

Bradford Girls' Grammar School

SEND Information Report

This report describes the support that we can provide for our students with SEND.

Our **SEND policy** can be found at [Bradford Girls' Grammar School - School Policies](#)

The **Local Offer** from Bradford Local Education Authority can be found at:

<https://localoffer.bradford.gov.uk/>

Date: January 2026

Review Date: January 2027

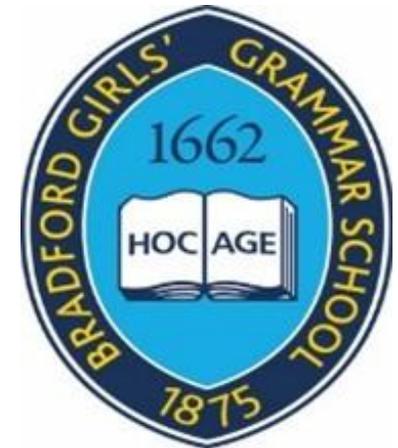
Bradford Girls' Grammar School

At Bradford Girls' Grammar School, support for pupils with SEND is integral to every aspect of our school approach and enables pupils with special educational needs and/or disabilities (SEND) to thrive. This is reflected in our vision:

"Bradford Girls' Grammar School's vision is to provide an exceptional education rich in learning opportunities in a supportive and nurturing environment, that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

With a strong focus on the personal development of every child; encouraging tolerance, compassion, and a strong sense of social responsibility and natural respect for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world."

We aim to ensure that all students, including those with special educational needs, are properly supported so that they can play a full and active role in school life, achieve their academic potential, and make a successful transition into adulthood.



SEND Team Contact Information

- Miss J Rennalls (SENDSCO)
- Miss K Lyndsay (Assistant SENDSCO)
- Miss K Bhatt(Assistant SENDSCO)
- Mrs A Olsen (Deputy Head/Line Manager for SEND)
- **Tel:** 01274 545395
- **Email:** senco@bggs.bdat-academies.org

Please note that while we will endeavour to reply promptly to any queries raised, you should allow at least 5 working days' for a response and or for any meeting requests to be actioned. Any general queries (none SEND related) should be directed to your daughter's year manager by calling 01274545395.

Introduction

Bradford Girls' Grammar School is a **mainstream setting**. We do not have a SEND resourced provision (RP) and all students follow a broad and balanced curriculum within the mainstream environment. Students with SEND are supported within the mainstream environment and we follow the SEND Code of Practice (2015) that names four broad areas of needs. We support students with a range of SEN needs such as:

1. **Communication and Interaction:** Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. Students with Autistic Spectrum Conditions (ASC) often have difficulties with social interaction.
2. **Cognition and Learning:** This includes Moderate Learning Difficulties (MLD) and Severe Learning Difficulties (SPLD). Specific Learning Difficulties are included in this category, including dyslexia, dyspraxia and dyscalculia.
3. **Social Emotional and Mental Health (SEMH):** May include underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Disruptive behaviour alone does not necessarily indicate SEN.
4. **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties include vision impairment (VI), Hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment. Please refer to page 13 of this report and our 'Accessibility Policy' on the school website for more information.

If a child has an Education, Health and Care Plan (EHCP), the local education authority (LEA) will consult Bradford Girls' Grammar School as to whether we are able to meet a child's individual needs and a formal consultation process will take place, led by the LEA.

At Bradford Girls' Grammar School we endeavour to offer an individually assessed provision in a **mainstream setting** for students with any of the above identified needs. Students with SEND are assessed using the Bradford Matrix of Need:

1. **Below ARE (age-related expectations):** The students needs will be able to be met through Quality First Teaching (QFT), personalisation and differentiation within the classroom.
2. **SEND Support:** The provision may include some additional intervention from inside the school. The provision may also include some additional intervention from specialist support from outside agencies. All students on SEND support will have a pupil learner plan which details personalisation and adaptive teaching strategies to support their needs in the classroom
3. **EHCP:** These students will have an Education, Health and Care Plan (EHCP) in place from the Local Authority to identify their individual needs. The school will review their provision regularly (e.g. via annual reviews) and there will be a targeted approach towards meeting their needs.

Further information relating to the Bradford Matrix of need can be found at
[Bradford Matrix of Need | Bradford Schools Online](#)

Transition: How do we identify and assess the needs of students with SEND before they come to Bradford Girls' Grammar School?

