



**SEND Report to Governors**  
**Baildon Glen Primary School**  
**2024-25**

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 Primary School**

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	13	5	3	2	0	0
Reception	16	4	2	2	0	0
Year 1	20	9	5	2	0	2
Year 2	4	2	1	0	0	1
Year 3	21	7	3	1	2	1
Year 4	21	10	4	3	3	0
Year 5	25	8	4	4	0	0
Year 6	28	10	4	5	0	1
Total	148	55	26	19	5	5

# Distribution of SEND Needs - Baildon Glen Primary School (July 2025)



Cognition and Learning - 22.5%	Physical Development - 3.6%
Communication and Interaction - 20.7%	Visual Impairment - 0.9%
Social and Emotional Mental Health - 29.7%	Hearing Impairment - 0.9%
Speech Language and Communication Need - 15.3%	ASD or ADHD Diagnosed Received - 6.3%

### 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 (£157,151.02 in 2024-25) 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 2025-26, the budget is expected to be higher, at £159,734.66 as a result of having higher numbers of children identified as needing extra support and an EHCP.

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 July 2025, our high needs block of funding is £30,273 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 tasks, 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](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 whole school SEND register. 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)**

## 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))	<p>Consistent routine</p> <p>Now &amp; next board with visuals</p> <p>Address Xxxxxx by name before giving instruction in simple language e.g. 'Xxxxxx, get your coat.'</p>	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))	<p>Small group input to practice turn taking e.g. musical instruments/balls/stirring dough etc</p> <p>Adults to scaffold turn taking in provision with sand timers</p> <p>Adults to model offering other children a turn with the phrase 'your turn now'.</p>	<p>TAs 3x weekly</p> <p>All EYFS staff ongoing</p>	<p>With adult support Xxxxxx will tolerate turn taking during a structured activity 80% of the time.</p> <p>With adult support Xxxxxx will tolerate turn taking of shared resourced in provision 75% of the time.</p> <p>Xxxxxx will initiate sharing of resources with a peer at least once a week.</p>	

## Personal Learning Plan

Pen Portrait of Pupil	Pupil's Strengths	Pupil's Difficulties	Area/s of need	SEN Level (BARE/SS/EHCP)	
Pupil is a polite and helpful child who has built strong friendships in the class. When relaxed Pupil is an enthusiastic learner.	Pupil shows good motor skills and can form letters correctly – they enjoys attempting to write. Pupil can be a helpful member of the class for example at tidy up time, or showing a caring attitude to younger children.	Pupil can be emotionally dysregulated. They sometimes seem to switch off from learning and appears unhappy - when in this state they reject adult attempts to help and will turn away and resist communication or contact. Pupil shows some sensory sensitivities to noise, touch and sudden movements. When upset or if they feel their personal space is invaded, Pupil may become upset with other pupils around them.	Learning and cognition Social Emotional and Mental Health Speech, Communication and Language Need Physical Difficulty Specific Learning Difficulty Visual Difficulty Hearing Difficulty	SS	
History of outside agency involvement	Pupil's Needs identified by outside agencies				
Speech and language Right to choose paperwork sent	Learning and Cognition	SEMH	Speech, Language & Communication Needs	Physical and Sensory	Other
		Sensory profile completed  Baseline assessment completed  Crisis documents in place and updated regularly	S and L referral made SNAP forms have been completed by class teacher.		

Targets Autumn				
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
Pupil will use the support of familiar adults, a recognised safe space and a specific strategy to start to regulate her emotions. Pupil will use the support of the lolly stick emotion plotter – linked to the colour monster.	Check in with familiar adult at the start of the day (Adult A)  Pupil supported to access the calm area and take time out when they are dysregulated. Be encouraged to use the fidget and calm box to choose something to help calm them.  Adults to use simple emotional vocabulary to reflect back Pupil's feelings e.g. your face looks very sad. Use the support of the lolly stick identifying feelings linked to the colour monster. Read colour monster book with Pupil.  Lego time after lunch to help regulate ready for afternoon session.  Pupil to be brought in holding an adult hand from playtimes  Pupil supported to use Happy Breathing strategy when dysregulated.	All adults within the classroom  Adult A for the check in  Adult B to support if lolly stick indicates angry/or sad  Adult B hold Pupil's hand coming in from playtime	Pupil will access the calm area when dysregulated, with adult prompting, 9 out of 10 times, and independently 3 out of 5 times.  Pupil will use the Happy Breathing strategy with adult prompting 9 out of 10 times and independently 2 out of 5 times  Pupil will start to communicate their feelings when responding to adult reflection 9 out of 10 times through using the colour monster method and moving their lolly stick	B Some progress Although some self regulation is still needed as Pupil can still get angry, Pupil needs to be more familiar with adult instruction and following instructions first time.  Encourage more use of lolly stick

## Example Provision Map

### Year XX Provision Map



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.

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

- Autumn
- Spring
- Summer

Child's name	Vulnerability category	Literacy	Numeracy	Speech and language	Social, emotional, mental health	Physical / Health (hearing, sight inc)	Other
	PP SEN	1:1 reading (daily) Handwriting intervention x 10 minutes	Use of concrete / practical resources (daily)  Daily times table x 20 minutes daily  Relevant maths interventions (most days)	Use of visuals Speech and language (1x every two weeks) with specialist teacher.  2x weekly speech and language intervention.	Daily check in when arriving at school (sometimes late)  Prompting throughout lessons  Regular brain breaks when required		
	SEN	1:1 reading (daily) Phonics intervention(daily) Handwriting intervention x 10 minutes	Use of concrete / practical resources (daily) Relevant maths interventions (most days)		Processing issues, sometimes requires extra processing time  Calming resources and access to calm room  Ear defenders	Prone to migraines- access to water at all times	

### 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
- Complete observations in class
- 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 are 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 at parents’ evenings and at other meetings throughout the year. 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.

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

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.

## Engaging pupils in activities with their peers

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.

Pupils with Social, Emotional and Mental Health Needs (SEMH) may meet with our family support worker, Mrs Green, who has specific mental health training. We also work closely with the EEWP team (Education based Emotion Wellbeing Practitioners) who run wellbeing interventions in school and can make referrals to other agencies such as MAGIC. MAGIC, stands for Managing Anxiety and creating Goals for Increased Confidence. The service supports young people aged 5-11 years old who struggle with anxiety.

Our family support worker, Mrs Green, helps 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 sessions can be delivered on a range of themes to support children with SEMH difficulties including friendship skills, managing anger, recognising emotions and developing social skills.

All pupils have access to our 'Chatterbox' system where children can refer themselves to a our family support worker or another staff member if they are feeling sad, anxious or need to talk about something. We aim for each pupil can be heard so their wellbeing can be supported.

The school follows the Zones of Regulation principles and delivers weekly lessons teaching children how to identify and manage their emotions safely. They also practise a daily regulation skill with the aim of building children's regulation toolkit which will help them to safely navigate difficult situations both inside and outside school. We believe the developing children's resilience through emotional regulation is a key life skill.

We have a school council where children have the opportunity to make suggestions to their class members to take to school council meetings so that they can get their viewpoint heard.

### **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 / or 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 2024-25, staff have received training about phonics, behaviour STAR analysis, Zones of Regulation and ongoing support from the SCIL team in adaptive teaching.

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/>

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