Bradford Girls' Grammar School

Supporting Students with Special Educational Needs and/or Disabilities

Information Report, Policy and Guidance 2026-27

Aspire – Succeed – Lead

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1. Introduction

Ambition for all pupils sits at the heart of this SEND Information Report and Policy. 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. In this document it is our intention to:

- Explain clearly and in detail how Bradford Girls' Grammar School provides support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive, ambitious, and responsive to their individual needs.
- Outline the graduated approach that we use to enable early identification of needs and the subsequent support which will enable all pupils to succeed.
- Describe the national requirements outlined in The Children and Families Act 2014, The SEND Regulations 2014 and the SEN Code of Practice 2015 and explain how the school will meet the requirements through the funding made available to us through our budget and through other funding streams.

This policy notes the findings and strategy encapsulated in the Green Paper and SEND Review (2022).

2. Who is responsible for this information report, policy, and guidance?

Bradford Girls' Grammar School has overall responsibility for the effective operation of this policy/guidance and for ensuring compliance. The Headteacher and school SENDCO has a specific responsibility to ensure the fair application of this policy and guidance and all members of staff are responsible for supporting colleagues and ensuring its success.

3. Legislation and Statutory Guidance

The Children and Families Act 2014

The Children and Families Act is wide ranging, but this document is linked only to the areas which are about children and young people who have special educational needs/disability (SEND). The Act sets out a context for ensuring that children and young people who have SEND are supported to access and benefit from the range of educational opportunities that are available, so that they are enabled to have fulfilling lives as members of their community. The Act is supported by the aforementioned statutory guidance, 'Special educational needs and disability code of practice: 0-25'. It is this guidance to which all local authorities, all publicly funded early years and education settings, including academies and free schools, and a range of national and local NHS bodies must 'have regard'.

The Children and Families Act introduced a new statutory Education Health and Care Plan (EHCP) which replaced statements of SEND. The Act also introduced a single pre-statutory stage called 'SEND Support' and this is relevant at all age levels and educational settings.

4. The link between special educational needs and disability

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. In this context, 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long term health conditions such as asthma, diabetes, epilepsy, cancer, and sensory impairments. Many children and young people who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in the Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. If, with the appropriate non-discriminatory practices and reasonable adjustments, they can access education and make progress commensurate with their peers by accessing the resources 'normally available' to their educational setting, there will not be a need for them to be protected by an EHCP. Some of these children and young people with long term health conditions should have a health care plan which addresses their safety, health, and wellbeing whilst in the early years, school or college setting. The Department for Education (DfE) have published guidance on this theme, 'Supporting pupils at school with medical conditions'.

We have used this guidance to develop our policy in school.

5. Roles and Responsibilities

The Local Authority

To support children, young people and their families, the Children and Families Act requires all local authorities to set out a local offer. The local offer is a description of support and services which are available to children and young people who have SEND, and their families. It outlines how services can be accessed and the criteria for accessing them. It is the opportunity to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. The Bradford and District Local Offer can be viewed at https://localoffer.bradford.gov.uk/

School and the Accountability Board

Schools and local accountability boards have responsibilities to ensure that they plan on the basis that, at any time, some individuals and groups of children/young people will experience difficulties with learning. At our school, we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' to support an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. In addition, there are specific duties on us and our local accountability board to:

- publish information on the school website about the implementation of the policy for pupils with SEND.
- Identify pupils with SEND, ensure parents are informed and provision is made in line with SEND and Disability Code of Practice and comply with Children and Families Act 2014 legislation.
- Publish the SEND policy and the Local Authority Local Offer.
- Publish information on SEND funding and provision.
- Appoint a SEND governor and Special Educational Needs and/or Disabilities Coordinator (SENDCo).
- Maintain a current record of number of pupils with SEND.
- Ensure SEND provision is integrated into the school improvement plan.
- Monitor progress of SEND pupils and ensure provisions specified in EHCPs are in place.
- Keep under constant review the arrangements for pupils present and future with a disability.
- Willingly admit all pupils who meet admissions criteria.