- During the summer term the Transition Team (including the SEND Team) meet with the feeder primary schools.
- We meet with key staff from the primary school, including SENCO's where appropriate, to identify and gather pastoral, academic information and SEND information to understand each child's individual needs.
- We invite all parents/carers to a Parents' Transition Evening at the start of July where they can meet their daughters form tutor, key staff from the pastoral and SEND Team.
- At the beginning of July all year 6 students attend a transition day at Bradford Girls' Grammar School. Some students make additional visits prior to this, to support their transition needs and these are arranged with Bradford Girls' Grammar School by the primary schools.
- Members of Bradford Girls' Grammar School staff including the pastoral team and SEND Team work together to collate all the information about each child, assess their needs and make plans for their transition to Bradford Girls' Grammar School and any support that they will need prior to starting with us.
- Outside agencies and other involved professionals should also provide us with information about individual students (as appropriate). Parents/cares are also encouraged to share reports and diagnosis with the SEND team during transition.
- Further information regarding transition can be found on the school website using this link [Bradford Girls' Grammar School - Transition](#)

How do we identify our students with SEND at Bradford Girls' Grammar School?

Students who are not on the SEND register but require additional support (additional to quality first teaching) are closely monitored and, where appropriate, added to the SEND. We work in partnership with parents to discuss and plan the special educational provision for a child where it is required. We identify students with SEND from:

- Primary school information, entry data, reading tests, baseline assessments and teachers highlight and refer any difficulties that students may have to the SEND team.
- We work with a range of outside agencies to identify the needs of students such as SALTs, CAMHS, School Nurses, SCIL Team.
- The SEND team regularly work with subject teachers and progress leaders to analyse student data to identify any patterns or subjects where students may not be making the expected progress and work with the individual faculties to form specific intervention plans.
- Parents/carers can contact school about any concerns relating to their daughter and their SEND needs by using the contact information below.
- If parents/carers wish to make an appointment with a member of the SEND Team to discuss their concerns relating to SEND they can contact main reception by calling 01274 545395 or email senco@bggs.bdat-academies.org. Please note that any general queries (none SEND related) should be directed to your daughter's year manager by calling 01274545395.

How do we identify and assess the needs of students with SEND once they are at Bradford Girls' Grammar School?

- Entry level data is gathered at the start of year 7 for every student. All students are assessed throughout the year with students formally assessed at two points in the year (3 points for Y11 students). We measure the progress of individual students towards ambitious targets.
- Where students are not seen to be making the required progress, interventions and personalisation/differentiation/adaptation will be put into place within teaching and learning and, where concerns persist, students can be referred to the SEND team for further investigation and potential support.
- Students discuss their progress and assessment data with their tutor, subject staff and, where appropriate, the SENCO.
- Parents are informed regularly about their child's progress via the sharing of assessment data and yearly reports.

Education, Health and Care Plans (EHCP)

- Some students require additional support, and an Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans are assessed and issued by the Local Authority, and they identify educational, health and social care needs and set out additional support to meet those needs. Bradford Girls' Grammar School can only make an EHCA request if there is enough evidence within school to support an application and after following at least two APDR cycles of the graduated approach (assess, plan, do review). Any professional working with students such as paediatricians, social workers and other health care professionals can make an EHCA request if they feel appropriate. Parents can also make an application for an EHCP.

How do I make a parental request for an EHCP?

- Parents/carers, or a young person above the age of 16, are also entitled to make a request for an EHC statutory assessment (EHCA) themselves and SENDIAS can provide guidance and support on this process. More information regarding EHCA's and EHC plans can be found at: [Special Educational Needs and Disability \(SEND\) Specialist Assessment and Support Service | Bradford Council](#)

How do we evaluate the effectiveness of our provision for students with SEND?

- The progress of students with SEND is the responsibility of the class teacher and is monitored at two points in the year (three points for Y11) by the classteacher and subject/curriculum leaders.
- Class teachers, subject/curriculum leaders and the KS3/KS4 outcomes team intervene with any students who are not making require progress. The SEND teamwork alongside these members of staff to assess if additional intervention is required.
- Senior leaders (SLT) and governors monitor the progress of students with SEND.
- We follow the SEN code of practice (2015) gradated approach of assess, plan, do and review to evaluate the impact of intervention programs. [SEND Code of Practice January 2015.pdf](#)



How do we involve parents in their child's education?

