



Bramham Shadwell Federation

SEND information report (2020 - 2021)



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, including the provision of auxiliary aids and services for disabled children, to prevent pupils being put at a substantial disadvantage. Furthermore, the Federation adheres to the Children and Families Act 2014 which outlines the SEND regulations.

The Federation is dedicated to ensuring all children are nurtured and valued equally. 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 wellmatched 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 report 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 for example be spent on additional

teaching assistants, to deliver specific intervention programmes, or specialist resources.

The class teachers, plan appropriately differentiated lessons for all children, including those with additional needs, ensuring that high quality teaching and learning effectively supports each individual child. Clear Individual Support plans, Provision maps, Pupil passports and Care Plan are put in place (where 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/carers are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress through regular Parent's Evenings and additional review meetings. Where the child has more complex needs, parents/carers are invited to annual reviews which may include other professionals. Parents/carers are invited to request a meeting with the SENDCo should concerns arise. Parents/carers are encouraged to engage in supporting learning in different ways such as helping their child with their differentiated homework, attending a variety of activity mornings which demonstrate how different areas of the curriculum are taught, attending progress cafes; where children share their books with their parents each term or meeting with the class teacher. Following a parent and SENDCos meeting, the SENDCo will share information that is working well at home, so that teachers adopt similar strategies.

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

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| <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. 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.</p> |
| <p>The steps that are taken to ensure disabled pupils are treated in the same way as all other pupils</p> | <p>The Federation will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent pupils being put at a substantial disadvantage. 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.</p> |

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| <p>The facilities that we are able to provide to support disabled pupils access the school</p> | <p>The Federation makes every effort to adapt its facilities, working with the Local Authority to ensure the best possible provision is made available for all pupils. Both schools have a disabled toilet on the ground floor of the school building and a parent/carer room, all of which are accessible by wheelchair. Both schools have a shower. Although there are stairs in both schools, disabled pupils will be able to access their classroom base. All of the grounds are accessible for disabled persons. Accessibility is always of prime importance when considering any building alterations.</p> |
| <p>The facilities that we are able to provide to support disabled pupils access the curriculum</p> | <p>Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND e.g. Autism, Speech, Language and Communication Behaviour Management strategies. Staff can offer a wide range of support strategies for inclusion. We work closely with and seek support from other agencies when necessary, in order to maximise learning opportunities, and unlock potential e.g. Speech and Language Therapy, Educational Psychology, Deaf and Hearing Impairment team, Behaviour Support, Family Outreach, Occupational Health service, School Improvement. Further individualised agencies are sought according to the needs of the child and family.</p> |
| <p>Improvements that have been made to the physical environment that supports the education of disabled pupils.</p> | <p>New ceilings and lighting has been installed in both schools recently. This has been a significant improvement for all pupils, in particular those with a visual difficulty. At Bramham school there is now a disabled toilet on both levels of the school. A ramp has been installed to make access to the entrance area of school more accessible to wheel chair users. The outdoor classrooms are accessible to disabled pupils.</p> |
| <p>Improvements that have been made to the delivery of the curriculum that supports the education of disabled pupils.</p> | <p>Emphasis is placed on SMSC throughout all areas of the curriculum. This encourages all children to treat others with respect, dignity, tolerance and understanding. The curriculum is designed to be engaging and relevant to all pupils. It has a cross curricula approach with the skills and learning skilfully interwoven into topics that the children want to know more about. The enrich activities including residentials are accessible for all pupils. Pupils with disabilities attend all visits including residentials. Measures are put in place in communication with parents and external agencies (where appropriate) to enable pupils to participate fully.</p> |

Shadwell school has been awarded the Inclusion Chartermark where inclusion within the school was deemed to be 'Outstanding'. This ethos is firmly embedded across the Federation and we continue to work to these exacting standards.

The school's 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 / Child Protection Policy
- Health and Safety Policy
- Attendance Policy

Main contacts:

- Executive Head teacher – Mrs S. Richards
- Executive Deputy Head teacher and SENDCo – Mrs V. Wilson
- SENDCo based at Shadwell School – Mrs Jo Hall
Tel: 0113 2732729
- SENDCo based at Bramham – Mrs Liz Veverka
Tel: 01937 843682

Frequently asked questions:

