



SEND Information Report

At Bradford Academy, we believe that all young people, regardless of ability or need, can flourish in our school community. As we are an all through school, we have a Primary SENDCO, Miss Emily Plastow and Secondary SENDCO, Miss Libby Butterworth-Smith. Both SENDCOs co-ordinate the large SEND teams in school, as well as the provision for learners requiring support.

The SEND department is keen to ensure that every young person observes the 3 'R's- Resilience, Respect and Responsibility. We aim to promote independence of all our learners and help them flourish within an educational setting.

At Bradford Academy (secondary) we also have 2 School Led Resourced Provisions, specialising in Autism and Physical Disability. Both provisions are led by RP managers: Dr Katrina Astley (Autism) and Mrs Katie Sharp (Physical Disability). Bradford Academy also work with the authority who have a Resourced Provision, specialising in SEMH on site. This provision is run by the provision and the RP manager is: Mr Scott Delves-Holmes.

The school also provides additional support through the Primary school nurture provision and RESET in secondary. Both these additional provisions can be accessed through a referral process, which is supported by our teaching staff and pastoral staff. Within this provision we offer alternative programmes, such as Forest schools.

Well-established links and close co-operation with external agencies as well as feeder Primary schools enables us to work closely with you as parents/carers. It is this strong working relationship that strengthens the support we can offer to young people.

What kind of help can be offered to learners with Special Educational Needs and Disability?

- An experienced pastoral team
- Safeguarding team
- Differentiated materials in lessons
- Learner passports to be shared with teaching staff.
- Teaching Assistant support
- Individual and small group literacy programmes
- Additional numeracy support
- A variety of programmes to help pupils improve their social skills and their behaviour, such as Socially Speaking
- An after school Homework Club
- Technology for access

- 1.1 interventions such as 20:20 reading, precision teach and RWI phonics etc

We ensure that parents and carers are supported through our pastoral and safeguarding team and nurture team in Primary.

Bradford Academy have been awarded the PD net friendly award and mental health award (Bronze)

FAQS

How are learners included in the planning of their support?

At Bradford Academy, we strive to forge excellent relationships between learners and members of staff to ensure all young people feel comfortable and confident when having conversations about their education.

When a learner requires additional provision, this will be explained to that young person as appropriate.

When reviewing provision, learners will meet as appropriate with the SENDCo, Head of Year/Pastoral team, or form tutor to resolve any worries they may have and promote understanding. In Primary learners meet with their class teacher and SENDCo to review their learner passport and set themselves new and achievable targets.

At Bradford Academy we are committed to being an inclusive school for all learners, including those with Special Educational Needs and Disability (SEND).

We strive to ensure appropriate provision is in place to support learners who require additional support beyond the classroom

Well-established links and close co-operation with feeder schools ensures that appropriate provision is in place when pupils start at Bradford Academy. This work is completed during transition meetings with feeder schools. Parents and carers are encouraged to provide relevant information about their child's special educational needs and prior to transition to meet with the Special Educational Needs and disabilities Co-ordinator, Mrs R Whiteley.

How are the school's resources allocated and matched to learners' Special Educational Needs?

If a student has an EHCP, the school will ensure the student has access to the provision described in that document. The provision will be reviewed in partnership with parents along with the learner to ensure it is suitable in enabling him/her to make good progress. This will be reviewed through parents' evenings, interim reviews and annual reviews.

Learners can also be placed on the SEND Register if they are receiving anything additional or different to first quality teaching. Parents will be contacted by the SENDCO if learners are to be placed on the register. The register is not a legal document and learners can also be removed from the register if a learner has made sufficient progress and no longer requires support.

The impact will be measured through the student's progress in lessons.

How will the school prepare and support my child to join the academy, transfer to a new school or the next stage of education and life?

For all prospective students, the SENDCo and Head of Year 7 will speak with the learner's current school about any additional needs they might have so that we can put in place an appropriate transition/support plan. In Primary, learners in EYFS will get the opportunity to visit the school with their parent/ carer at our 'Stay and Play' sessions before they join in September. If they are starting half way through the year then they will have a visit around school and have the opportunity to meet with the SENDCo prior to starting to discuss any additional needs.

If students have any additional needs, or are placed on the SEND Register, they may be selected by their school to attend 'buddy' days which will support the transition process and allow us to further identify any additional support a child may need.

For students with existing SEND, we invite parents to contact us if they wish to meet regarding the transition of their child.

Wherever possible, the SENDCo will attend to the annual review of all Year 6 students with existing statements of SEND or Education, Health and Care Plan. This will allow a dialogue between the academy and primary school.

In Year 6, all prospective learners and their parents will be given the opportunity to attend a transition evening, where important information is delivered, and any questions answered.

A full transition day will also take place for all learners transferring from year 6 to year 7.

What specialist services and expertise are available at or accessed by Bradford Academy?

The academy has strong links with specialist services within the area. These include, but are not limited to:

- Educational Psychologists
- SCIL team
- Occupational therapy
- Complex needs team
- Speech and Language Therapist Team
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing Impaired Team
- School Counselling
- WRAP Programme
- Youth services

What support will there be for my child's overall well-being?

Pastoral support for all learners will primarily be given by the learner's form tutor, Head of Year/Pastoral team and Senior team link. In Primary, learners will be heavily supported by their class teachers and LSAs. They will also have the opportunity to visit nurture in 1.1, small group or parent/ learner sessions.