The role of the SENDCo

The legislation requires that:

- The SENDCo must be a qualified teacher working at the school.
- Any newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- A National Award must be a postgraduate course accredited by a recognised higher education provider and be equivalent to 60 credits in postgraduate study.

Our SENDCo has responsibility in school for:

- Working with the Headteacher and local accountability board to determine the strategic development of SEND policy and provision in the school.
- Day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND.
- Providing professional guidance to colleagues and working closely with staff, parents, and other agencies.

- Being aware of the provision in the Local Offer and working with professionals to provide a support role to families to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Liaising with the relevant designated teacher where a pupil who is a looked after child (LAC) has SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEND.
- Liaising with other schools, settings and providers, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date using a SEND Register.

To carry out these duties effectively, we ensure that the SENDCo has sufficient time and resources to carry out these functions. To support the strategic and operational day to day role the SENDCo has the support of an in-school team.

Our school inclusion team is as follows:

Table 1: School Inclusion Team

Role	Name	Contact
Headteacher	Mrs C Foster	Caroline.foster@bggs.bdat-academies.org
Deputy Headteacher Behaviour	Mrs N Ali	Nigat.Ali@bggs.bdat-academies.org
Associate Assistant Headteacher DSL	Ms S Emmonds	Sandie.Emmonds@bggs.bdat-academies.org
Associate Assistant Headteacher Inclusion	Miss J Rennalls	Jenna.rennalls@bggs.bdat-academies.org

Deputy SENDCo	Mrs K Bhatt Miss K Lindsay	sendleadership@bggs.bdat-acadamies.org
Governor for SEND	Mr J Darby	

The role of the teacher

At our school, we are committed to supporting and developing our teachers so that they continue to learn, develop, and build confidence in making adaptations and reasonable adjustments to support pupils with SEND. This vision and strategy are comprised in the statements below:

- Teaching pupils with SEND is integral to our whole school teaching and learning approach.
- Teachers know pupils with SEND and understand their needs.
- Teachers use high quality research-informed adaptive teaching strategies that work for all pupils.
- Teachers use personalised adaptive teaching strategies, including subject-specific adaptive strategies, which enable pupils with SEND to make excellent progress.
- Teachers understand the individual and collective impact that they have on the progress of pupils with SEND.

6. Meeting special educational needs and disabilities

What needs can the school meet?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is outlined in paragraphs xiii to xvi of the Code of Practice, 2014, as follows:

> A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
>
> - Has a significantly greater difficulty in learning than the majority of others of the same age, or
> - Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
> - A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv when they reach compulsory school age or would do if special educational provision was not made for them.

The Code of Practice defines special educational provision in paragraph xv as follows:

> Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

National figures indicate increased SEND across mainstream schools. This means that mainstream schools will always be required to employ a range of strategies to support the progress of individual or groups of children.

Although the needs of children and young people often co-occur across more than one 'area of need', the Code of Practice uses four main categories of need:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental health (SEMH)
- Sensory and/or Physical (S&P)

At Bradford Girls' Grammar School, we meet the needs of all our pupils by using the graduated approach, the advice and support of other specialist professionals and practitioners and by ensuring that we have appropriate resources available.

The numbers of pupils on the SEND register changes frequently. In June 2025, the breakdown of needs at our school were as follows:

Needs	Number	% of school
Pupils with an EHCP	**8**	**1.1%**
Pupils on SEND Support	**64**	**9.73%**
Primary Need of Cognition and Learning	**23**	**2.66%**
Primary Need of Communication and Interaction	**18**	**2.66%**
Primary Need of Sensory and Physical	**5**	**0.74%**
Primary Need of Social, Emotional and Mental Health	**18**	**2.66%**

7. Identification of pupils with special educational needs and/or disabilities

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

The school assesses each pupil's current skills and levels of attainment on entry through baseline tests building on information from previous settings and key stages where appropriate.

The entry assessments at our school are listed in the table below:

Table 3: Entry Assessments

Entry Assessments at Bradford Girls' Grammar School	Assessment Outcomes
National Group Reading Test (GL Assessment)	**Reading age against chronological age**

Further assessment and screening may be necessary for some pupils. Our school has the following assessment and screening tools available.

