

Annual Report to Parents for the Local School Committee on the provision of Special Education Needs and Disabilities (SEND) – October 2022

Introduction

Beckfoot Heaton Primary School and Nursery is a three-form entry primary school located in Heaton, Bradford. We are one of the ten schools within the Beckfoot Trust. We believe that no child should be left behind. All pupils in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate targets are set for all children with a curriculum matched to their needs. In our last Ofsted Inspection, November 2019, Ofsted reported that, *'Pupils with special educational needs and/or disabilities (SEND) get the support they need. This support allows them to be independent, so they achieve well.'* As a Multi Academy Trust, we are committed to working together to provide the highest quality of care for all our children. The SENDCOs work together regularly, attending joint training sessions, working with external agencies and sharing good practice.

Key Staff

- Assistant Head Teacher and SENDCo- Mrs Davina Blanshard-Jones
- Inclusion Support Leader – Mrs Sharron O'Grady
- Inclusion Support Leader – Ms Samantha Bapty
- Behaviour Support Leader – Mrs Danielle Hodgson
- Behaviour Support Leader – Miss Farvah Hussain
- Clinical Lead Practitioner – Mrs Janet Robertshaw
- Health Care Support Worker – Mrs Jess Green
- Assistant Head Teacher – Safeguarding and Attendance– Mrs Louise Sugden
- Deputy Head Teacher – Outcomes and Standards – Mrs Laura Burgin
- Head Teacher – Mrs Zoe Mawson
- SEND Governor: Mr Mike Kelly

Appointments can be made with any of the above members of school staff through the Office 01274 363070.

Policies

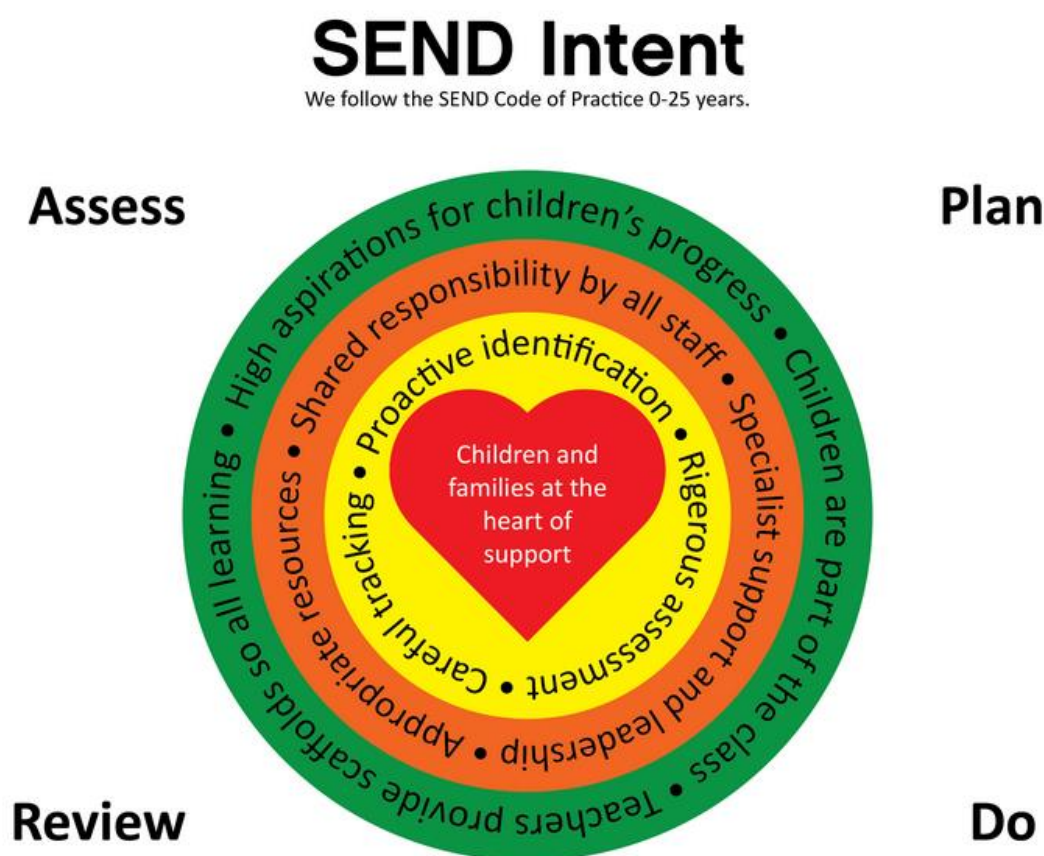
All policies include explicit reference to disability equality and SEND. The Trust SEND policy was updated in November 2018 and was reviewed by staff and the Trust board. The Accessibility plan which runs on a three cycle was written in November 2021 and will be reviewed again in November 2024. The Trust SEND policy, the school's Local Offer, the accessibility plan and a link to the LEA Local offer can be found on the school website.

