



## **Ben Rhydding Primary School SEND Information Report: 2021/22**

This report has been written in accordance with the 'Special educational needs and disability code of practice: 0 to 25 years' (SEND COP 2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE) 2020 which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

## Contents

1. [Our school's approach to supporting pupils with SEND](#)
2. [Catering for different kinds of SEND](#)
3. [Key staff and expertise](#)
4. [Identifying pupils with SEND](#)
5. [Consulting with pupils and parents](#)
6. [Involving external agencies and additional support](#)
7. [Progressing towards outcomes](#)
8. [Transition support](#)
9. [Teaching approach](#)
10. [Adaptations to the curriculum and learning environment](#)
11. [Inclusivity in activities](#)
12. [Supporting emotional and social development](#)
13. [Online safety](#)
14. [Evaluating effectiveness](#)
15. [Handling complaints](#)
16. [Spending the budget](#)
17. [Local Offer](#)
18. [Named contacts](#)



## Our school's approach to supporting pupils with SEND

At Ben Rhydding Primary School, we follow the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on a graduated approach according to a child's individual needs and works on the principle of the 'Assess, Plan, Do, Review' model of provision.

We recognise that all pupils with special educational needs will have their own unique characteristics, strengths and difficulties and how we work in school to support children will differ accordingly. As stated in the SEND policy, children's needs are identified according to the guidelines set out by the Local Authority children's services. Support for children with SEND starts with high quality teaching and carefully monitored interventions, incorporating advice from external professionals where appropriate. The needs of the children are now categorised according to the Bradford Matrix of Need <https://bso.bradford.gov.uk/content/revised-range-guidance>. Children who used to be range 1 are now on the School Monitoring (QFT) register. All others are on the SEND register under the categories of *SEND Support*, *SEND Support plus* and *EHCP*.



## Catering for different kinds of SEND

### **Communication and interaction including ASC:**

Children present with neuro differences that cause a range of issues associated with communication and interaction, which can challenge their learning and social inclusion. These includes children who have Autistic Spectrum Conditions (ASC). At Ben Rhydding, we have children who have an EHCP with a diagnosis of ASC.

### **Cognition and learning**

Children present with difficulties when learning. These may be specific to literacy which includes conditions like Dyslexia; or they may be specific to numeracy e.g. Dyscalculia; or the child may have difficulties with cognitive processing or memory. At Ben Rhydding, we have children who have an EHCP who have a diagnosis of Dyslexia.

**Speech Language and Communication:** Children that have Speech, Language and Communication needs, may have difficulties with speech formation (expressive language); difficulties processing the spoken word (receptive language); or physical, hearing or cognitive impairments which affect speech, language and communication. At Ben Rhydding, we have children who have an EHCP that have language difficulties.

**Social, emotional and mental health (SEMH)**

SEMH has a direct impact upon the child's ability to participate in lessons and their ability to learn. The school is committed to supporting the mental well-being of all children. We currently have two Mental Health Champions, one of whom has recently completed the training to be a Mental Health First Aider.

**Sensory and/or physical needs**

Physical or sensory difficulties not only impact the child's ability to learn, but may also affect their ability to participate in the wider aspects of school life. We are fully committed to the inclusion of all pupils.



## Key staff and expertise

Name of staff member	Area of expertise
Gwyn Wilcock	Mental Health; ASC; KS2; HLTA
Charlotte Hunt	KS2; SPLD; ASC
Helen Jacques	HLTA; KS2
Miranda Armitage	HLTA; ASC
Gina Sedgwick	KS2;
Sarah Leaf	ASC; Multi-sensory learning; EYFS; Speech and Language
Rachel Chapman	KS1; ASC; SPLD; KS2; ASC
Terri Spoerry	KS1; KS2; SPLD; Speech and Language

## The SENDCO

Name of staff member	Email address	Phone number
<b>Sandy Leach</b> [PG cert SEND Co]	<b>sandy.leach@benrhydding.bradford.sch.uk</b>	<b>01943 431133</b>

## Securing and deploying expertise

Within the classroom setting, Teaching Assistants are deployed according to the needs of children across the school; any training gaps are addressed either through sharing expertise or through external provision.

In the past, Gwyn Wilcock and Sandy Leach have delivered a series of interventions, based on sessions designed by an external clinical psychologist to support children with SEMH issues, including anxiety/worry. Staffing logistics have made these interventions difficult this year but the school recognises that this will likely continue to be an area requiring support next year, post pandemic. We subscribe to the Mental Health Champions initiative that gives us access to Mental Health professionals and training as well as a support network and resources. Gwyn Wilcock has also recently trained as a Mental Health First Aider.

Terri Spoerry, Sarah Leafe and Lucy Alston, undertook a large piece of training to support speech and language in EYFS and to support children with communication needs in KS1.

## Equipment and facilities

We have continued our investment in Lexia which is an online electronic intervention to support reading and spelling difficulties. It has been installed on to the iPads for convenience. It is used regularly by a number of year groups and can also be accessed at home.

For children with literacy SPLD e.g. dyslexia, we have purchased Clicker 8 software licences to support writing and we are looking to purchase a selection of books for Early Readers from specialist publishers e.g. Barrington Stokes.

