



SEND Report to Governors
Baildon Glen Academy
2022-23

The purpose of our school's SEN Information report is to inform parents and carers about:

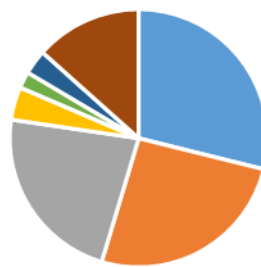
- How we welcome into our school children with special educational needs and/or disabilities;
- How we support them in all aspects of school life and remove barriers to achievement;
- How we work in closer partnership with parents/carers and children;
- How we make effective provision for all of our children with special educational needs and disabilities - SEND

SEND at Baildon Glen Academy

This is a breakdown, year group by year group, of the numbers of pupils on our SEND register.

Year group	Number of children in class	Number of children on SEND register	Below Age Related Expectations	SEND Support	EHCNA agreed but plan not finalised	EHCP In place
Nursery	12	5	4	1	0	0
Reception	11	4	3	0	0	1
Year 1	23	8	7	1	0	0
Year 2	24	11	9	2	0	0
Year 3	29	10	6	3	1	0
Year 4	26	9	7	2	0	0
Year 5	30	13	6	4	0	3
Year 6	25	8	4	4	0	0
Total	180	68	46	17	1	4

Breakdown of SEND at Baildon Glen, June 2023



- Moderate / severe learning difficulties (MLD)
- Social, Emotional, Mental Health difficulties (SEMH)
- Speech, language or communication need
- Physical difficulty
- Visual Impairment
- Hearing Impairment

Budget and finance

As a school we receive the school budget from the Education Funding Agency. This includes the Notional SEN budget to support SEND children. This budget (£123,027.59 in 2022-3) was used to support SEND children with all levels of need in the school. Up to £10,000 (£4,000 from the normal school budget and £6,000 from the Notional SEND budget

– equivalent to 19+ hours 1:1 support per week) must be spent by school to support a child with SEND before applying for extra funding through the EHCP process. In 2023-24, the budget is expected to be higher, at £135,529.30 as a result of having higher numbers of children identified with SEND on roll.

The way the SEND budget is spent is decided upon by the Head of School and SENDCo in discussion with the governors. If the child has educational needs beyond 'School Support', extra funding (on top of this £10,000) can be applied for. Bradford's SEND Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan (EHCP).

As of June 2023, our high needs block of funding is £25,381.00 for children with EHCPs. This funding has been allocated to support children with Education and Health Care Plans across the school.

Approach to teaching and adaptation of curriculum and environment

Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis.

Adaptations are made to support children in line with the Bradford Matrix of Need:

https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%20v2_2%20RD260421.pdf .

Within Age Related Expectations – High Quality Teaching in an inclusive setting.

- Differentiated activities, materials, outcomes, timing, scaffolding and additional resources.
- Differentiated questioning, and targeted simplified level/pace/amount of teacher talk.

Below Age related Expectations -Additional to and different from Interventions and Strategies

- Best endeavours and reasonable adjustments made in line with Bradford Matrix of Need and Quality First Teaching.
- Facilitate access to the curriculum and deliver individually planned programmes of work. Child might work in a small group for some lessons or on a 1:1 basis at other times, dependent upon need.
- Advice from other agencies if needed.
- Involvement of parents / carers and a personal learning plan is written.

SEN Support – Bespoke intervention – time bound and quantifiable

- Assess, Plan, Do, Review cycle
- Involvement of parents and carers and children to form a co-production taking a child centred approach
- Small groups withdrawn to have intervention which may be around spelling/reading/numeracy/phonics.
- This can include individual / small group, specific targeted interventions which require some modification of the curriculum. For example, speech and language support, hearing /visual impairment input and physiotherapy input. Other agencies could include Educational Psychologist, CAMHS, Community Paediatrician etc.
- Up to 19 hours a week per week additional adult support (1:1 or small groups)

EHCP Level 1 – Additional support in line with EHCP (mainstream)

- Access to appropriate specialist support and includes a significantly modified curriculum and will usually require a high level of additional adult support, which could be up to 25 hours per week as a combination of 1:1, 1:2 or small group work.