Bradford and District Local Offer

Bradford and District 'Local Offer' for families and pupils with SEND can be found at <https://localoffer.bradford.gov.uk/>. This is where all information for children and young people aged 0-25 with Special Educational Needs and/or Disabilities (SEND) and their families can be found. We play our part within Bradford's offer. This is our Local Offer to the pupils and families at Beckfoot Heaton Primary School and Nursery. It outlines the range of support and provision available to meet the needs of identified children as and when appropriate. This is subject to change depending on staff skills, budgetary constraints and policy review.

Beckfoot Heaton Primary 'Local Offer'

At Beckfoot Heaton Primary School, our main aim is to promote high expectations and raise standards of achievement across all areas of the school, delivering equality of opportunity and inclusion to every child, in a happy, purposeful, caring environment, ensuring that no child is left behind. Our SEND intent and implementation are shown below.



SEND implementation

How we support children with SEND

Quality First Teaching

Teaching for all

Teacher responsibilities

Effective teaching (direct instruction)
Careful planning (small progressive steps)
Thoughtful use of visual and concrete resources
An ordered and supportive environment
Positive behaviour policy and nurturing relationships
Supportive classroom staffing

Inclusion Team responsibilities

PPA and planning support
In class modelling and training
Examples of appropriate resources
Monitoring and early identification

1. Start at a point where they can access
2. Build up gradually so they make connections
3. Lots of we do (multiple examples) so they embed it and the teacher can check
4. Adjustments so children can keep with you not differentiate so they are sent away
5. Children feel included and belong because they were considered and they don't feel like they can't.

Referrals and partnerships

Leader of learning
Parents
Clinical lead practitioner
Attendance officer
Designated Safeguarding Leader

SEND Offer (Wave 2)

QFT, Additional Support

Teacher responsibilities

Continue with Quality First Teaching

Adjust planning for children with specific needs using B²
Carry out class-based monitoring tasks under guidance from Inclusion Team
Complete and follow ISP or behaviour plan (with support)
Complete school referral
Engage with and feedback to parents
Follow guidance from Inclusion Team
Direct support staff time to class-based tasks

Inclusion Team responsibilities

PPA and planning support
In class modelling and training
Examples of appropriate resources
Start 'assess, plan, do, review' cycle
Extended pupil or classroom observation
Appropriate internal assessments
Maintain Wave 2 Assessment menu and Support Strategy Menu
Support class teacher with ISP or behaviour plan
Support parental communication
Train class-based staff
Co-ordinate school referral with parents and class teacher

Referrals and partnerships

Quality First Teaching partnerships
Speech and Language Therapist
Educational Psychologist
Social, Communication, Interaction & Learning Team

EHCA Pathway (Wave 3)

Targeted Support

Teacher responsibilities

Continue with Quality First Teaching

Continue with SEND Offer

Incorporate Reasonable Adjustments into school day
Follow My Support Plan
Manage support staff time as directed by SENDCo
Adapt timetable to provide time for additionality
Manage Individual Pupil Timetable

Participate in dialogue and meetings with wider professionals and parents

Inclusion Team responsibilities

Continue with SEND offer

Provide additionality during school week

SENDCo directed additionality from Inclusion team, class-based support staff and year group support staff
SENDCo monitoring of provision

Complete My Support Plan
Create Individual Pupil Timetable with class teacher including drop off points within lessons
Engage outside agencies and ensure recommendations are followed
Collect EHCP evidence
Plan 18-20 hours of additional weekly adult support

EHCP (Wave 4+)

Focused Support

Teacher responsibilities

Continue with Quality First Teaching

Continue with SEND Offer

Continue with EHCP Pathway

Follow EHCP
Attend annual EHCP reviews
Feed into annual review paperwork

SENTA

Follow guidance to meet EHCP recommendations
Prepare resources for target children
Maintain records and feedback to Inclusion Team
Deliver Individual Pupil Timetable requirements

Inclusion Team responsibilities

Continue with SEND offer

Continue with EHCP Pathway

Complete EHCP application (20 weeks time frame)
Ensure EHCP is followed
Attend EHCP meetings

Manage SENTA and other EHCP funded staff
Manage Wave 4 provision

Create bank of WAGOLL EHCPs

We achieve these aims by:

Implementing the **Assess, Plan, Do, Review** cycle:

Assess a child's level of need using a range of tools, both school resources and those available through Bradford.