Throughout the academy, learners will be part of the behaviour policy and be given regular and specific praise in lessons in the form of carrot awards/points. This system provides a consistent approach to behaviour. In Primary, learners follow the 'Good to be Green' behaviour policy where children will be awarded with good to be green points to win their bronze, silver and gold awards. These are celebrated in an assembly which parents/ carers are invited in to.

If the child needs any further specific and personalised support, the SENDCo may, if appropriate, assign them a Learning Assistant.

Attendance Officers monitor attendance and devise strategies for improving attendance.

PSHE is delivered one hour per week by the learner's form tutor or class teacher in Primary.

How will the curriculum be matched to my child's needs?

At Bradford Academy, teachers expertly differentiate teaching and learning to promote engagement and progress. Teachers are required to complete 'intervention plans' or 'provision maps' as part of their curriculum planning and learning walks take place to support the quality of learning.

Although all students will receive quality first teaching, other interventions may be necessary, such as small group work or specific 1:1 intervention.

Learning Assistants are deployed on a personalised, flexible basis to ensure a student has the necessary support to achieve whilst experiencing the freedom to become an independent, resilient learner. If a learner in Primary has been assigned with a 1.1 then they will stay with them where possible for the year to build strong relationships.

How will staff support my child?

All teachers at the academy are teachers of learners with SEND and will support learners in their classes by personalising their lessons in response to a learner's needs.

The SENDCo oversees the education programme on a day-to-day basis for students with SEND.

Each child is assigned a form tutor who is the main point of contact for any concerns or advice about a student's education. Form tutors are managed by a Head of Year/Pastoral team who can also be contacted via the academy's main telephone number. In Primary, learners stay with their class teachers throughout the day and are taught a broad and balanced curriculum alongside their peers.

How does the Academy know if learners need extra help and what should I do if I think my child has Special Educational Needs?

We speak with primary feeder schools about each new learner joining Bradford Academy in Year 6 to gather as much information as possible.

Most students requiring any additional support will be identified at this stage or sometimes earlier.

The SENDCo works together with the head of year 7 and pastoral team and discuss learners who have been identified with SEND.

The SENDCo maintains strong relationships with outside agencies should a learner need to be assessed for SEND. These agencies will provide strategies/complete assessments for the academy to be informed of what support is needed.

Learners are assessed on an individual basis to identify any extra help they may need.

If parents are worried that their child may have SEND, the SENDCo is the first point of contact.

Concerns regarding your child's progress in Primary may come from a variety of sources:

- Your child's teacher may express concerns regarding their progress
- Your child's teacher expressing that they may find certain aspects of learning difficult
- The termly assessment cycle and pupil progress may highlight a child that has not made expected progress
- A health professional such as your GP or paediatrician
- You the parent may discuss your concerns with the class teacher or SENDCo
- Your child may express worries about their own learning

How will we assess how your child is doing and how will we help you to support my child's learning?

In Secondary, every learner in the academy is assessed in subject areas and data is reported to parents along with information about whether or not your child is on track to achieve their target grade. Once per year this data shared through a parents evening. If your child has an EHCP, other formal meetings will take place, such as annual reviews.

At each data collection the SENDCo, support by senior leadership team, analyses the data of students with SEND to ensure they are making progress in line with their peers. If students are not making, or are not on track to make expected progress, appropriate intervention and sourcing of any additional support will be put in place.

Parents are part of the WEDUC system. All communications with parents are delivered via WEDUC.

There is a Parents' Evening for each year group every school year, with an additional evening for Year 7 students to review the transition from primary school.

In Primary, learners are assessed at three different points throughout the year in reading, writing and maths and whether they are On Track or Off is passed on to parents at PUR twice a year and annual reviews if they have an EHCP.

Some students in Primary who are working two years or more below their AGE are assessed using a new tool called B Squared which measures much smaller steps of progress.

What kind of Special Educational Needs does Bradford Academy support?

We are a mainstream secondary academy and welcome students with SEN in the following areas:

- Communication and Interaction (For example: Speech and Language, or Autism Spectrum Condition)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (Inclusive of visual, hearing and multisensory impairment)
- Cognition and learning

In Secondary we also have 2 Resourced Provisions, specialising in Autism and Physical Disability. Both provisions are led by RP managers: Dr Katrina Astley (Autism) and Mrs Katie Sharp (Physical Disability). The Resourced Provision supports learners with EHCP where learners require further support beyond a mainstream setting, but not appropriate to attend a specialist provision. The provision adds an additional layer of support/care for learners with Autism or Physical Disability/ Learners are still required to attend mainstream lessons and both Resourced Provision are integral parts of the school building. The local authority will still consult for places in the Resourced Provision and there are limited places available in each year group.

Authority offer

Bradford's Local Authority Offer is published here: <http://localoffer.bradford.gov.uk/>

[Bradford Local Offer](#) Bradford's Special Education Needs & Disabilities (SEND) Local Offer Read our March 2024 newsletter and subscribe here. We hope you find the latest edition helpful, our theme for this month is Young Carers, or follow us on facebook. Please visit our search help page if you are new to our website. localoffer.bradford.gov.uk

How can I contact the SENDCO?

Primary - Miss Emily Plastow

Email - e.plastow@BradfordAcademy.co.uk

Contact number- 01274 256789

Secondary – Miss Libby Butterworth-Smith

Contact number- 01274256789

Email- SENDCo@bradfordacademy.co.uk