



Bradford Girls' Grammar School SEND Information Report - 2022/2023

There are 108 pupils on the SEND register across all phases.

16 pupils have Education, Health and Care Plans.

The school supports pupils with a wide range of difficulties, encompassing all categories of special educational need as set out by the SEND Code of Practice 2015: Communication and interaction; Cognition and learning; Social, emotional and mental health; Sensory and/or physical needs.

SEND pupils account for 10.1% of the total number of pupils across all phases; 11.9% of all senior phase and 9.2% of the total in the primary phase.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, the Equality Act, Statutory Guidance on Supporting Pupils with Medical Conditions and the following legislation: • Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities • The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that: 'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.'

Entitlement	Provision
How does Bradford Girls' Grammar School know if my child needs extra help?	<ul style="list-style-type: none">• Meetings and discussions with parents/carers and form/subject/class teachers throughout their time at the school• Results of baseline entry level and subsequent assessment data collected regularly throughout the academic year• From SEND Cause for Concern forms received from his/her teaching and /or support staff resulting in school testing



<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none">• Parents/carers should contact the SENDCO from the appropriate phase of the school• Arrangements will be made for a meeting where school will listen carefully to your concerns• We will talk to your child about their progress and ask what they think. We encourage pupils to come and talk to us about any worries they have about their progress.• If the teachers think that the pupil may have a Special Educational Need or Disability, this may be because they are not making the same progress as other pupils. We will observe them and carry out further assessments to pinpoint what is causing difficulty (what is happening and why).• A specialist teacher or Teaching Assistant may work with your child at this point in order to complete a range of assessments to highlight your child's strengths and possible areas of weakness so that support can be carefully targeted to their needs (This may involve signposting to other professionals if necessary).
<p>What steps have the school taken to prevent disabled pupils from being treated less favourably than other pupils?</p>	<ul style="list-style-type: none">• Where school's provision, criterion or practice might put a disabled pupil at a substantial disadvantage compared with other pupils who are not disabled, schools must take reasonable steps to avoid that disadvantage. This is usually referred to as the reasonable adjustments duty. The duty is anticipatory: it requires schools to think ahead and make reasonable adjustments so that disabled pupils can participate in the whole life of the school and in order to avoid any disadvantage that might otherwise occur. BGGs aims to avoid indirect discrimination and discrimination arising in consequence of a disability by thinking ahead and planning and making reasonable adjustments. These can include but are not limited to:<ul style="list-style-type: none">• providing access to classroom materials through assistive technologies such as screen readers• adapting the physical environment, for example, installing ramps• modifying the curriculum and assessments, for example allowing a student to answer assessments orally or use a computer• presenting classroom materials in a different way such as visual, oral or demonstrations• adapting teaching style, for example breaking lessons and/or activities into smaller sections so they are easier to understand• reducing the distance between classes/classrooms for students who have physical disabilities• giving extra time to move from class to class



- allowing more time to complete an exam or assessment or giving the student rest breaks
- planning excursions in accessible locations, for example making sure the location is wheelchair accessible.

Entitlement

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How will I know how Bradford Girls' Grammar School supports my child?

- The school has a SEND policy which is available on the school website: <http://www.bggs.com/about-the-school/schoollife/schoolpolicies/>
- The school will contact you regarding any intervention programmes your child might access outside lessons.
- Contact may be via letter, phone call or meeting
- Each year group has a Parents' Evening once per year; twice per year in Lady Royd Primary
- Reports on your child's progress will be sent home twice annually if she is in the senior phase; there is one report at the end of the academic year in Lady Royd Primary
- Parents/carers of a child who has a special educational need or a disability are invited to regular meetings to discuss his/her progress and plan future provision.



<p>How will the curriculum be matched to my child's needs?</p>	<p>Bradford Girls' Grammar School provides a broad and balanced education for all children. Lady Royd provides learning opportunities that are matched to the needs of all children in accordance with the National Curriculum.</p> <p>We believe in Quality First Teaching and personalised learning for all pupils. Class/subject teachers build on and extend what pupils already know, what they can do and what they understand. Class/subject teachers employ a variety of teaching and learning strategies to ensure that pupils are fully engaged in learning. Class/subject teachers implement specific strategies, advised by the SENDCO and/or external agencies, to support the learning and progression of pupils. All pupils with a special educational need or disability have a Pupil Centred Plan (PCP) that highlights where pupils need the most help and sets small steps to aid pupil progression. These are devised by the SENDCO and the class/subject teacher and discussed periodically with parents.</p> <p>Pupils may also be grouped to access targeted support, intervention groups, Precision Teaching or specific resources in both phases. If a pupil is unable to access the full curriculum, personalised provision will be provided in the Senior phase. At Key Stage 3 or 4, a bespoke timetable will be created that matches their needs. This may involve taking an Entry Level course instead of a GCSE or taking fewer GCSEs and an alternative qualification, for example, an Asdan qualification or Arts Award.</p>
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • Reports are issued twice annually in the Senior Phase following assessment; half termly personalised targets are set/reviewed in Lady Royd. • Regular contact will be made by the SENDCO regarding students on the SEND register to confirm progress/support in place • There is an open invitation to contact school at any point during the school year to discuss progress • The school provides Parents' evening/s where you can discuss your child's progress with class/subject teachers