Plan any adaptations or changes and/or additional or different provision necessary to meet the identified need/s and remove barriers to a child's learning and participation.

Do – the teacher working closely with teaching assistants and/or SENDCO, Inclusion Support Leaders, Leaders of Learning, Specialist Teachers, this planning is applied in the classroom.

Review the effectiveness of these planned strategies at removing identified barriers to the child's learning and participation through continuous monitoring, by the teacher, teaching assistant, SENDCO, Inclusion Support Leaders, Leaders of Learning and Specialist Teachers.

Further information is available from the school website.

<https://www.beckfootheaton.org/children-learning/send/>

Number of Pupils with SEND:

The table below shows the 2021 to 2022 data demonstrating the number of pupils with SEND. Our two main areas of need are Speech and Language and Cognition and Learning. The school figures fluctuate slightly throughout the year according to need of individuals. These percentages are above the national average.

Pupils with SEND needs	Pupils on SEND Support	Pupils on EHCA pathway	Pupils with EHCP
28.1%	12.4%	0.9%	1.4%

Progress of Pupils with SEND

The Senior Leadership Team analyse pupil progress data three times per year following pupil progress meetings. The SENDCO, Inclusion Support Leaders and class teachers review progress made against Individual Support Plan (ISP) and My Support Plan (MSP) targets at these times, alongside B-Squared tracking for identified SEND children. Targets and provision are reviewed, and further/alternative provisions offered, as appropriate. Through the monitoring and evaluation of SEND through the SIP, LT meetings, TRUST SEND Local School Committee meetings, learning walks and SEND meetings with class teachers, children's needs are identified, and suitable provision is implemented. Pupils who are not making expected progress are tracked carefully and are supported appropriately.

At Beckfoot Heaton Primary School, teachers monitor pupil's progress through a graduated approach, adjusting support as required, supported by Leaders and the Inclusion Team. Staff are trained and experienced in meeting the needs of learners who have difficulties in the following areas:

- Cognition and Learning
- Communication and Interaction, including Autism
- Social, Emotional and Mental Health
- Sensory and / or Physical

Our current SEND register includes children who have needs in each area. Children are identified as having SEND needs through pupil progress meetings, data analysis tracking, daily monitoring, referrals made to outside agencies and dialogue with parent/carers. Class teachers, with the support of the Inclusion Team, identify the area of need, level of need and next steps. A SEND referral form is then completed, and a parents meeting held, to discuss the child's needs and to gain consent for the child to be added to the SEND register. The Inclusion Team upload the signed SEND documents to the necessary school systems. The child's SEND needs are reviewed as and when necessary, with a minimum of three points during the year. Children, who are deemed to no longer need to be on the SEND register, are removed after two terms of school having no further concern. All relevant information for each child with SEND is stored in individual files in a locked filing cabinet as well as electronically, including professional reports. Each staff member has relevant information for children within their class in the class 'Grab file'. This includes a class register clearly detailing the area of need for each identified SEND child.

The Inclusion Team are able to investigate a range of possible specific needs using assessment tools in school and can identify applicable, 'gaps' in children's development. This information supports the implementation of targets and provisions. This targeted approach acts as a benchmark for measuring the impact and subsequent progress.

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension test (SSRT)
- YARC – York Assessment for Reading for Comprehension
- Vernon Spelling
- MSL (Multi-Sensory Learning assessment)
- PM Benchmarking
- Sandwell Early Numeracy Test
- Sandwell Numeracy Test KS2 to KS3
- Dyslexia Screening Portfolio
- Test of Abstract Language Communication (TALC)
- British Picture Vocabulary Scale (BPVS)
- Dyscalculia Screen
- Irlens Screen
- WELLCOMM toolkit
- Drawing and talking therapy
- Sand therapy
- Observation e.g. For concentration, behaviour, attention
- Boxall - Behaviour Support Plans
- Personalised or differentiated timetables are used for individual children.

- SALT - school commissions the services of a speech and language therapist who supports us in identifying the speech and language needs of our children using a range of specialist assessments.