Table 4: School Assessment and Screening Tools

Assessments at Bradford Girls' Grammar School	Assessment Outcomes
LUCID LASS 11-15 GL Assessment	**Word reading, spelling and memory retention**
GORT 5	**Reading Diagnostic**
Dyslexia Portfolio	**Literacy, processing and memory skills**

The school also considers information provided from a previous setting (see Transition section of this document).

Parents, the class teacher or other professionals, within or outside the school, may also express concerns which trigger further investigation, observation and/or assessment. These may refer to a child's difficulties in coping with the normal demands of the school. For example, attendance; punctuality; social concerns; medical concerns; speech and language; learning; behaviour; and possible neglect or abuse. Where a pupil routinely demonstrates challenging behaviour, the possibility that poor conduct is being driven by an underlying unmet special educational need must be fully explored.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

The school is also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bereavement. Where there are long lasting difficulties, the school will consider whether the pupil has SEND.

When identifying SEND, the school is mindful of the following:

- slow progress and low attainment do not necessarily mean that the child has SEND.
- attainment in line with chronological age does not mean there is no learning difficulty or disability.
- pupils with English as an additional language who require support should not be regarded as having SEND unless assessment shows that they have learning difficulties in addition to second language support.
- persistent disruptive or withdrawn behaviours do not mean that a pupil has SEND.

> In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
>
> Code of Practice 6.38

Where it is decided that a pupil does have SEND, the pupil is added to the SEND Register and parents are formally informed that the school has decided to provide SEND support and the school will arrange to write a BDAT Secondary Learner Plan (SPL) to support the child.

The BDAT Secondary Learner Plan provides the following information:

- Pupil needs/presentation of need
- Standardised scores /screening scores.
- Adaptive strategies/reasonable adjustments.
- Pupil views and aspirations.
- Parent's views.
- Current provision/interventions.
- Subject specific adaptive strategies where appropriate.
- Review section.

In line with the Continuum of Provision 'graduated approach', the school uses the BDAT Secondary Learner Plan to personalise the approach for support and intervention for those pupils who may not achieve expected progress. If pupils do not make adequate progress despite quality-first teaching, then pupils may be further assessed to identify their individual needs as the first stage in the 'assess, plan-do-review' cycle.

8. Graduated Approach

What is the graduated approach? How we assess and review progress ?

To ensure early identification of need and to support pupils with identified SEND, the school follows a cycle of 'assess, plan, do, review' which leads to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated approach'. The examples below are designed to illuminate the process but are not exhaustive in how the graduated approach may be used.

Assess

The teacher may notice that a pupil is not accessing the lesson or making progress as they might expect.

The teacher should observe and assess the pupil and should document their observation of distinct behaviour or responses to tasks or activities in the classroom. If the pupil has a SPL, the teacher should assess whether the adaptive strategies are supporting desired outcomes.

If the pupil has already been identified in a previous cycle of the graduated approach, the SENDCo, or other external professional, may assess a specific aspect of progress by observing or assessing the pupil.

Plan

If the pupil is not already on the SEND Register the teacher should consider the pupil's presentation of need and consider which adaptive strategies would be most effective in supporting the pupil.

If the pupil does have a SPL and is not making progress despite selected adaptive strategies, the teacher should consider the presentation of need and consider which adaptive strategies might be more appropriate, particularly in specific subject disciplines.

The teacher should be supported by the phase/subject leader and the SENDCo to support this process.

If appropriate, SENDCo may plan for a specific programme of intervention, for example with an external professional or using internal support staff.

Do

The teacher should trial the selected adaptive teaching strategies during a lesson or series of lessons and observe the outcome.

If the pupil has already been identified as having SEND, they may require a specific programme of intervention which will be carefully monitored for impact.

Review

The teacher should discuss the outcome of adaptive teaching strategies with the phase or subject leader. The teacher and leader should decide together whether the pupil may require further testing or investigation of their needs and, if so, refer to the SENDCo.

For pupils on the SEND Register, the teacher views and observations will feed into the SPL review process. Intervention or programme outcomes will also be taken into consideration as the SPL is reviewed and updated.