We are in the process of setting up a page on the website for Mental Health. It will signpost to advice and support as well as suggesting possible first points of actions for common issues.



## Identifying and assessing pupils with SEND

### Pathway for referral to the SEND register

1. We start with graduated approach of “assess-plan-do-review” to consider individual needs of the child; we implement quality first teaching (QFT) techniques and monitor progress over at least one term. We might screen the child for a specific difficulty. These children are placed on the School Monitoring (QFT) register. They are NOT part of the SEND register and therefore not bound by the same levels of scrutiny or monitoring.
2. If there are continued concerns by staff and parents – we fill out the “*initial SEND referral*” form that outlines concerns and details the support to date. At this stage we *plan for the real involvement of parents/carers and pupils*. We will put child on the SEND register if there is no improvement in attainment and or progress. Parents will be involved so that they are aware that their child is on the SEND register. We might screen the child for a specific difficulty or involve external professionals as necessary or appropriate.
3. The SENDCO and teaching staff review the register termly. The SEND register is fluid – children are removed as they make progress and require less support or interventions i.e. the provision is same as the rest of the class – parents are included in the decision making.
4. If children are moved off the SEND register, they are placed back on to the School Monitoring (QFT) register to continue to track progress for at least 2 terms subsequently.

**Baseline and progress assessments are integral features of most interventions delivered at Ben Rhydding and the impact measured, informs the graduated approach.**



## Consulting with pupils and parents/carers

### Parents/Carers

Parents/carers can expect a minimum of termly reviews with teaching staff where targets are reviewed and new targets set. Parents/carers of children with EHCPs will take part in half termly reviews of “The My Support Plan”. Parents/carers and students are actively included in the annual review process of EHCPs as their views of the provision are sought and included by the SENDCO. Parents/carers should feel involved in the decision-making process of the provision for their child at all levels and are encouraged to work with the SENDCO and teaching staff to promote individualised provision.

The SENDCO makes herself visible and available in the playground before and after school. Before Covid-19, she held termly SEND drop-ins, which focus on areas of support. As we start to reintroduce such initiatives, she has introduced an Autism Parents Network meeting which is meeting half termly.

Parents/carers are always able to contact the SENDCO, in order to proactively support their child. She can be reached via the office, directly by email or in person.

Parent/carer questionnaires are usually sent out annually. The Last questionnaire (Sep 2021) – details can be requested from the SENDCO

The SEND policy is posted on the website, it is due to be reviewed and then ratified by the Governors.

### Pupils

All children are consulted as part of the review process. There are a variety of methods available to solicit children’s views and encourage pupil voice.

Children are offered the opportunity to be involved in the review.

Child questionnaires are sent out annually. This year’s report can be requested from the SENDCO.





## Involving external agencies and additional support

We are committed to supporting the needs of all children, which will on occasion involve advice from external agencies. These professionals are e.g. Speech therapists; Educational Psychologists; Occupational Therapists; or Specialist teachers with expertise in Autism or Cognition and learning. Gwynn Wilcock and Sandy Leach have also been attending network meetings set up as part of a Bradford authority initiative, many of these have been led by Mental Health Specialists e.g from CAMHS or Bereavement charities or are part of the “Birth to 19” project.

Support is led by the needs of the child, therefore if we need advice we look for expertise within the authority, the local community, local charities or our local network of SENDCOs. As needed we will seek expert advice and support from the following professionals: Speech and language Therapists, Educational Psychologists (traded), ASC hub – specialist teachers, Cognition and learning Specialist teachers (traded unless accessed through the hub), CRUSE bereavement support – charity, Occupational Therapists, Specialist teachers from Physical team who support pupils with hearing loss.



## Progressing towards outcomes

The staff at Ben Rhydding Primary school are involving parents/carers and pupils more actively in the review and planning stages of provision. All stake holders should feel a part of the child’s progression. For Most children progress will be tracked against the objectives/expectations for that year. However, that is not always appropriate, in these cases we use adapted versions or make bespoke targets to measure and track progress.

The impact of provision is RAG-rated\* each half term and the child’s progress will be tracked as part of the Pupil Progress cycles. The SENDCO will monitor and report to SLT on the progress of children on the SEND register and she will also be involved in planning provision each term with each class teacher.

*\*rated Red for poor progress; Amber for fair progress; and Green for good progress*



## Transition support

The SEND and Inclusion Team are committed to ensure a smooth transition to other schools and other phases. The SENDCO has developed close links with the local secondary schools. Enhanced transition activities are devised to respond to the needs of individuals. In the past these have included: planning an enhanced schedule with both parents/carers and child; extra visits to the school at different times; additional opportunities for the child and parents/carers to get to know the next SENDCO; the child spending a day at one of the feeder schools; building close links with the SEND department of the new school; opportunities for the child to talk about her visits and any concerns she has; inviting the SENDCO to EHCP reviews during year 5 and 6.



