difficulty with Physical Need	Moderate Difficulties with Physical Need	Severe Difficulties with Physical Need	
	Individual Learner Characteristics (BMoN) School based (and possibly other assessments, e.g. Physio / OT) indicate the child / young person has mild physical difficulties which reduce their ability to participate / function at an age appropriate level.	Individual Learner Characteristics (BMoN) School based (and possibly other assessments, e.g. Physio / OT) indicate the child / young person has moderate physical difficulties which reduce their ability to participate / function at an age appropriate level.	Individual Learner Characteristics (BMoN) School based (and possibly other assessments, eg Physio / OT) indicate the child / young person has severe physical difficulties which reduce their ability to participate / function at an age appropriate level.	
	Additional to and Different from Interventions and Strategies Needs-specific practice which is additional to and different from that which is normally available: Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system in place to assess the young person's needs, identify outcomes, implement support, and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering, and evaluating a personalised programme that accelerates learning. High quality teaching should include: <ul style="list-style-type: none"> • Increased differentiation of activities and materials by design (i.e. adapted pencils, scissors etc.) • Alternative forms of recording routinely used • Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches / backwards chaining approach • Resources and displays that support independence. • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage • Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks 		Needs-specific practice as described above, plus: Significant modification / differentiation of some aspects of the curriculum. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Close supervision to address safety and access in PE may need alternative PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Bespoke Intervention – time bound and quantifiable: My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.	

- On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills
- Flexibility of groupings allows for buddy support
- Advice from external agencies is implemented in the classroom
- There may be need for very structured and multi-sensory approaches to learning.
- The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.
- Pupils are taught strategies and provided with resources to assist with the development of independent learning.
- Alternative ways of recording include electronic devices e.g. laptop, tablet
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Additional adults may support the young person individually or in small groups, under the direction of the teacher to:

- work on modified curriculum tasks
- access regular individual support
- encourage independence whilst maintaining health and safety minimising risk
- create frequent opportunities for peer to peer interaction
- monitor the progress of the young person using structured methods
- access programmes of support as advised by the paediatric therapy teams
- assist with personal/intimate care,
- access environment/ or individual equipment,
- facilitate therapy programmes,
- provide catch up sessions minimising the impact of missed learning due to absence relating to condition
- Close supervision to address safety and access in PE
- access independence and self-care / self-regulation skills sessions (up to 3 times per week)
- Support managing pacing and fatigue
- work on modified curriculum tasks
- access regular individual support
- encourage independence
- create frequent opportunities for peer to peer interaction
- monitor the progress of the A child / young person using structured methods
- access programmes of support and equipment as advised by the paediatric therapy teams
- Support to address self-care / self-regulation needs and use modified equipment.
- Appropriately trained support for moving and handling may be required
- May require bespoke equipment- mobility and seating / accessible building

Provision	<u>Provision</u> Mainstream placement: <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Physical / Medical Team and/or EP Team • BMDC central training and support offer • Traded service from EP 	<u>Provision</u> Mainstream placement <ul style="list-style-type: none"> • Universal Offer • Up to 16 hours per week additional adult support to facilitate access to the curriculum and deliver individually planned programmes of work / interventions. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Physical / Medical Team and/or EP Team • Involvement from an Early Years Specialist Teacher or Access and Inclusion Officer via an EAI (from health) or an early years SCIL Team referral. • BMDC central training and support offer • Traded service from EPT 	<u>Provision</u> Mainstream placement: <ul style="list-style-type: none"> • Universal Offer • Additional adult support amounting up to 10 hrs per week to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online LA: <ul style="list-style-type: none"> • Hub support from Physical / Medical Team and/or EP Team • BMDC central training and support offer • Traded service from EP •
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Glossary of Terms

SCIL – Social, Communication, interaction and Learning

SEMH – Social, Emotional Mental Health

CAMHS – Child Adolescent Mental Health Service

IEP – Independent Education Plan

SENCO – Special Educational Needs Co-ordinator

EP – Educational Psychologist

BMoN – Bradford Matrix of Need

QFT – Quality First Teaching

Outside Agencies

Below we have listed some of the outside agencies that may be involved in supporting pupils with SEND

Educational Needs Support Service:

Educational psychology, Small STEPS, Portage (pre-school – home-based), Service for physical disability, Hearing impaired service, Hospital, Home Education /Home tuition service, Visually impaired service, Education welfare service (attendance), Parent partnership service, Bradford behaviour support service, ASD HIT support and Downs Syndrome Support and Training service.

Health/social services:

Speech and language therapy, Occupational therapy, Specialist consultant, General practitioner, Paediatrics, Health visitor, School nurse, ESCAYP counselling, Child and adolescent mental health service – CAMHS, Social services, Physiotherapy and Podiatry.