The SENDCo will review progress of any specific intervention programmes and feed the outcomes into the next graduated approach cycle.

9. Involving parents in their child's education

> Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
>
> Code of Practice 6.48

Parents are key partners in their children's education. Evidence shows that children make most progress when their key adults work together. The school demonstrates this by:

- Always discussing any concerns, we have with the pupil's parents at the earliest point.
- Listening, and hearing, what parents say.
- Identifying any outcomes to be achieved with parents.
- Planning any interventions with parents
- Meeting with parents to review their child's interventions and progress.
- Being honest, open, and transparent about what we can deliver.
- Making sure parents know who to contact if they have any concerns.

Where children and young people are 'looked after' by the local authority we have an additional role as we are all corporate parents. National figures show that children who are looked after are significantly over-represented at school support stages and through statutory needs assessments. To ensure that we are responding appropriately we:

- do not make assumptions based on a pupil's care status.
- monitor the progress of all our children who are looked after termly.
- have an up-to-date personal support plan which is easily understood by everyone involved.
- ensure close working with the specialist services who support children who are looked after including the LAC nurse, social worker and virtual headteacher.
- normalise life experience wherever possible.
- ensure our children who are looked after, especially those with SEND, are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

10. Consulting pupils with SEND and involving them in their education

The Children and Families Act is clear that:

- All children and young people need to be supported to develop aspirations for their future lives as active members of their community.
- All children and young people have the right to have their voice heard.
- All children and young people should be involved in discussions about their learning, progress and how provision is made.

Student Voice

The school ensures all pupils are encouraged and supported to make their views known. Strategies we may use to support pupils to contribute their views include written comments, talking to a preferred adult, or mentor, drawing etc.

All pupils are also encouraged to monitor and assess their own progress in a positive and supportive environment. Any interventions or strategies are fully explained and discussed with pupils.

BDAT Secondary Learner Plan (SPL)

All pupils on the SEND Register, including those with EHCPs are supported by a 'SPL'. This is a BDAT Secondary Learner Plan which identifies the areas of need and the provision, including adaptive teaching strategies that have been identified to support the pupil.

- When writing a SPL, we discuss the contents of the plan with pupils and their parents and identify their achievements and areas for development from the work they have done in class or otherwise.
- The SPL is regularly reviewed with outcomes from the graduated approach feeding into the plan. The SENDCo will coordinate the review and quality assurance process with the support of the

headteacher and the senior leadership team. Reviews will be distributed across the school between teachers and leaders to ensure high quality discussion and outcomes.

- Parents will be invited to participate in SPL reviews. We very much value parent/carer views and it is important that all parties work together to support the child to succeed.
- Pupils who have education health and care plans will have SPL reviews in addition to their statutory EHCP review which parents will be invited to. Pupils are consulted through the statutory pupil advice paperwork in preparation for their EHCP annual reviews and are also present at the meetings (as appropriate, and in accordance with their wishes). Preparing for transition.

Transition

Robust transition systems are important for pupils with SEND to ensure that appropriate provision and support is in place when pupils move between different phases of education.

We request specific information from the previous setting and all documentation about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting.

In order to ensure a smooth transition to and from our school we have the following in place:

Table 5: Transition Process and Support

Transition Process and Support
A designated transition lead who specialises in transition from primary to secondary school is in place
The inclusion team work closely with the head of year 7 to ensure that pupil information is disseminated appropriately across the school
When invited the SENDCo attends review meetings at the previous school/nursery setting for the new intake of pupils who have an education, health and care plan
There is close liaison with the SENDCo and the learning support assistant from the pupil's primary/nursery school to ensure that the individual pupil's needs are fully understood prior to them arriving in school.
Meetings are held and a transition visit is booked with parents and the pupil: a tour is given, and any concerns/queries addressed.
Further transition meetings take place with the previous setting school learning support assistant bringing the pupil into school to meet with the new specialist support assistant. The pupil can ask questions and the team reassures the pupil.
The pupil takes part in some lessons experiencing the beginning of some lessons, the end of other lessons, break and lunchtimes and an assembly.
Parents and pupils are invited to an open event where the access and inclusion team is available to communicate the school offer and address individual concerns.

