



## **Ben Rhydding Primary School SEND Information Report: 2022/23**

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.

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## 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, both have completed the accredited 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	HLTA; KS2; SPLD; ASC
Miranda Armitage	HLTA; ASC
Sarah Leaf	ASC; Multi-sensory learning; EYFS; Speech and Language
Rachel Chapman	KS1; ASC; SPLD; KS2; ASC; EYFS
Terri Spoerry	KS1; KS2; SPLD; Speech and Language
Julie McCullough	EYFS; ASC

## The SENDCO

Name of staff member	Email address	Phone number
<b>Sandy Leach</b> [PG cert SEND Co] <b>SENDCO</b>	<a href="mailto:sandy.leach@benrhydding.bradford.sch.uk">sandy.leach@benrhydding.bradford.sch.uk</a>	<b>01943 431133</b>
<b>Tilly Stead</b> [studying for SENDCO cert] <b>Trainee SENDCO</b>	<a href="mailto:Tilly.stead@benrhydding.bradford.sch.uk">Tilly.stead@benrhydding.bradford.sch.uk</a>	<b>01943 431133</b>

## Securing and deploying expertise

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.

Sandy Leach and Gwyn Wilcock, both completed training as mental health First Aiders, and have delivered a series of interventions, to support children with SEMH issues, including anxiety/worry. 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.

This year:

Sandy Leach has taken part in accredited training run by the Bradford SCIL team in association with AET to develop the provision for children with Autism.

The 4 training sessions have been done alongside James Pellow and Tilly Stead.

All teaching and support staff have taken part in two twilight sessions lead by the Bradford SCIL team to promote QFT supporting children with communication and interaction or sensory needs across the whole school.

Sandy Leach and Charlotte Hunt have just started training in a multisensory approach to teaching literacy to support the children with specific literacy difficulties e.g dyslexia.

Tilly Stead has just begun her National Qualification of SEND Coordination. She will study for a year to qualify as a SENDCO.

## 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 have set up a page on the website for Mental Health. It signposts parents 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. We have established an Autism Parents Network which meets termly. Jason Bew (the Link Specialist teacher from the Bradford SCIL team) attended one meeting. We have also held parent consultations in which Jason Bew and the SENDCO met parents to offer support and advice on an individual level.

Next year, we will be holding Drop-in sessions to help parents support Specific learning difficulties (e.g. dyslexia) at home.

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 sent out annually (June 2023) – details can be requested from the SENDCO

The SEND policy was reviewed in June 2023 and is available on the school website on the SEND page.

### 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, including using talk mats.

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

Child questionnaires are sent out annually (May 2023). 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 may involve advice from external agencies. These professionals include: Speech and Language therapists; Educational Psychologists; Occupational Therapists and Specialist teachers with expertise in Communication and Interaction 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. This year we have sought the expert advice and support from the following professionals: Speech and language Therapists, Occupational Therapists, Educational Psychologists (traded), SCIL – specialist teachers, Specialist teachers from Physical team who support pupils with impaired hearing.



## **Progressing towards outcomes**

The staff at Ben Rhydding Primary school actively involve parents/carers and pupils 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 school’s 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/Inclusion Team; 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 future 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. This year we have endeavoured to ensure that our classroom practices actively support and nurture autistic children; we will look to embed these practices next year. Previously, our focus had been on embedding practices that made 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 also develop the provision for children with literacy difficulties (including Dyslexia) across the school.



## Adaptations to the curriculum and learning environment

The SENDCO is promoting QFT and Dyslexia Friendly strategies across the curriculum to support children with SpLDs and Communication and interaction difficulties or sensory issues.

This initiative has begun with staff INSETS this year and it will be the focus of SEND learning walks going forward. Next year alongside QFT for SPLD we would also like to embed quality first teaching techniques to support and nurture children with Autism and or sensory issues.

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 SEND 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, including school trips and residential.

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 Plus initiative. Sandy Leach and Gwyn Wilcock are our Mental Health Champions and attend 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. Both are trained Mental Health First Aiders Level 3.

They run a series of Emotional Literacy sessions for children identified by staff who need to develop emotional resilience or confidence. We anticipate that this will continue to be a school focus going forward and look forward to being able to continue to hold support sessions.

We have updated our website to include a page for SEMH, which signposts 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 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 is collated and monitored by the SENDCO to track progress.

The support staff also evaluate impact of each intervention; this is monitored by the SENDCO.

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 her findings to the Head teacher and the Deputy Head Teacher. She has also participated in the Pupil Progress meeting held with each class teacher and the Deputy Head Teacher. This is an opportunity to discuss how best to support individuals going forward.

*\*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

The SEND budget in Ben Rhydding Primary is £81,893

In addition to the Age Weighted Pupil Unit fund our school receives an additional amount of funding to enable us to contribute to the costs of the whole school's additional SEN support arrangements. This is currently the mandatory cost threshold of £6,000 per pupil. This is a notional amount of funding, and is not regarded as a substitute for our own budget planning and decisions about how much we need to spend on SEN support. For most children with SEN needs, their special educational provision comes to less than £6,000.

The cost of the first £10,000 of provision for an individual child is funded by the school's budget. If the cost of provision for an individual child is more than £10,000 this is funded by the local authority from the High Needs Block of the Dedicated Schools Grant (DSG). SEND Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan. SEND Services use the SEND Guidance to determine the level of need for an individual child or young person. This guidance is used by professionals to identify the level of support that a child or young person will receive. Some of this support will be provided by the school. Some of this support will be provided by the local authority. If a child or young person's needs are up to SEND support plus and the provision they require costs up to £10,000, this is funded through the schools own budget. If a child or young person's needs are EHCP then funding levels will be decided by the SEN panel.

SEND funding is used to pay for support staff salaries, training and specific resources to support SEND in the classroom.

Our Pupil Premium budget is £23,850.

In addition, we currently receive £7,230 LAC funding.



## Local Offer

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

[Click here to see our statement of local offer at Ben Rhydding Primary](#)



## 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
Tilly Stead (trainee SEND CO)	<a href="mailto:Tilly.stead@benrhydding.bradford.sch.uk">Tilly.stead@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
Lea Berrang (SEND Governor)	<a href="mailto:office@benrhydding.bradford.sch.uk">office@benrhydding.bradford.sch.uk</a>	01943 431133
Samantha Lee (Bradford SEND caseworker)	<a href="mailto:samantha.lee@bradford.gov.uk">samantha.lee@bradford.gov.uk</a>	01274 435 750