External Agencies

Close and effective links are made with a wide variety of agencies to support parents/ carers and the school in addressing children's needs. Agency involvement includes:

- Early Years Team
- Educational Psychologist (EP) at Virtual Schools for LAC children
- Educational Psychologist (EP) in school for 18 sessions.
- Child and Adolescent Mental Health Services - CAMHS
- Speech and Language Therapist (SALT)
- Physiotherapy
- Occupational therapy
- School Nursing Service including Health Visitors
- Cognition and Learning Team
- Autism Team
- SEMH Team
- Hearing Impairment Team
- Visual Impairment Team
- Physical and Medical Team
- Early Help
- GP – SENDCO has attended GP appointments to support child and parent/carers.
- Paediatrics – SENDCO/Inclusion Team have attended appointments to support child and parent/carers.
- Clinical Health Psychology
- Community Care Nursing Team
- Born in Bradford (BiB) and schoolwork together to support research projects.
- Pamela Sunter Support Centre, Bingley - Down Syndrome Training & Support Service Ltd
- Medical Needs and Hospital and Education Service (MNHES)
- SENDIASS - Bradford SENDIASS is for parents and carers of children and young people 0-25 with special educational needs and disabilities (SEND) in the Bradford area - and for their children too.

The staff help parents and children to work together with schools and the local authority so that they have a good understanding of what support is needed and to make sure that it is put in place

<https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass>

Equipment and facilities to support pupils with SEND are secured through discussion with specialist agencies, parents and the Local Authority. Equipment and facilities that are required are provided e.g., coloured overlays, writing slopes, specialist pens, seating wedges, height adjustable changing table.

Working with external agencies is often paramount to securing the support SEND children need, to either support staff in school, themselves and their families or to secure the appropriate provision for the child. The amount of access to these professionals is limited and therefore children need to be prioritised against the severity of their needs. This can delay some children to access additional support they are entitled to. The Inclusion Team, work closely with these teams, to develop understanding and effective strategies. This ensures that appropriate in-house provisions can be put in place in school and are done so quickly and effectively whilst waiting for referrals to be accepted.

Deployment of staff and resources

Support is directed in class where appropriate. Some 'additionality provision' requires work outside of the classroom. These may include following a programme set by a Speech and Language Therapist, Physiotherapist or work on SEMH issues. We refer to specialist teachers and professionals from Bradford Authority when appropriate. These teams are referred to as the SCIL Team (Social Communication and Interaction and Learning Team). They can offer support in the following areas; of Early Years, Autism, Cognition and Learning, Social Emotional and Mental Health, Physical and Medical, Visual Impairment, Hearing Impairment, Virtual Schools and Occupational Therapists. We can refer to outside agencies such as CAMHS, the school nursing team and Speech and Language Specialists/Therapists.

We are in the process of implementing an Additionality timetable for children on the SEND register at SEND Support or higher. Identified adults lead specific interventions/provisions for these children. A number of children access the Elm Classroom, a Wave 4 provision; these children have significant SEND needs and therefore need access to an alternative learning provision to the 'Teaching for all' strategy implemented across school in order to be successful and make progress in line with their ability. The Elm Classroom also provides specific bespoke provision to meet needs outlined in some Education, Health and Care Plans (EHCP). These children access some year group events when appropriate, alongside their class community.

We currently have a total of 11 pupils with an Educational Health Care Plan (EHCP) in school. There are potentially 9 further EHCAs to be submitted this academic year. All children with an EHCP have an EHCP Learning Pathway in place. This document breaks down end of key stage outcomes into yearly outcomes to support the understanding of EHCP documents and acts as a means of tracking progress. This document informs EHCP annual review meetings when setting targets.

In addition, annual reviews are held for each child with an Education Health Care Plan (EHCP) and those involved in the education of the child, including external agencies, are invited to these reviews to share their knowledge, expertise and make recommendations.

Budget Allocation

The annual notional allocation for SEND statement funding for September 21 – August 22 was £481,176.91 Top up funding above £6,000, totals £47,144.00

Budget Allocation: The SEND budget was utilised to:

- Purchase support materials for Irlens
- Purchasing Specialist investigative assessment tools – Dyslexia Portfolio, Dyscalculia screen, YARC and KS1 Early maths assessment
- Commissioning Laura Phillips, Speech and Language Therapist – 24 children on her caseload and supporting Inclusion Team with other children. Training delivered to staff.
- In-house 'School Counsellor' sessions for identified children.
- IDL (Indirect Dyslexia Learning)

- Staffing – Teaching Assistants to deliver interventions for identified children and Inclusion Team.
- CPD – whole school, Inclusion Team, SENTAs
- Staffing and resourcing of Elm Class for identified EHCP children.
- Jess Green (Health Care Support Worker) to meet the medical needs of identified pupils.
- Tracheostomy, Catheter and manual handling training for identified staff.