Vulnerable Year pupils are matched with a Year mentor to support them in their transition to the new setting.
An induction day in the summer term enables pupils to meet with staff, including the inclusion team.

This rounded approach ensures pupils attend the first day of school with confidence, knowledge of the school site, and an awareness of the school day. Pupils are also familiar with some of the teaching staff and the inclusion team.

All key stakeholders work together to support transition throughout the key stages. There is a strong relationship between the pastoral and inclusion processes to secure a comprehensive and holistic approach to support. There are five Year Managers with two Pastoral Leads, one for KS3 and the other for KS4 that make up the pastoral team. Whilst the head of Year 7 remains responsible for this year group, from Year 8 onwards heads of year remain with their year group to ensure consistency and transition through the school, nurturing strong relationships with pupils and their families. Where possible, specialist support assistants also continue their support for individual pupils throughout their life at the school.

The school has high aspirations for all pupils with SEND and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.

Careers Information, Advice and Guidance

Pupils with SEND also receive independent and impartial advice about all the mainstream education, training and employment opportunities on offer, regardless of their individual circumstances. They are also given information on the full range of specialist provision that is available and the support available to help them access the provision. Where a pupil has an education, health and care plan, all reviews of that plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

Where a pupil with SEND progresses to another school or college, the SENDCo liaises with the school or college staff to ensure a smooth transition.

11. Social and academic inclusion

We do not support 'a school within a school' approach and as such every attempt is made to ensure that the quality of teaching within the classroom is of the highest quality and that every pupil accesses this. We will support all pupils to take part in all aspects of school life.

We ensure that all our pupils, but particularly those with SEND, are fully included in enrichment activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities.

The school offers a range of activities that encourage and enable collaboration across the school.

Where we have leadership responsibility, we are careful these are not the opportunity for the few, but that all have chance to participate. We encourage and support pupils with SEND to take on whole school responsibilities.

Nomination of pupils with SEND to the school council ensures the council is representative of the population of the school and provides the opportunity for SEND representatives to voice pupil concerns at the whole school level.

The school ethos supports inclusion in all areas of school including educational visits. Staff plan early to overcome any inclusion issues and reasonable adjustments are made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the rest of the group.

Sometimes additional safety measures for outside visits may need to be made. Arrangements for taking any necessary medication also need to be taken into consideration. Staff supervising excursions are aware of any SEND and medical needs and relevant emergency procedures. Where necessary, an additional supervisor or parent might accompany a particular pupil. Where staff are concerned about whether they can provide for a pupil's safety, or the safety of others on a trip, they seek further advice from the educational visits co-ordinator who liaises with parents, the school nurse or pupil's GP.

12. Curriculum

All children and young people with SEND are entitled to a broad and balanced curriculum.

The school believes that every pupil can benefit from an ambitious, rich and deep, academic curriculum that is supplemented by vocational courses to provide a breadth of experience. Therefore, Level 2 and Level 3 qualifications (GCSEs and vocational courses) will be appropriate for all bar a very small number. For these small number of pupils with special educational needs, in conjunction with Local Authority, external professional recommendations and a person-centred process, the school will design a bespoke route which will be tailored to the specific needs and interests of the pupils concerned in any specific cohort. A personalised pathway for these pupils would be likely to include entry level and pre-GCSE courses. The school will, nevertheless, expect these pupils to participate fully in mainstream lessons, and to gain the full benefits of the school life.

Our curriculum is designed to foster thought, curiosity, and a desire for learning in all pupils, regardless of their backgrounds, strengths, or differing needs. It is a gateway to opportunity and to a fulfilling and prosperous life in modern Britain and beyond. The curriculum aims to:

- Mould pupils into good citizens, with a sense of responsibility for their actions.

- Encourage civic and social participation within their community.
- Promote the development of young female leaders.
- Give pupils a practical, successful understanding of their religious and social rights and responsibilities in society.
- Allow pupils to develop their individuality.
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles.

