



## **Bramham Shadwell Federation**

### **SEND information report (2024 - 2025)**

#### **Meeting the needs of children with Special Educational Needs and Disability**

The Federation supports the principles of the Equality Act 2010, and will make reasonable adjustments for children with SEND. The Federation is committed to adhering to the Children and Families Act 2014 which outlines the SEND regulations.

The Federation is dedicated to ensuring all children are nurtured and valued. We give the highest priority to ensuring that all pupils are provided with strategies that enable them to progress and feel included, regardless of any difference in their ability to access the curriculum. We work in partnership with children, parents, carers and other agencies to provide the best possible educational outcomes for all our children, including those with a range of additional and complex needs. The Federation's effective SEND policy and procedures ensure early interventions provide prompt and appropriate support for all children with additional needs, allowing them to fulfil the high expectations we have for them. SEND falls in to four broad categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

*The SENDCo 'has spent time ensuring that additional support is well matched to the needs of pupils. Support for these pupils is effective because teachers and teaching assistants are involved in regular training and are encouraged to share good practice and expertise.'* (Bramham short inspection 2018)

*Staff understand the individual needs of pupils, including those with special educational needs and/or disabilities. The special educational needs coordinator works alongside teachers to develop personalised pupil targets. Children who require extra support in the early years are quickly identified.* (Shadwell Ofsted 2022)

All SEND provision is overseen and managed by the Head teacher and Senior Leadership Team (SLT); the Federation SENDCo is responsible for the coordination of SEND. SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year. The SENDCo feeds back to the school Governing Body each year with a report that details how individual needs are being met and how SEND funding is being spent. Funding may be spent on additional Teaching Assistants who will deliver specific intervention programmes or specialist resources.

The class teachers plan appropriately adapted lessons for all children, including those with additional needs, ensuring that high quality teaching and learning effectively supports each individual child. Individual support plans, pupil passports and care plans are put in place as required and reviewed regularly in consultation with parents and carers. A range of carefully tailored interventions are delivered, reviewed and evaluated on an ongoing basis, to ensure maximum progress and impact for our learners. Key assessments are made to ensure children are on track to meet targets and that planning accurately addresses need. Progress, targets and plans are regularly reviewed and evaluated against provision.

Working alongside teachers and support staff, children are involved in reviewing their progress and setting personal targets. Parents and carers are vital partners in their child's journey through school and are invited to review progress through regular Parent Teacher Consultations and additional termly meetings. Where the child has an EHCP in place the parents and carers are invited to annual reviews which may include other professionals. Parents and carers are always welcome to request additional meetings with the SENDCo should concerns arise. Parents and carers are encouraged to engage in supporting learning in different ways such as helping their children with homework, attending curriculum workshops, parent drop-in sessions and online sessions. Teachers work with parents and carers to develop consistent strategies across the home and school environments, always with the aim of supporting children.

An appropriate and **accessible learning environment** is provided by both schools in our Federation within the means and confines of their buildings.

<p>The Federation process for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND and their needs are assessed through:          Information passed on from previous settings          Assessments such as YR baseline, SATS, progress and achievement data          Feedback from teaching staff and observations by SENDCo          Interventions not showing impact          Referrals from parents          Pupil voice</p>
<p>The Federation approach to teaching pupils with SEND</p>	<p>High Quality Teaching with appropriate adaptation/          reasonable adjustments in place          Graduated approach – assess, plan, do, review</p>

	<p>Specific tailored support plan</p> <p>Multi agency working</p>
<p>The Federation approach to enabling pupils with SEND to integrate in activities with pupils who do not have SEND</p>	<p>Our Federation actively develops inclusive education for all children with different types of SEND. We constantly strive to develop our existing accessibility arrangements across the curriculum to enable pupils with SEND to integrate with their peers.</p> <p>The Federation Accessibility Plan contains actions to: Improve the physical environment of our schools.</p>
<p>The Federation approach towards supporting pupils with SEND in fully accessing the curriculum</p>	<p>Staff in school undertake training to develop their skills, knowledge and expertise in specific areas of SEND. The Federation engages in multi-agency working and offers a wide range of support strategies for inclusion. We work closely with and seek support from other agencies when appropriate including Speech and Language Therapy, Educational Psychology, Inclusion team, Deaf and Hearing Impairment team, Behaviour Support, STARS, EPOSS, Family Outreach, Occupational Health service, School Improvement. Further individualised agencies are sought according to the needs of the child and family.</p>
<p>The expertise and training of Federation staff in relation to pupils with SEND, including how specialist expertise will be secured</p>	<p>Staff across the Federation have engaged in training in a wide range of areas including SLCN, ASD, hearing and visual impairment, specific learning difficulties e.g. dyslexia and SEMH.</p> <p>Specialist expertise is engaged via a range of services including DAHIT, Speech and Language Therapists, STARS, Team Teach, CAMHS, EPOSS and the Area Inclusion Partnership (AIP).</p>
<p>Adaptations that are made to the curriculum and to the learning environment of pupils with SEND</p>	<p>Groupings that target specific learning outcomes</p> <p>Differentiated resources and teaching approaches</p> <p>Appropriate choices of texts and topics to suit the learner</p> <p>Access arrangements for tests</p> <p>Additional adult support</p> <p>Partnership working with parents</p>
<p>The Federation approach towards supporting pupils with SEND in fully accessing extracurricular activities</p>	<p>Differentiation of delivery</p> <p>Adaptation of resources</p> <p>Additional staffing and support</p>