EHCP Level 2 - Additional support in line with EHCP (specialist provision)

- This usually requires an alternative specialist educational provision.

Children may move within these stages whilst at school and all our children with SEND are closely monitored.

All children who have additional needs are recorded on a class provision map. Personal Learning Plans (PLPs) are used to write targets for children who are at 'Below Age-Related Expectations', 'school support' or have an EHCP.

Example Personal Learning Plan (PLP)



XXXXX

Personal Learning Plan 2022-23

Pen Portrait of XXXXXX	XXXXXX's Strengths	XXXXXX's Difficulties	Area/s of need	SEN Level (BARE/SS/EHCP)	
XXXXXX likes to please. He seeks adult confirmation of what he is doing especially when he is trying hard in class. XXXXXX works well as part of a small group with adult support. He finds it more difficult to work independently. XXXXXX finds unstructured times particularly difficult.	When working 1:1 or in a small focussed group XXXXXX can concentrate and get on with tasks. XXXXXX's speech is developing and he is always willing to do his best and have a go. XXXXXX is becoming more confident in maths and he can work on some tasks more independently just checking in with an adult.	XXXXXX's attention is restricted and he needs verbal instruction. Repetition is always required to retain information as he can forget things very easily. He needs time to work at a slower pace. When not having support XXXXXX can struggle to concentrate and to independently get on with work.	Learning and cognition	SS	
			Social Emotional and Mental Health	BARE	
			Speech, Communication and Language Need	SS	
			Physical Difficulty		
			Specific Learning Difficulty		
			Visual Difficulty		
History of outside agency involvement	XXXXXX's Needs identified by outside agencies				
Speech and language referral Behaviour support, carrying out observations EP Observation	Learning and Cognition Team	Behaviour Team	Speech and Language Therapy	Educational Psychologist	Other
	Develop his understanding of maths vocabulary Write CVC words and short sentences Develop independence as a learner	Continue with differentiated work to build self-esteem. Positive re-enforcement and small group work on regulation and self-esteem strategies. Emotional check-ins. Blank level 4 questions involving reasoning. Use of breathing exercises for calming.	Continue to develop his understanding of sounds to help with literacy development Produce clear CVC words Initiate longer conversations with less familiar adults and peers Develop his social skills by turn taking and working with less familiar children.	Daily precision teaching Simplification of language Time for processing Use of visuals to support learning	

Targets Summer				
Analysis of learning / behaviour needs Targets for this half term	Provision (see range descriptors for indication of levels of provision to be made)	Who will provide this support? How often?	Expected impact	Evaluation A: Target achieved B: Some progress N: No progress R: Refer to outside agencies
XXXXXX will respond to simple instruction within a familiar context. (AET Progression Framework target – Communication & Interaction (Listening & Understanding))	Consistent routine Now & next board with visuals Address XXXXXX by name before giving instruction in simple language e.g. 'XXXXXX, get your coat.'	All EYFS ongoing	XXXXXX will respond appropriately to simple familiar instructions 75% of the time.	
XXXXXX will take turns with shared resources (AET Progression Framework target Social Understanding and relationships (engages in shared activity))	Small group input to practice turn taking e.g. musical instruments/balls/stirring dough etc Adults to scaffold turn taking in provision with sand timers Adults to model offering other children a turn with the phrase 'your turn now'.	TAs 3x weekly All EYFS staff ongoing	With adult support XXXXXX will tolerate turn taking during a structured activity 80% of the time. With adult support XXXXXX will tolerate turn taking of shared resourced in provision 75% of the time. XXXXXX will initiate sharing of resources with a peer at least once a week.	

Example Provision Map

Year X Provision Map 2022-23



Please note down any provisions from which are made for pupils in your class. Note down how often and how much intervention they get per week. Please also include any additional interventions delivered to support the Covid-19 Catch up.