13. Teaching

Most pupils' learning needs are met through quality first teaching where class teachers use a range of evidence-informed adaptive teaching strategies. The table below demonstrates the overarching strategies that teachers at our school apply flexibly depending on a pupil's need:

Table 6: Overarching Strategies

1. Know the child	• Use the SPL. • Unconditional positive regard. • Deliberate 'bothredness'. • Pupils are listened to, heard, and understood.
2. Plan creatively	• Group pupils flexibly to teach for specific needs and knowledge gaps. • Use support staff wisely. • Ensure access to the teacher.
3. Clear & consistent language	• Give 'what to do' instructions and explanations. • Allow processing time. • Use, reuse and rehearse subject specific language. • Use 'I do, we do, you do'. • Check that pupils understand then 'stamp' the learning.
4. Scaffold	• Pre-teach and overlearn knowledge and vocabulary. • Chunk knowledge. • Repeat visuals to support remembering. • Use WAGOLLs ('what a good one looks like'), word banks and writing frames. • Model the thinking.

5. Know more, remember more	• Increase checks on knowledge. • Use Do Now Activity to retrieve prior learning. • Use summative assessments to check knowledge over time.

Teachers personalise their teaching for pupils with SEND by using the SPL to inform their planning and delivery for individual pupils.

Teachers provide opportunities for pupils with SEND to experience success by:

- ensuring that support from teaching assistants and other professionals is planned and targeted and never used as a replacement for high-quality teaching.
- adapting lessons while maintaining high expectations for all, so that all pupils have the opportunity to experience success.
- making reasonable adjustments and implementing structured academic or behavioural interventions that are well-matched to pupils' needs before seeking a diagnosis or specialist support.

Teachers adapt their teaching to different pupil needs by:

- sharing effective approaches for scaffolding new content and removing scaffolds over time.
- using different forms of assessment.
- seeking advice when teaching children with special educational needs and disabilities, particularly the SENDCo.

Where additional support is provided in class, it is deployed thoughtfully and sensitively to promote pupils' independence and to avoid them becoming dependent and passive as learners. Support is used to assist the pupil in achieving the best they can do and to provide opportunities for overlearning to promote confidence and raise self-esteem.

Additional adults work with children within the classroom as directed by the teacher. Withdrawal is rare and only agreed in exceptional circumstances, for example, where the requirement is well evidenced through Section F in an EHCP. Any arrangements for withdrawal must be supported with appropriate documentation e.g., EHCP, EP assessment report and agreed by the SENDCo and Senior Leader responsible for the curriculum.

14. Training for teachers

Teachers receive training via different routes including whole-Trust training and resources, whole school training, coaching lesson visits, daily teacher practice clinics, as well as external training.

We do not expect all teachers to be experts in every area of SEND but where there is a prevalence of need on the school SEND register, we will provide targeted training in specific SEND needs and the strategies that support progress. We may also provide specific training for groups of teachers on one pupil's individual needs if their needs require it. Training may be delivered by appropriate providers including:

- The school SENDCo or senior team.
- Advisory teachers from the Local Authority Educational Psychologist from the Local Authority.
- Speech and Language therapist.
- Private training provider.
- SEND briefings are delivered on a regular basis to meet needs identified by staff.

A SEND Register and provision map is stored centrally as well as the pupil's support plan, known as the 'BDAT Secondary Learner Plan'. This contains all relevant information to enable all teachers and support staff to support pupils appropriately.

Specific interventions to support specific barriers to learning may be scheduled within the school day avoiding withdrawal from mainstream lessons. Interventions will be evidence informed and planned according to pupil needs. They will always be baselined and tracked. Broadly, intervention sessions aim to:

- Emphasise key concepts and skills to support attainment across the curriculum.
- Clarify difficult concepts and misconceptions covered recently in specific subject areas.
- Pre-teach difficult concepts ahead of quality first provision.
- Instil self-confidence of learners and equip them with the skills to make progress in specific areas of need.

Focused, robust, and timely intervention in English and mathematics for pupils with SEND, aim to enhance literacy and numeracy levels so that pupils can access all aspects of the curriculum as soon as possible.