All parents are informed regularly about their child's progress on at least **two points** during the school year:

1. **Parents/Carers evening;** at this meeting parents can talk to each subject teacher about their child's individual progress. The SENCO, Key Stage Leader/Year Manager and a member of the Senior Leadership Team also attend parents' evening.
2. **Progress report** – a report which includes details of progress is provided to parents annually.
 - Parents/Carers of students with SEND have the opportunity to have additional discussions in school about their child's provision and they can request a meeting with a member of the SEND team at different points in the year in addition to above.

If parents wish to meet with a member of the SEND Team at parents evening, they can contact main reception by calling 01274 545395 or email senco@bggs.bdat-academies.org.
 - Discussions referring to a particular subject should be directed to the subject teacher or subject/curriculum leader in the first instance.
 - Bradford Girls' Grammar School will contact parents/carers via text, email, letter or phone to let them know about school events that their child may be involved in, important information, to celebrate success or to discuss concerns they may have. Parents are responsible for letting school know if their contact details change at any point.
 - Parents/Carers can contact relevant members of staff in school if they wish to discuss their child (e.g. form tutor, year manager, key stage leader or subject teachers) via the main office.

How do we involve students in their education?

- In school, all students have target grades for each subject. Students know these targets and are able to discuss them with their subject teachers and form tutor on a regular basis.
- Students are encouraged to respond to the personalised feedback, both verbal and written, from their teachers within lessons.
- All students have the chance to participate in the review of the school improvement plan each year, as well as in a range of 'pupil voice' opportunities throughout each half term.
- We encourage pupil voice and person-centred planning (PCP). All Students with SEND are encouraged to contribute to the information given to staff to support their learning and differentiation, personalisation and adaptation within the classroom.
- Weekly discussions and activities during form time and within lessons are in place to aid students in their approach to work. The core values of our school motto – “Aspire, Succeed, Lead” - underpin the aims and ethos of the school, providing inspiration and direction in every area at every stage of school life for all our pupils.

How do we support your child as they move into other phases of education?

- All students follow a careers pathway as part of the PSHCE/Life Skills programme.
- Students transitioning from Year 9 to Year 10 are offered a curriculum pathway suited to their ability and interests. They will be invited to a pathway meeting at the end of year 9 to discuss their pathway for KS4. Additional support is available for the parents/carers of pupils with SEND needs. The pathways enable students to be challenged as well as to be successful. Within the pathways students can select subjects that they would like to follow.
- In Year 10 and Year 11 students are supported to consider their options for Post 16 courses and providers and have the opportunity to experience 'taster days' where appropriate.
- The Careers Advisor from C&K Careers meets with all students in year 11 to discuss their career and further education preferences.
- Year 11 parents/carers and students are encouraged to attend the open days/evenings for a range of Post 16 provisions/Colleges, both those within BDAT and beyond.

How do we adapt our teaching to support the learning of students with SEND?

- Students with identified SEND needs are added to the SEND register. All staff have access to this, and this details the students' needs so that teachers can differentiate/adapt their lessons and apply personalization strategies to support the students to make progress in their classes.
- All teachers implement scaffolding, adaptive and quality first teaching (QFT) strategies within lessons.
- Teaching Assistants (TAs) support some students in lessons (as per the matrix of need and EHCP requirements).
- Relevant support staff (ie those able to provide mental health and wellbeing support or literacy/language needs) support some students with their additional learning needs outside of the classroom as appropriate.
- The Diamond Room supports students with a range of needs to feel happy in school. This may include social and emotional needs or strategies to support learning in a range of lessons. These interventions aim to support and promote positive well-being, foster self-regulation, build resilience, and improve focus in the classroom, supporting student's confidence and academic progress within a mainstream environment.

How do we adapt the curriculum and the learning environment for students with SEND?

All students at Bradford Girls' Grammar School follow a broad and balanced curriculum. Students with SEND follow the same curriculum as all other students, although some students may need to access additional provision as per below:

Literacy/Language Intervention: These targeted interventions are put in place for those students who require additional literacy/reading intervention. These take place within our Library and are delivered either individually or in a small group on an interim basis. We follow a graduated approach of assess, plan, do and review (APDR) and regularly assess the students' progress within this targeted intervention.