Codes: EHCP = Education and Health Care Plan, SEN = Special educational needs, EH = Early Help, CIN = Child in Need, CP = Child Protection, LAC = Looked after child, PP = Pupil premium

Child's name	Vulnerability category	Literacy	Numeracy	Speech and language	Social, emotional, mental health	Physical / Health (hearing, sight inc)	Other (including Covid specific)
	PP	Phonics Keep <u>up</u> 3 times a week 1:1 for 10 minutes				Epipen and inhaler located in locked locker in classroom.	
		Phonics Keep up 3 times a week for 15 minutes within a small group				Inhaler located in locked locker in classroom	
	SEN	Phonics Keep <u>up</u> 3 times a week 1:1 for 10 minutes. Extra adult support during whole class teaching and independent work.	Extra adult support during whole class teaching and independent work.		Visual timetable for daily routine/lessons		
					Visual timetable for daily routine/lessons		
	SEN EH PP	Phonics Keep <u>up</u> 3 times a week for 15 minutes within a small group	Extra adult support during whole class teaching.		Visual timetable for daily routine/lessons		
		Phonics Keep up 3 times a week for 15 minutes within a small group		Target set by speech therapist 3x20 mins weekly			

Identification of SEND

To identify pupils with SEND, Baildon Glen Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison the peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate

We will the monitor curriculum interventions carefully to ensure that:

- the child's progress is similar to that of their peers starting from the same baseline
- progress matches or betters the child's previous rate of progress
- the attainment gap between the child and their peers is closing
- we prevent the attainment gap growing wider

The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary, re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching and a personalised curriculum targeted at their areas of weakness.

Evaluating Provision

Every term, PLPs are evaluated and re-written by teachers, and provision maps- updated termly. At this point, the SENDCo looks at the curriculum provision evaluations and the effect this curriculum provision has had on progress. Pupil progress meetings take place termly. These also analyse interventions put in place for individual children and

how this has impacted upon progress. Annual reviews are held for children with an EHCP and curriculum provision and targets are reviewed and rewritten. Curriculum provision is also monitored by the SENDCo through lesson observations, planning and book scrutinies, learning walks and reviewing assessment data.

Assessment



All children are assessed through the use of formative assessment on a daily basis at Baildon Glen . Formal assessments of learning take place termly and PLPs are assessed and reviewed termly. Assessment is a continuing process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review. Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately. To assess the type and level of need, teachers and the SENDCo use the matrix of need published on Bradford Schools Online.

Consulting parents

Parents of children with additional needs meet with teachers termly. At these points, parents have the opportunity to review the children’s PLP alongside the child and class teacher, help to set new targets and discuss curriculum provision. During these meetings, parents identify ways in which they can help their children work towards their targets at home. If parents need to contact the school at any other time, they are free to make an appointment with the SENDCo or class teacher to speak about their child (contact details at the end of document). The SENDCo may also contact the parent at other times during the year to speak about their child’s need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

Involving pupils in their education

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher, particularly at parents’ evenings. Children with SEND have input when writing the PLP and their ‘pupil voice’ is gathered when writing these plans and is recorded on the document (see below). This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future or would like to get better at.

<h2 style="margin: 0;">Pupil Voice</h2>		
<p>I am: I am <u>Xxxxxxxx</u></p>	<p>About me: I love dinosaurs. I am 9 years old.</p>	<p>What am I good at? Remembering facts. I am good at maths.</p> <div style="text-align: right;"></div>
<p>What do I need to get better at? My behaviour and my handwriting.</p> <div style="text-align: left;"></div>		<p>What can my teachers help me with? My work. Do my visual timetable. Give me a quiet place to work.</p>
<p>Which resources can help me to improve? My handwriting practise. My first and next board. Spelling lists. Visual timetable</p>	<p>What will I try to do for myself? Remember to wash my hands. Finish my work. Remember my targets.</p>	

Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

Pupils with Social, Emotional and Mental Health Needs (SEMH) may meet with the learning mentor to take part in social and pastoral interventions. We will widen our provision for supporting pupils with emotional or mental health needs next year by offering drop-in sessions with the learning mentor and family support worker.

Engaging pupils in activities with their peers

At lunchtimes we offer peer mentor sessions which are open to children with SEND and reasonable adjustments will always be made to help them to participate. Our extra curricular activities are open to all children, and teachers seek to involve children with SEND in these clubs.

