



Bramham Shadwell Federation

SEND information report (2021 - 2022)



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)

'Pupils with learning difficulties and/or disabilities make excellent progress because they are given outstanding support so they can work with others.' (Shadwell Ofsted 2009)

All SEND provision is overseen and managed by the Head teacher and Senior Leadership Team; the Federation's two SENDCos are responsible for the coordination of SEND. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year. The SENDCos feedback 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. 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 meetings. Where the child has more complex needs, 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 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 within the means and confines of the 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 Pupil Premium interventions not showing impact Referrals from parents Pupil voice</p>
<p>The Federation approach to teaching pupils with SEND</p>	<p>Quality first teaching with appropriate adaptation in place Graduated approach – plan, do review Targeted approach – specific tailored support plan 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>The Federation Accessibility Plan contains actions to: Improve the physical environment of our schools Increase access to the curriculum for pupils with SEND Improve the delivery of information to all stakeholders with SEND</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.</p> <p>We work closely with and seek support from other agencies when appropriate including Speech and Language Therapy, Educational Psychology, 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>The Bramham SENDCO has the national SENDCO qualification.</p> <p>The Shadwell SENDCO is currently undertaking the national SENDCO qualification, due to complete 2022.</p> <p>Staff across the Federation have engaged in training in a wide range of areas including SLCN, ADHD, autism, hearing and visual impairment, dyslexia, specific learning difficulties and SEMH.</p> <p>Specialist expertise is engaged via a range of services including DAHIT, VI team, SLT, STARS, Team Teach, CAMHS, EPOSS and 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 extra-curricular activities</p>	<p>Differentiation of delivery</p> <p>Adaptation of resources</p> <p>Additional staffing and support</p>
<p>Support that is available for improving the SEMH (social, emotional and mental health) of pupils with SEND</p>	<p>A Positive Behaviour and Anti-Bullying Policy</p> <p>Well-Being Mentor</p> <p>Nurture sessions</p> <p>Targeted support for individual pupils</p> <p>EPOSS counselling support</p> <p>Area Inclusion Partnership</p> <p>School Council</p> <p>A strong SMSC thread that runs through all teaching and learning</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEND</p>	<p>Accountability meetings scrutinise data termly and evaluate the impact of provision</p> <p>Adaptations are made as appropriate</p> <p>Progress and evaluation is reported to the Governor with responsibility for SEND</p>

	An annual SEND report is shared with the Governing Body and an SEN Information Report posted on the Federation website
The Federation approach to assessing and reviewing the progress of pupils with SEN, including opportunities for parents and pupils to engage in this process	Accountability data and meetings Termly review of support plans which involve pupil and parent voice Observations and follow up meetings Parent Teacher consultations Parent SENDCO meetings
The Federation approach to consulting pupils with SEND about their learning	Metacognitive approach to learning Support Plans Pupil Passports Annual Reviews 1-1 discussions Well Being Mentor AIP EPOSS
The Federation's arrangements for supporting pupils with SEND in a transfer between phases of education	Reception class open sessions Staggered start for YR Transition visits into YR/new class/high school Information sharing Staff movement with individual children Transition of resources and teaching approaches Individual transition programmes
The Federation's approach to securing equipment and facilities to support pupils with SEND	Local Authority Support Services Applying for grants and funding Volunteers and voluntary contributions
Arrangements for the admission of disabled pupils	Any child with an EHC plan would be given priority admission in line with the LA policy. Once admission has been granted the school would meet with parents 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.
The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with section 32	Please follow this link to the Leeds Local Offer. https://leedslocaloffer.org.uk/#!/directory The Leeds Local offer can be followed on: Facebook@LeedsLocalOffer Email: llo@leeds.gov.uk
The name and contact details of our	Jo Hall, Shadwell – 0113 2732729 Liz Veverka, Bramham – 01937 843682

SENDCOS and SEND Governor	Georgina Mills (Governor) – via either number
The role of the Federation Governing Body in meeting the needs of pupils with SEND and their families	SEND Governor meetings with SENDCOs and other staff SENDCO reports to GB Challenge from GB around impact Ensuring the Federation is working in partnership with: Health CSWS Local Authority support services Voluntary organisations
The Federation arrangements for parents of children with SEND who wish to make a complaint	We hope that parents will be happy with our provision; however, if they have concerns then the SENDCOs can be contacted as above. Our Chair of Governors is Sue Morgan (currently being covered by Georgina Mills) who will listen to your concerns. Email contact can be made vis the school offices: Shadwell – offices@leedsfederation.org Bramham – officeb@leedsfederation.org Paper correspondence will be forwarded to the Chair of Governors.

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

- Special Educational Needs and Disability policy
- Positive Behaviour and Anti-bullying policy
- Teaching and Learning Policy
- Homework Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Attendance Policy