<p>Entitlement</p>	<p>Provision</p>
<p>How will you help me to support my child's learning?</p>	<p>The Inclusion team are always on hand to speak to you about your concerns. They will offer advice in liaison with form tutors and subject/class teachers in the best ways that we can work together to support your child's learning. The SENDCO will contact external agencies to offer further advice if this is deemed necessary.</p>



<p>What support will there be for my child's overall well-being?</p>	<p>Bradford Girls' Grammar School is proud of its caring and supportive ethos. We have Pastoral and Inclusion teams in both phases who make sure our pupils have the highest levels of care possible. All staff are trained in child protection procedures to ensure the safeguarding of all children. If you have any concerns about your child's wellbeing, we encourage you to contact your child's form tutor (senior phase) or class teacher (primary). The Inclusion team can also provide support for pupils who are experiencing emotional difficulties. All members of staff are readily available in the first instance should any pupil wish to discuss issues and concerns. Our HLTA Nurture / SEMH works closely with the SENDCO to develop a programme of nurture sessions for KS3 pupils who may need extra support. Pupils who have social, emotional and mental health problems, have their needs met through individual plans and additional support or interventions, provided by our Wellbeing and Mental Health support team.</p> <p>If a pupil has a relevant medical need, then a detailed Care Plan is compiled with support from the School Nurse in consultation with parents/carers. These are discussed with all staff involved with the pupil.</p> <p>The school ensures that its pupils are all aware of the different types of bullying and how to prevent them. The anti – bullying policy can be found on the school website for your convenience.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Our Inclusion team ensure parents/carers feel confident when they approach school with a problem. Parents/carers will be invited to share their concerns and from this school can access a range of services to provide support. This may involve referrals to targeted cluster resources such as,</p> <p>Services provided by the Local Authority for schools: - •</p> <ul style="list-style-type: none"> • Autism Support Service • Learning Difficulties Team • Educational Psychologist • Social, Emotional and Behavioural Difficulties Team • Physical Difficulties Team

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<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none">• Visual Impairment Team• Hearing Impairment Team <p>Provided by the Local Health Authority: - •</p> <p>School Nurse</p> <ul style="list-style-type: none">• Health Visitors• Occupational Therapist• Community Paediatrician• Physiotherapist• Speech and Language Therapist (SALT)• Child and Adolescent Mental Health Service (CAMHS) <p>Other local services include: -</p> <ul style="list-style-type: none">• Asperger's Community Support Team (ACST)• Parent Partnership (Barnardo's) to support families through the SEN processes and procedures.• Family Support Workers
<p>What training are the staff supporting children and young people with a special educational need or disability had or are having?</p>	<ul style="list-style-type: none">• Differentiation and Quality First Teaching-access for all• Safeguarding training for all staff• Using Person Centre Plans effectively in the classroom• Appropriate deployment of teaching assistants in the classroom• Subject specific and pedagogical in house training• Training in specific areas of need as requested by school staff• Both SENDCOs hold the National Award for SEN Co-ordination, a Masters level specialist qualification