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| <p><i>How does the school know if children need extra help or they may have special educational needs or disability?</i></p> | <p>A pupil may be identified as having a Special Educational Need or disability (SEND) at any stage during their education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.</p> <p>Information about your child's special educational needs come from a number of sources:</p> <ul style="list-style-type: none"> • Ongoing school tracking • Observations • Class teacher / support staff concern • Parental concern |
| <p><i>What do I do if I think my child may have special education needs?</i></p> | <p>Speak to your child's class teacher or make an appointment to meet with the Special Educational needs and Disability Coordinator (SENDCo). This can be done by contacting the school office.</p> <p>Shadwell – 0113 2732729 Bramham - 01937 843682</p> <p>At the meeting your concerns can be shared and we will discuss with you what might be done to provide support for your child.</p> <p>If your child has not started school or nursery you should contact your doctor.</p> |
| <p><i>How will school support my child?</i></p> | <p>Once a child has been identified as potentially needing SEND support, the following cycle, known as a graduated approach, will be followed:</p> |

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| <p><i>How will the curriculum be matched to my child's needs?</i></p> | <p>1) Assess: The SENDCo and other relevant staff will carry out an analysis of the child's needs. This will always take into consideration the views of parents/carers and students. Where relevant the advice of specialists will be sought.</p> <p>2) Plan: Where it is decided to provide a child with SEND support, parents/carers will be formally notified. Working with the parents/carers and the student, the SENDCo will agree the interventions and support that will be put in place, and the expected impact on progress, and other outcomes.</p> <p>3) Do: All staff working with the child will be aware of the plan, and excellent classroom teaching will be the main driving force for improvement, supported by the planned interventions.</p> <p>Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs. Specific resources and strategies will be used to support your child individually and in groups. Your child may have a support plan, a provision map, a passport or a care plan which details any special arrangements or resources that may be required to enable your child to achieve their potential.</p> <p>4) Review: At the agreed date, but at least every term, the progress of the child will be reviewed, and the impact and quality of the support and interventions will be evaluated. The views of parents/carers and students will be carefully considered. The process of Assess, Plan, Do and Review will then start again.</p> <p>At any time, with the parent/carer's consent, relevant outside agencies may be contacted for support and, where there is need, an Education, Health and Care Plan can be requested.</p> |
| <p><i>How will I know how well my child is doing and how will you help me support my child's learning?</i></p> | <p>The class teacher is regularly available to discuss your child's progress, or any concerns you may have, and to share information about what is working well at home and school, so similar strategies can be used. The SENDCo is available, by appointment, to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be made available to you and discussed either with the professional directly, or where</p> |

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| | <p>this is not possible through a report fed back to you by the SENDCo.</p> <p>A home/school book may be used to support communication with you, when this has been agreed to be useful, for you and your child.</p> <p>The twice yearly Parent Consultation Evenings where those pupils with SEND are allocated double time (20 minutes) provides an opportunity to share achievements and discuss future strategies and support.</p> <p>Three times a year a progress café is held where parents are invited to look at their children's books with their children. The hall is set up as a café; this may have an Italian, French, Christmas theme with snacks and drinks that can be purchased using the language of the theme if appropriate.</p> <p>For those children with more complex needs there will also be opportunities to discuss your child's SEND during the annual review meeting.</p> <p>If your child has Speech and Language Therapy you will be able to meet with the classteacher / TA who liaises with the therapist and delivers the intervention sessions under their guidance. At the meeting, you will be able to discuss ideas and strategies that can be used in the home to support your child, as well as keep up to date with your child's progress.</p> <p>The school offers activity sessions for parents, which demonstrate how different areas of the curriculum are taught e.g. phonics, reading and maths throughout school.</p> |
| <p><i>What support will there be for my child's overall well-being?</i></p> | <p>Bramham and Shadwell Federation places great importance on providing an environment in which pupils are happy, secure, confident and valued. The Federation prides itself on having a caring, supportive and inclusive ethos. A welcoming, friendly atmosphere pervades school where pupils are well mannered and adults provide them with excellent role models.</p> <p>The Federation meets the emotional and social needs of individual children and ensures that our children have the highest level of pastoral care possible. Those children who experience difficulties with social interactions will have a support programme in place.</p> <p>Staff are trained to recognise when children require additional wellbeing support and will work closely with the SENDCo to deliver the best support possible. Where appropriate a referral to a specialist provider will be made for additional expertise. We liaise with parents to ensure they are always fully aware of the process. The Federation works closely with MindMate; a Leeds-based support service for young people, their families and professionals who aim to help us explore emotional</p> |