Intervention programmes are not a static programme but respond to the needs of pupils in the school. Current intervention programmes at our school include:

Table 7: Intervention Programmes

Intervention/Programme Focus	Programme
Language Comprehension	**My Lexia**
Phonics and decoding	**My Lexia**
Rapid Reader	**In school programme**
Zones of Regulation	**In school programme**
Handwriting Intervention	**In school programme**
Circle of Friends	**In school programme**
Art Therapy	**In school programme**

15. Adaptations to the Environment

We take a number of steps to prevent children with disabilities being treated less favourably than others, and to ensure they have full access to the curriculum and learning environment, including the facilities. These may include:

- Use of lifts and ramp where required.
- Changes to classroom layout and seating plans.
- Sensory equipment.
- For children with sensory and OT needs we provide equipment such as 'wobble-sit' cushions, writing slopes, pencil grips or fidget toys.
- Use of IT to support speaking and listening such as recordable devices and iPads.
- Use of ancillary aids and assistive technology.

The social and emotional well-being of our pupils is paramount to us as a learning organisation. Though we treat all our pupils as individuals who at various times will have additional support needs, we recognise that those pupils who have SEND are more vulnerable.

Some pupils may require regular intervention or support that enables them to feel safe or to self-regulate. For example, this might involve a daily check-in with a key adult or a safe place.

16. The pastoral system

The pastoral system aims to ensure effective pastoral support to all our pupils. A senior leader responsible for pastoral, inclusion and safeguarding matters ensures there is an integrated approach to dealing with the social and emotional development of all pupils within the school.

The pastoral system incorporates year managers who have a team of form tutors. Key stage 3 and 4 have a pastoral manager who are linked to a member of the senior leadership team.

Pupils are allocated to a form class led by a form tutor. The form tutor sees pupils during registration, helps them set and review learning and personal goals, and liaises with parents if there are any concerns or issues.

A pastoral manager oversees the pastoral arrangements and leads the year team.

Together, the year team has responsibility for the pastoral needs of all pupils in the year group. This responsibility includes behaviour management, attendance, the morning registration and assembly programme and mentoring support to vulnerable pupils.

17. Behaviour management

The school's pupil code of conduct and behaviour policy make clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour. The school sets high expectations for behaviour. It encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

For pupils with SEND there will be a personalised approach to behaviour management which makes reasonable adjustments to the general guidance set out above. Teachers and senior leaders within the school must be aware of the content of the PCP for pupils whose special educational needs might be manifested in challenging behaviour.

The school will always consider whether they have made the required reasonable adjustments prior to a behaviour incident under the Disability Discrimination Act 1995 and the Equality Act 2010 when considering the use of sanctions. The type and severity of any sanctions should be clearly justifiable in the context of the pupil's individual circumstances. Following a behavioural incident, the content of the PCP should be reviewed to establish whether lessons can be learned which would prevent a similar occurrence in the future.

18. Safeguarding

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All staff; governors and volunteers are checked by a government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified designated senior person (designated safeguarding leader) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged.

19. Prevention of bullying

Ours is a 'no bullying' school. We support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn.

We deal with pupils who exhibit bullying behaviour positively to demonstrate to them the harmful effects of their actions and how these go against the ethos and values of good human beings as well as against the school's values and ethos. We use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Parents support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

More details can be found in the anti-bullying policy on the school website.

20. Additional Need group

The school's Every Additional Needs (AN) group responds to increasing need for pastoral care and emotional support for learners. The AN group holds a risk register of the most vulnerable pupils who require sustained pastoral support and provides a comprehensive support package to meet these needs, drawing on external provision where required. To ensure the needs of pupils with SEND are fully understood, the school SENDCo is a member of the AN group.

21. Inclusion team

Staff within the access and inclusion team develop strong relationships with their pupils fostering a climate of openness, trust, and support. The inclusion faculty provides pupils with SEND a safe place, where pupils can request support and spend time sharing their concerns.

22. Working with other professionals and practitioners

> In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.
>
> Code of Practice 6.47

The school is committed to working with other professionals and practitioners to maximise the learning opportunities and well-being of our pupils. We ensure that we always seek the expert advice of education

and health professionals to ensure the maximum impact of our interventions whilst minimising duplication and disruption for pupils, families, and practitioners.