## Teaching approach

The SENDCO at Ben Rhydding is committed to developing Quality First Teaching in every classroom, where strategies suitable for supporting children with Specific learning Difficulties (SpLD) as well as those with autism, are used with the whole class for the benefit of **all** children. For the last three years we have been embedding practices that will make our classrooms more dyslexia friendly, effectively supporting children with SpLD within the everyday provision for the whole class. We will continue to promote and share good practises, striving to develop the provision for children with literacy difficulties (including Dyslexia) across the school. We would also like to ensure that our classroom practices actively support and nurture autistic children; this will be a focus next year.



## Adaptations to the curriculum and learning environment

The SENDCO is promoting QFT and Dyslexia Friendly strategies across the curriculum to support children with SpLDs.

This initiative began with staff INSETS and it was the focus of SEND learning walks towards the end of 2018/2019. Since then we have been working to deepen and embed this practice. Next year alongside QFT for SPLD we would also like to establish quality first teaching techniques to support and nurture autistic children.

All staff differentiate the curriculum and the environment to support/ scaffold/ extend children according to need. In accordance with the SEND Code of Practice we will make all reasonable adjustments necessary to ensure that ALL children can “*achieve their ambitions and best possible educational outcomes.*” (SEND COP 2015)

Wherever possible, staff and SLT work together with parents to make reasonable adjustments to meet the needs of all children on the SEDN register.



## Inclusivity in activities

The Staff at Ben Rhydding are committed to an ethos of an inclusive school where everyone is a valued member of the learning community. The Inclusion team meet fortnightly to discuss key children and ensure that we are doing everything possible to ensure that all children at BRPS are able to feel included in all aspects of school life.

Our Inclusion policy can be viewed on our website.

We also have an Accessibility Plan which sets out how we would support disabilities. This can be viewed on the website.



## Supporting emotional and social development

At Ben Rhydding Primary we are strongly committed to promoting mental well-being amongst all members of our community. We have signed up to the Bradford Mental Health Champions initiative. Sandy Leach and Gwyn Wilcock are our Mental Health Champions and attend regular network meetings and workshops that address a range of Mental Health issues from self-harm to bullying to bereavement. These provide practical advice and resources to use in school. Gwyn Wilcock has recently trained as a Mental Health First Aider Level 3.

In previous years (pre-Covid restrictions) they have run a series of Emotional Literacy sessions for children identified by staff who need to develop emotional resilience or confidence. These have been based upon sessions devised and resourced by a clinical psychologist. We anticipate that this will continue to be a school focus going forward and look forward to being able to hold support sessions again.

We are looking to update our website to include a page for SEMH, which will signpost advice and support as well as suggestions for first point of action for common issues.

The SENDCO has written Policies for Social Emotional and Mental Health (SEMH) and for Staff Well-being. Both of these are available on request



## Online safety

The school recognises the additional risk that pupils with SEND face online (e.g. grooming, bullying or radicalisation) and acknowledge the increased emphasis placed on this issue in the revised directives for “Keeping Children Safe”. This is an issue that will need careful consideration by both SENDCO and computing co-ordinators.

At present we support pupils and parents with regular visits from the Police to explain cyber-safety, and to give advice as to how to stay safe on line as well as how to deal with cyber-bullying.

Any incidents of cyber-bullying or any other causes for concern are dealt with swiftly by staff and usually will involve the parents/carers



## Evaluating effectiveness

Each teacher will produce provision maps every half term. They detail the provision and the interventions that have been planned for that half term. At the end of each half term the teacher and the support team, RAG-rate\* each provision to establish how much progress has been made. The Support staff will also RAG the intervention records. This year the support staff have been asked to evaluate impact of each intervention once a term; this is monitored by the SENDCO.

This is collated and monitored by the SENDCO to track progress.

Each term the SENDCO and the class teachers meet to review provision and plan future support.

After each data catch, the SENDCO analyses the data to track and monitor the progress and attainment of **all** children on the SEND register. She reports back her findings to the Head teacher and the Deputy Head Teacher.

*\*Highlight Red for poor progress; Amber for fair progress; and Green for good progress*



## Handling complaints

Complaints or concerns are initially brought to the attention of the SENDCO, but can be escalated to the Head teacher, at any point, if needed. The SENDCO tries to make herself visible and approachable to be able to deal with any issues as they arise.



## Spending the budget

BRPS receives a notional SEND budget.  
In the year 21/22 there are 3 children with EHCPs. We received additional top-up funding for each of these children.  
The majority of the SEND budget is spent on support staff to the benefit of all children with SEND within each classroom.  
For a full breakdown of the SEND spending, contact the school office.



## Local Offer

[Click here to see the Bradford Local Offer.](#)



## Named contacts

Name of individual	Email address	Phone number
Sandy Leach (SEND CO)	<a href="mailto:sandy.leach@benrhydding.bradford.sch.uk">sandy.leach@benrhydding.bradford.sch.uk</a>	01943 431133
Rev Peter Willox (SEND governor)	<a href="mailto:office@benrhydding.bradford.sch.uk">office@benrhydding.bradford.sch.uk</a>	01943 431133
Tracy Arnold (Bradford SEND caseworker)	<a href="mailto:tracy.arnold@bradford.gov">tracy.arnold@bradford.gov</a>	01274 435 750