Support that is available for improving the SEMH (social, emotional	Completion of the Senior Mental Health Lead training by the Wellbeing Support Mentor.
and mental health) of pupils with SEND	<p>Staff have a clear mapping tool in place which shows the process for accessing support for children at different stages</p> <p>Collaboration with the MindMate Support Team</p> <p>A behaviour policy and statement of behaviour principles</p> <p>An anti-bullying policy and child friendly version</p> <p>Well-being/ Nurture sessions</p> <p>Targeted support for individual pupils</p> <p>EPOSS counselling support</p> <p>AIP</p> <p>School Council</p> <p>A strong SMSC thread that runs through all teaching and learning</p> <p>Equality and wellbeing ambassadors</p> <p>Zones of Regulation</p> <p>ELSA training for Wellbeing Support Mentor</p>
Evaluating the effectiveness of the provision made for pupils with SEND	<p>Termly support plan meetings take place between teachers and parents to review current targets and set new ones.</p> <p>Termly accountability meetings to look closely at data and evaluate the impact of provision</p> <p>A termly progress and evaluation report is shared with the Governor responsible for SEND.</p> <p>An annual SEND report is shared with the whole Governing Body in Summer term.</p> <p>Information on website - SEND Information Report.</p>
The Federation approach to assessing and reviewing the progress of pupils with SEND, including opportunities for parents and pupils to engage in this process	<p>Accountability data and meetings</p> <p>Termly review of support plans which involve pupil and parent voice</p> <p>Observations and follow up meetings</p> <p>Parent Teacher consultations</p> <p>Parent SENCO meetings</p>
The Federation approach to consulting pupils with SEND about their learning	<p>Metacognitive approach to learning</p> <p>Support Plans</p> <p>Pupil Passports</p> <p>Annual Reviews</p> <p>1-1 discussions</p>

<p>The Federation's arrangements for supporting pupils with SEND in a transfer between phases of education</p>	<p>Reception class open sessions  Staggered start for YR  Visits to nurseries  Transition visits into YR/new class/high school  Information sharing  Staff movement with individual children  Transition of resources and teaching approaches  Individual transition programmes  For those children who have an EHC Plan and who are transferring to a specialist provision at any stage of primary</p>
	<p>school the SENCo will work closely with the new provision, the pupil and parents to ensure an effective transition plan is put in place.</p>
<p>The Federation's approach to securing equipment and facilities to support pupils with SEND</p>	<p>Local Authority Support Services  Applying for grants and funding  Volunteers and voluntary contributions</p>
<p>Arrangements for the admission of disabled pupils</p>	<p>Any child with an EHC plan would be given priority admission in line with the LA policy. However, we would need to complete assessments to ensure we can meet the needs of the child.  Once admission has been granted the school would meet with parents and any existing setting in order to ensure the transition to school is smooth for the child. The school would endeavour to ensure the needs of the child were in place before the admission date.  Please refer to our accessibility plan for more information on how we support children.</p>
<p>The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with section 32</p>	<p>Please follow this link to the Leeds Local Offer.  <a href="https://leedslocaloffer.org.uk/#!/directory">https://leedslocaloffer.org.uk/#!/directory</a>    Email: llo@leeds.gov.uk</p>

<p>The name and contact details of our SENCOs and SEND Governor</p>	<p>Jess Hole, Shadwell – 0113 2732729  Beth Ings, Bramham – 01937 843682  Amy Paterson (SEND Governor) – via either number</p> <p>Bramham email:  <a href="mailto:sendcob@leedsfederation.org">sendcob@leedsfederation.org</a></p> <p>Shadwell email:  <a href="mailto:sendcos@leedsfederation.org">sendcos@leedsfederation.org</a></p>
<p>The role of the Federation Governing Body in meeting the needs of pupils with SEND and their families</p>	<p>SEND Governor meetings with SENCo.  SENCo reports to GB  Challenge from GB around impact  Ensuring the Federation is working in partnership with:  Health  CSWS  Local Authority support services  Voluntary organisations</p>
<p>The Federation arrangements for parents of children</p>	<p>We hope that parents will be happy with our provision; however, if they have concerns then the SENCo can be contacted as above.</p>
<p>with SEND who wish to make a complaint</p>	<p>Our Chair of Governors is Tom Irwin who will listen to your concerns. Email contact can be made via the school offices:  Shadwell – <a href="mailto:offices@leedsfederation.org">offices@leedsfederation.org</a>  Bramham – <a href="mailto:officeb@leedsfederation.org">officeb@leedsfederation.org</a>  Paper correspondence will be forwarded to the Chair of Governors.</p>

Federation policies on the website reflect the school’s commitment to inclusion, safety and well-being of children –

- Special Educational Needs and Disability policy
- Behaviour policy and statement of behaviour principles
- Anti-bullying policy
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Attendance Policy