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How will my child be included in activities outside the classroom, including school trips?	Our aim is to ensure all children with a special educational need or disability can access all activities and school trips enjoyed by their peers. We ensure that all our extra-curricular activities, including residential, are adapted for pupil's specific needs. Risk assessments are carried out and procedures are put in place to enable all pupils to participate wherever possible. Parents/carers may be involved in the planning of activities to ensure safety and inclusion wherever possible.
What facilities do the school provide help disabled children across the school?	The physical environment has been improved and adapted within the resources available but there is a recognition that further development of the environment is always possible and subject to resources should be carried out in such a way that prioritises and promotes inclusion for all pupils. Areas regularly under review so that access for disabled pupils is improved include: lighting, signage, the acoustic environment, furniture and floor coverings, toilet facilities and the layout of outside play areas as identified in the Equality Plan.
What are the school's arrangements for the admission of disabled pupils?	No child will be refused admission to the school on the grounds of additional needs/SEND unless the school cannot adequately meet the needs or safety of that child. All admissions are co-ordinated centrally by the local authority/BMDC. The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEND including pupil profiles and the most recent Individual Education Plan when a child is transferring from another school.
How will the school prepare and support my child when joining Bradford Girls' Grammar School or transferring to a new school or post-16 provision?	<ul style="list-style-type: none"> • The Year Leaders and SENDCO will gather relevant information about your child from their primary school. • Meetings may be set up between primary colleagues, parents/carers and staff to establish the needs of individuals and to set up an enhanced transition programme if necessary. • Pupils with a special educational need or disability are entitled to external careers advice just as their peers are. This is particularly important for pupils in Year 11. • The Senior phase SENDCO and Year 11 Leader will liaise with Further Education providers in order to ensure that pupils with a special educational need or disability continue to have their needs met.
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • The school conducts an annual audit of its SEND provision to ensure it is meeting the current levels of need. • Once levels of need for individual pupils are identified through transition, parent/carer liaison and in-school testing, the Additional Educational Needs team collaborate to determine best use of resources and whether alternative or additional provision/intervention needs to be put into place.



<p>How is the decision made about how much/what support my child will receive?</p>	<ul style="list-style-type: none"> • The Inclusion Team takes advice from all professionals involved with the pupil alongside the views of parents/carers and the pupil themselves in line with the SEND Code of Practice 2015. The best package of support will be discussed with the Assistant Principal (Inclusion) and will be implemented after agreement by all parties. • If your child has an EHCP this sets out how much support should be allocated.
<p>How will I be involved in discussions about and planning for my child's education?</p>	<ul style="list-style-type: none"> • Parents/carers of pupils with Special Educational Needs and Disabilities will be invited to be a part of discussion regarding their child's education annually as agreed between parents/carers and the Inclusion and Year Teams • Parents/carers of pupils with Education and Health Care Plans will be invited to a pupil-centred Annual Review • Furthermore, parents/carers are invited to contact school should they wish to discuss their child's progress/education at any point during the school year

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<p>What are the arrangements for making a complaint about my child's education?</p>	<p>The school aims to be fair, open and honest when dealing with any concerns or complaint. All complaints are given careful consideration and dealt with as swiftly as possible. There is a clear procedure for complaints. This is found in the school's complaints policy and is available for staff and parents/carers to see on the school website: http://www.bggs.com/about-the-school/school-life/school-policies/</p>
<p>What arrangements does the school have for supporting children / young people who are looked after by the Local Authority and have a special educational need or disability?</p>	<p>The Senior Leader for Personal Development in the Senior phase and the SENDCO in the primary phase, are the designated members of staff in charge of looked after children at school. They work closely with teaching and support staff to ensure that they are aware of the implications of being both a looked after child, and a child with a special educational need or disability. They also work closely with the Deputy Head of the Virtual School as well as Social Workers to ensure that the Local Authority has effective and joined up processes in place for meeting the special educational needs of looked after children. If a looked after child is being assessed for a special educational need, then particular attention will be paid to his/her Care Plan.</p> <p>The child, his/her carers, and where appropriate, the parents will be involved in any planning for SEND provision. The annual SEND review will be timed to coincide with one of the child's Care Plan reviews. The SENDCOs and Social Workers will work closely together when a child is transitioning between being looked after and the home environment.</p>



<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disability (SEND)?</p>	<p>Subject or class teacher - They are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all pupils have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>Year Leaders (senior) Key Stage Leaders (primary) - They are responsible for:</p> <ul style="list-style-type: none"> • Pastoral support of all students in their year group / key stage. • They may ask other staff in their teams to observe and work with your child before referral to the SENDCO. • They will, in liaison with subject teachers and the SENDCO, identify where students may need intervention and support.
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<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disability (SEND)?</p>	<p>SENDCO - As part of the graduated response, they are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with SEND, and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school. • Liaising with other people who may be coming into school to help support your child's learning eg Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND Record of Need (a system for ensuring all the SEND needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school, so they can help your child to achieve their potential. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that you are Involved in supporting your child's learning and kept informed about the support your child is getting.



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**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-16

Where can I get further information about services for SEND pupils in Bradford?	Bradford has its own Local Offer website, which provides a new way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live. To visit this website go to https://localoffer.bradford.gov.uk/ .
Whom can I contact for further information?	Lady Royd SENDCo L. Leary 01274 545395 Senior School SENDCo K. Mahmood 01274 545395

Report updated September 2022

Next Review September 2023

Signed.....

SEND Governor