Children with SEND are encouraged to work alongside their peers to develop their speaking and listening skills and social skills. This is done as part of normal practice within the classroom or during intervention groups.

Supporting social and emotional development and wellbeing

The school takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best. Sometimes, a child needs to have behaviour targets included their PLP. We work closely and co-operatively with parents to address any issues.

We have a pastoral team made up of a learning mentor and a family support worker who help children with any issues they may have regarding behaviour, social or emotional factors. This is done either on a one-to-one basis or in a small group. Pastoral groups are delivered on a range of themes to support children with SEMH difficulties including friendship skills, managing anger, recognising emotions and developing social skills. The groups are assessed and reviewed each term by teachers, the SENDCo, family support worker and learning mentor.

From next year, all pupils, including ones with SEND, will have access to our 'Chatterbox' system where children can refer themselves to a member of our pastoral team if they are feeling sad, anxious or need to talk about something. Our pastoral team will have ample time built into their week to allow flexibility so that each pupil can be heard and their wellbeing can be supported.

We have a school council where children have the opportunity to make suggestions to their class members to take to school council meetings.

Supporting children through transition

Baildon Glen has robust procedures for ensuring a smooth transition for pupils either starting at our school or moving on to another educational setting.

For children moving on, including those in Year 6, the SENDCo arranges transition meetings with the receiving school to ensure that all relevant information is shared and to promote the continuity of curriculum provision. Where a child has complex needs and is potentially changing settings including more specialist provisions, we can accompany the child and parents on visits to possible schools to consider provision and preferences.

At EHCP reviews in Years 5 and 6, transition to secondary school is discussed and preferences are written into the review, and where possible and appropriate, secondary school staff are invited to attend.

Equally, if a child with SEND is transitioning to Baildon Glen from a different setting, the SENDCo will liaise closely with the setting, ensuring the smooth transfer of information so that the correct curriculum provision is in place for the child when they start with us. Such transition arrangements could include the SENDCo and other Baildon Glen staff visiting the child in their current setting and meeting with staff and parents to gather information.

Pupils with medical needs

If a child has a medical need then a care plan may be provided by the school nursing service or medical professional. School will then use this, and information provided by parents, to create a medical risk assessment and an emergency procedures document. Copies will be shared with parents and will be held electronically on CPOMS as well as shared with relevant members of staff.

Named staff members have received training to support children with diabetes.

Named staff members have a First Aid Certificate

Pupils with disabilities

The school design allows access to the entirety of the building for all adults and children. This information can be found via the school's accessibility plan.

Training

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need.

The SENDCo keeps up-to-date with local and national developments and attends meetings half-termly with the Exceed SENDCo network to discuss this. They will also attend training offered by Bradford council on a range of SEND subjects.

Class teachers need an in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended, the class teacher will attend this to support their teaching and understanding of the needs of their children.

Teaching assistants need support in delivering appropriate curriculum interventions for individuals or groups in their class. If a new curriculum intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.

In 2022/23, staff have received training about phonics, how to use the Alphabet Arc and Precision Teaching both of which benefit children with dyslexic tendencies.

The SENDCo also acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, Bradford's SEND Support Services, CAMHS, Educational Psychology, School Health, Hospital Paediatrics, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups such as ones available through Early Help.

Accessing other agencies and provision

Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input. We ensure that provision is given to all children who require it. Equipment and provision is ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.

Admissions

All admissions are in accordance with the school's Admission Policy which follows Bradford LEA's Admission processes. If a child has an Education, Health and Care Plan, the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration into a new school often depends on thorough planning. We welcome early contact from parents so that we can discuss needs, and anticipate and plan to overcome any potential barriers before the child arrives in school.

How do parents voice concerns?

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENDCos and the Head of School. Beyond this, a complaint may be taken to the Governing Body using the complaints procedure.

School's local offer

This is a detailed document which lists the support provided for each area of need at each level of SEND.

It can be found on the school's website.

Information about Bradford Council's SEND offer can be found here: <https://localoffer.bradford.gov.uk/>

Contact details

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