- **Diamond:** this intervention supports students during form time and social times, focusing on social and emotional skills and building the confidence and resilience students need to progress and thrive. This individual and small group support is staffed by our SEND team who can support the individual needs of students over a period of time.
- Further emotional regulation intervention and support is provided through our staff who are trained to support social, emotional and mental health (SEMH) needs, as well as by external professionals who visit the school on a regular basis.

Accessibility: How do we support students with complex medical needs and/or a disability?

The Equality Act (2014) requires schools and Local Authorities to make **reasonable adjustments** to ensure that disabled students are not at a substantial disadvantage and enable students to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled students in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Bradford Girls' Grammar School is a mainstream setting, and we do not have an 'Additional Resourced Centre' (ARC) for students with visual or hearing impairments. However, our aim is to ensure that during their time at Bradford Girls' Grammar School all children, including those with a disability, are fully supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make a successful transition to adulthood without being treated less favourably than other students. Students with a disability/medical need access mainstream lessons and we act upon the advice and guidance from medical/health care professionals and diagnostic assessments to implement reasonable adjustments and support these students to meet their needs.

Students are provided with provision (as appropriate to meet their needs) such as:

- **Access to stair lifts/ramps**
- **Access to transition/early exit passes**
- **Access to coloured paper/overlays**
- **Access to required specialist equipment (as directed by medical/health care and other professionals)**
- **Exam Access Arrangements (following JCQ exam access regulations)**

We also work in partnership with the following organisations within the Local Education Authority to access recommendations and implement reasonable adjustments:

- **Low Incidents Team and Sensory Service for those students with physical and medical conditions**
- **Multi-Sensory Impairment Specialist Service**
- **Hearing and Visual Impairment Team**

Students with complex medical needs have a medical risk assessment/care plan that is written in collaboration with medical/health care professionals. All staff have access to these so that they understand the medical needs of the students, what arrangements are in place to administer medication/undertake appropriate care as well as how to support the students within teaching and learning.

What expertise and training do staff at Bradford Girls' Grammar School have in order to support students with SEND?

- All members of the SEND team have a wealth of experience in working with students who have SEND needs. Both our SENCO and Assistant SENCOs are fully qualified and experienced teachers (QTS) and our SENCO holds the Post-Graduate National Award for Special Educational Needs Coordination (NASENCO) qualification.
- All staff at Bradford Girls' Grammar School continue to follow a professional development programme in school that includes training on a variety of SEND issues. These sessions are run by the SEND team and professionals from outside school (e.g. Virtual School and SCIL Team).
- All staff have access to the students "learner plan" which details the reasonable adjustments, personalisation and adaptive teaching requirements that need to be implemented to meet the student's SEND needs.
- New staff receive induction training from the SEND Team and SEND focused CPD.
- Staff can contact the SEND team at any time to receive additional support or advice to support students with SEND.
- The SENCO attends regular LA SENCO network meetings with other SENCOs in Bradford, and BDAT Cross-Phase SEND PLCs with SENCOs across the Trust, to share and discuss good practice.
- Where we feel specialist expertise will be beneficial to a student or group of students (after following the graduated approach), we will refer to the appropriate agency such as the local authority and specialist teachers from the 0-25 Specialist Teaching and Support Services, SCIL Team and Educational Psychology. More information can be found at <https://bso.bradford.gov.uk/Schools/Home.aspx>

How do students with SEND engage with students without SEND?

- We are an inclusive school and our students with SEND follow a broad and balanced curriculum and attend lessons alongside other students, within the mainstream environment.
- At break and lunchtime, students meet with friends to socialise whatever their learning needs. Some students have access to Diamond; a smaller, nurturing provision for social times.
- All students are invited to engage in a wide range of extra-curricular activities and trips. Extra-curricular activities give opportunities for all students to socialise and learn together.

How do we provide emotional and social development for students?

The ethos of Bradford Girls' Grammar School is underpinned by the ASPIRE values which promote, amongst other traits, self-confidence, perseverance, respect and empathy.

Bradford Girls' Grammar School prides itself that students have a member of staff that they can talk to if they have any concerns. These may come from the specialist list of staff below or any adult in school:

- Form Tutor
- Subject Teachers
- Teaching Assistants
- Year Manager (YM)
- Key Stage Leader
- SENCO/Assistant SENCO
- Safeguarding Team
- External Support Services

How do we provide emotional and social development for students?