To do this, we:

- listen to parents to ensure we know which services they use and are valued by them.
- ensure that we contact all practitioners working with our pupils to invite them to relevant meetings and reviews.
- use person centred approaches with all our pupils who have SEND to ensure that interventions are coordinated and so add extra value.
- value the contribution of all.
- engage with local authority services in a timely and professional way.

The SENDCo and relevant staff meet regularly with external stakeholders including advisory teachers from the local authority inclusion team. External engagement includes:

Table 8: External Engagement

External Professional	Role/Actions
Local Authority SEND officer	To support with annual reviews
Teacher of the Deaf Low Incidence Team and Sensory Service	Conduct checks on equipment Deliver training to teachers
Specialist Teacher of the Visually Impaired Low Incidence Team and Sensory Service	Supporting pupils in class Braille teachers Training for teachers Mobility training for pupils
Bradford Educational Psychologist	Specialist assessment of pupil and advising the SENDCo
Children's Social Care Team	Attending meetings and ensuring appropriate provision for Looked After Children
Speech and Language therapist	Assessing pupils, advising on programmes of intervention Training for teachers
Bradford District Care Foundation Trust – School Nursing Team	Supporting the school health services programme Advising on medical plans for individual pupils
SCIL Team	Advise on whole school issues. Provide individual assessment and support.

23. Examination access arrangements

To ensure equality of access for examinations, the SENDCo oversees the process for access arrangements for examination in line with the statutory guidance issued annually by the Joint Council for Qualifications. Access arrangements take various forms and are determined on an individual basis.

24. Funding

Funding to support the majority of SEND pupils is delegated to the school's budget. It is the expectation that mainstream schools provide support to their pupils with SEND from their notional SEND budget. Where the school is not able to meet the needs of a pupil from its budget, we will seek top-up funding from the local authority via an application for an EHCP.

Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP. If the funding attached to the EHCP is not adequate to meet needs, we would request that the Local Authority review and increase the funding.

Code of Practice guidance states that: EHCPs are required by those pupils:

- Where the resources required to meet their special educational needs, cannot reasonably be provided from the resources normally available to mainstream providers.
- Who have a significantly greater difficulty in learning than the majority of others of the same age.

Low attainment does not automatically indicate a need for an education, health and care plan needs assessment as the progress made may still represent adequate progress relative to the child/young person's ability.

Parents and the pupil will always be consulted prior to any application for an education, health and care plan assessment of needs

25. Accountability

There is a chain of accountability by which the progress of pupils from all groups vulnerable to underachievement, including those with SEND, and all individual pupils whose progress is below expected levels, is maximised.

A link governor takes responsibility for reporting to BDAT on pupil progress with a specific focus on vulnerable groups, including those with SEND. This link governor ensures:

- The record of pupils with SEND, held centrally on the 'at risk' register, is updated regularly and communicated appropriately to all staff. This incorporates best practice relating to the use of provision management and a graduated response.

- Teachers are provided with appropriate guidance, support, and training in effective practices for teaching pupils with SEND, for putting in place interventions, for identifying learning needs and for assessing and tracking progress.
- The appropriateness and quality of SEND provision is regularly reviewed as part of the school's self-evaluation system.
- Funding allocated to the school for the purposes of supporting pupils with SEND is used appropriately, efficiently and its impact will be judged according to pupil outcomes.
- There is regular and effective consultation with the local authority and other schools about effectiveness of SEND provision.
- The school abides by the 'fair access protocol' with regard to admissions.
- The SEND Information Report Policy and Guidance document is clearly available on the school website.

All members of the senior and middle leadership team are accountable for the progress of vulnerable groups of pupils in the school. Questions and complaints about SEND provision.

We encourage parents or prospective parents with specific questions to get in touch with our school, and we will endeavour to answer these.

We know that all parents want the best for their child, and we will always seek to resolve any concerns quickly. Where parents have a concern about the provision being made, they should initially contact their child's year manager who will try to resolve the issue.

Any individuals wishing to raise a formal complaint relating to the support provided for pupils with special educational needs should follow the school's complaints policy.