Staff Development 2021-2022

- An Inclusion Support Leader is a mental health champion.
- SENDCo delivered induction for teachers starting at Beckfoot Heaton Primary to explain Bradford's SEND systems and our school SEND systems.
- Specialist Teacher support from the Early Years Specialist Team - working with EYFS staff to develop strategies to support an individual with severe and complex needs.
- Individual staff have worked with Specialist Teachers from the Hearing Impairment team to develop strategies to support an individual with specific needs.
- Staff training regarding Tracheostomy awareness due to a child starting in Year 1 in September 2021.
- Staff trained regarding catheter care.
- Staff trained to support a child with a severe visual impairment.
- EYFS staff training from the Inclusion Team re EYFS Developmental Journals.
- Staff who work with specific pupils have received relevant training from health regarding continence, physiotherapy and manual handling.
- All staff are regularly trained on safeguarding.
- SENDCo update meetings/training – LEA
- SENDCo and Inclusion Team have attended multi-disciplinary meetings for specific children.
- The Inclusion Team modelled and supported effective learning strategies to identified support staff for SEND Support/EHCA/EHCP children.
- Some staff have had Clicker 8 training to enable learning opportunities to be delivered in a more accessible format for some.
- Some staff have accessed Trust led SEND sessions led by Laura Hatton (Speech and Language Therapist).

Transition Arrangements between EYFS and KS1, KS1 and KS2, KS2 and KS3

To ensure the smooth transition for pupils with SEND, additional transfer arrangements are implemented during the summer term (or mid-year if necessary). Children on the SEND register have the opportunity for extra visits/communication with their new school setting as well as home/doorstep visits when appropriate to help support the child and parents. The SENDCO has meetings/discussions with the receiving SENDCOs to share information and effective strategies for the child.

Annual reviews for children with EHCPs in Y6 are attended by a representative from the receiving secondary school. Year 5 transition reviews were completed by the SENDCO and an Educational Psychologist, enabling future YR7 school places to be allocated appropriately for transition in September 2022. The SENDCO liaises with SENDCOs from secondary schools to arrange meetings to support the choice of secondary school for the child and parent/carers.

Students with Disabilities and Medical Needs within School

School has a medical register which records asthma, allergies and other conditions along with an Asthma/Medicines Policy, which outlines procedures for storing medication. All children with asthma now have a care plan completed by their parents, medical professionals and our Health Care Support Worker. Some children's needs are more complex, and they have a Health Care Plan. Health Care plans are written and reviewed on an annual basis (or more frequently when necessary) to ensure that the information stored on identified students is current and that the plan reflects their needs. The medical professionals are involved in the formulation of these plans.

The Trust have a Clinical Lead Practitioner who supports SENDCOs and staff to understand complex medical needs and provides support at relevant meetings.

Inclusion

All students have access and opportunities to participate in visits and school activities, through reasonable adjustments. However, decisions on inclusion, where the health and safety of individuals or a group are at risk, are made as and when they arise, allowing for participation wherever possible.

Parent/Carer Involvement

Parents/Carers are invited to attend and contribute to various meetings throughout the year, e.g., Parent's Evenings, parent's forum and individual health care plan meetings as well as Educational Health Care Plan annual reviews for children with an EHCP. Health care plans are written with the involvement of the child, parents, families and with a range of professionals.

The school hosts regular coffee mornings for all parents/carers. These are a good way for parents to feel less isolated and share their concerns with other families. They are attended by members of the Senior Leadership Team.

Admissions

Admissions for all pupils, including those with SEND are administered through Bradford Local Authority. Further details of how to contact them are available on our admissions page, or from the school office. For parents of pupils with an Education Health and Care Plan, this is administered by Bradford SEN Team. We welcome parents/carers to visit our school and discuss their child's needs.

Complaints

It is in everyone's interests for complaints to be resolved as quickly as possible and the SEND complaint procedure follows the complaints policy which can be accessed in the policy section on the website. If the complaint refers to:

a pupil who is undergoing assessment for an EHCP,

or a decision not to issue an EHCP,

or an EHCP,

or disability discrimination,

or social care

or health

The guidance in the SEND Code of Practice (2014) will be followed alongside Bradford's SEND systems and strategies. Please contact the office for further information or if you wish to make a complaint.