- Our students know that any incidents of bullying will be treated seriously and can be reported to any member of staff in school.
- Our students know that they can speak to any member of staff at any time regarding an issue and can raise awareness of any concerns through regular student surveys.
- PSHCE/Life Skills lessons take place in tutor time and as a discrete lesson taught by form tutors.
- All students attend and present assemblies with their tutor groups.
- A wide range of extra-curricular/enrichment opportunities, including those which promote pupil voice, are available to all students.

How does Bradford Girls' Grammar School involve professionals from outside the school?

Bradford Girls' Grammar School works closely with a range of professionals from the Local Authority, Education and Health and Social Care. They include:

- 0-25 Specialist Teaching and Support Services (SCIL Team)
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS) **
- Children's Social Care (CSC)
- Youth Workers
- Educational Psychology (EP)

*****Please note, parental requests regarding referrals to CAMHS for ADHD or Autism assessments can only be made by the school if there is concise evidence of traits both within school and at home. Upon receiving the appropriate completed parental forms, the school would need to conduct a monitoring and evidence gathering process (over-time) to assess if there is adequate evidence to support and referral and we aim to do this within 6-10 weeks. Referrals cannot be made by the school if there is no evidence of needs/issues within the school setting and we cannot make referrals solely based upon parental request and evidence at home.***

Support and Useful Contacts

- **School Nursing Team:** 01274 221203
- **SENDIAS:** This organisation offers free, impartial information and advice on matters relating to special educational needs and disability:
Telephone: 01274 513300
Website: <https://b.barnardos.org.uk/bradford-sendiass/contact-us-bradford.htm>
- **The Parent's Forum:** Support and guidance for parents and carers of children and young people with additional needs. Further information can be found using the contact details below:
Telephone: 01274 39739
Email: info@pfba.org.uk
- **AWARE:** a parent run group supporting families with children and young adults on the autistic spectrum (formal diagnosis not required).
Telephone: 01535 661275
Email: info@aware-uk.org
- **Barnardo's:** 01274 481183
- **The Family Fund:** 01904 550055
- **Disability Advice Bureau:** 01274 594173
- **Childrens Community Support Team (CCST):** [Children's Community Support Team \(C.C.S.T\) | Skills 4 Bradford](#)
- **Early Help:** Early Help is the support provided for children, young people and their families to respond when difficulties emerge or to stop problems developing in the future.
Telephone: 0800 953 0966
Website: [What is Early Help | Bradford Council](#)

Complaints Procedure

- General queries and concerns that are **not SEND related** should be referred to your daughters Year Manager or Key Stage Leader in the first instance. Please contact the main office on 01274545395 or email office@bggs.bdat-academies.org to speak to the relevant member of staff.
- Any major concerns or complaints regarding the provision for students with SEND should be directed to the SENCO by either emailing senco@bggs.bdat-academies.org or by telephoning 01274545395.
- For formal complaints, the procedures of the academy's Complaint Policy should be followed. This is found on the BDAT website <https://www.bdat-academies.org/policies/> and by contacting the Head Teachers PA (Miss K Ball) on the main school number or by emailing office@bggs.bdat-academies.org.

Key Terminology

ADD: Attention Deficit Disorder
ADHD: Attention Deficit Hyperactivity Disorder
ASD: Autism
CAMHS: Child and Adolescent Mental Health Services
C&L: Cognition and Learning
CCG: Clinical Commissioning Groups
EHCA: Education, Health & Care Assessment
EHCP: Education, Health & Care Plan
EP: Educational Psychologist
HI: Hearing Impairment
IEP: Individual Education Plan
LA: Local Authority
LSA: Learning Support Assistant
MLD: Moderate Learning Difficulty
MSI: Multi-Sensory Impairment
OT: Occupational Therapy/Therapist
PD: Physical Disability
PMLD: Profound and Multiple Learning Difficulties
PR: Parental Responsibility
PT: Physiotherapy/Physiotherapist
QFT: Quality first teaching as per teaching standards and SEN code of practice
SALT/SLT: Speech & Language Therapy/Therapist
SEMH: Social, Emotional and Mental Health
SEN: Special Educational Needs
SEND Special Educational Needs and Disabilities
SENDCo: Special Educational Needs & Disabilities Co-ordinator
SLCN: Speech, Language & Communication Needs
SLD: Severe Learning Difficulties
SPLD: Specific Learning Difficulties
TAC: Team around the child
VI: Visual Impairment