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| | <p>wellbeing and mental health issues and offer information about where support is available.</p> <p>The Federation considers training in Child Protection procedures of paramount importance with training for all staff regularly updated. Practice and procedures are continually reviewed in order that we provide the very best care for our children. There are four members of staff that are specifically designated to safeguard children.</p> <p>Policies that refer to the well being of pupils are available from the school office on request. These include:</p> <ul style="list-style-type: none"> • Health and Safety Policy • Medicines in School Policy • Intimate Care Policy • Inclusion and SEND Policy • Positive Behaviour and Anti-bullying Policy • Attendance Policy • Single Equality Scheme • Personal, Social, Health and Citizenship Policy • SRE (Sex, Relationships Education) Policy <p>There is an active School Council in both schools; Class council meetings are held regularly. All children have the opportunity to have their voice heard through the School Council. Elections are held at the beginning of each school year.</p> |
| <p><i>What specialist services and expertise are available or accessed by the school?</i></p> | <p>We have excellent partnerships with a range of professionals who provide us with specialist advice. These include, but are not confined to, Educational Psychologists, SENIT: Inclusion support team, Speech and Language Therapists, STARS team (Autism) Occupational Therapists, Deaf and Hearing Impaired team (DAHIT), School Nursing service, SENSAP (Special Educational Needs Statutory Assessment Process), Social Services, Paediatricians, CLA team, VIT (Visual Impairment Team) and the Diabetes team.</p> |
| <p><i>What training are the staff supporting children with SEN having/had?</i></p> | <p>Teachers are encouraged to develop their own expertise, and are offered training in areas that will support the learning of students.</p> <p>Staff are provided with training from one of the specialist services or from SLT to address the needs of the pupils. Recently training has included; Emotional Literacy, Dyslexia and Lego therapy. Lunch time staff have had training on Playground games, Conflict Resolution along with specific guidance for including children with additional needs in having successful lunch times.</p> <p>Teaching assistants have regular training on supporting the diverse needs of our children from SLT and the SENDCo. The SEND team attend regular SENDCo</p> |

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| | <p>Forums and Networks, as well as a range of courses provided by the Local Authority to ensure they are up-to-date with current policies and procedures for students with SEND.</p> <p>The revalidation of the 'Inclusion Chartermark' deemed the SEND provision and inclusion to be 'Outstanding'. The Federation has worked hard to ensure this standard of excellence has stayed in place.</p> |
| <p><i>How will my child be included in activities outside the classroom?</i></p> | <p>The Federation takes great care to ensure that out of School activities (including clubs), visits and residentials are accessible to children with additional needs. Additional adult support or resources may be put in place.</p> <p>Parents/carers are invited to work in partnership with the school in order to ensure that full inclusion takes place for a child with SEND during the more complex residential visits.</p> |
| <p><i>How accessible is the school?</i></p> | <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>The Federation works with the local authority through its Disability access plan to constantly improve its facilities for children with additional needs.</p> <p>The school works effectively with relevant professionals to enable children with specific needs to attend the school eg Occupational Therapists.</p> |
| <p><i>How will the school help my child on transfer to the next phase of education?</i></p> | <p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <p><u>Children entering school in Reception</u></p> <ul style="list-style-type: none"> • Parents / Carers are invited to open mornings/afternoon, these provide parents with the opportunity to look around the school and ask any pertinent questions. • Children who are allocated a place will be invited to attend 3 half day sessions in the summer term. • If your child has SEND, the class teacher and SENDCo will liaise fully with the child's parent and current setting in order to meet the needs of the child when they arrive in school. <p><u>If your child is moving to another school:</u></p> <ul style="list-style-type: none"> • We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. • We will make sure that all records about your child are passed on as soon as possible <p><u>When moving classes in school:</u></p> <ul style="list-style-type: none"> • Information will be passed on to the new class teacher and a planning meeting will take place |

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| | <p>with the new teacher. All relevant reports and details will be shared with the new teacher.</p> <ul style="list-style-type: none"> • If your child would be helped by a book to support them understand moving on then it will be made for them. <p><u>In Year 6:</u></p> <ul style="list-style-type: none"> • The Class teacher and SENDCo will meet with the Head of year and the SENDCo of the Secondary School to discuss the specific needs of your child. • Your child will embark upon an Individual transition programme that has been designed specifically to support their understanding of the changes ahead. • Arrangements will be made for your child to visit their new school on several occasions and in most cases staff from the new school will visit your child in our school. <p>Parents, children, the SENDCo and Senior Leaders in each school are all involved to ensure any transition is as positive an experience as possible.</p> |
| <p><i>How are school resources allocated and matched to the children's SEN needs?</i></p> | <p>The school is funded on a national formula per pupil. Blocks of £6,000 are allocated depending on the number of children who meet the criteria and who are on the school's inclusion register.</p> <p>The school can apply for a 'top-up', based on strict criteria, if it is felt that a child's needs are above that which can be provided through the £6,000 block.</p> <p>The school uses the SEND budget to support pupils with additional / and specific needs. In most cases this will take the form of additional adult support for learning, development of independence or support for personal care. Additional resources are purchased using the SEND budget according to the needs of our pupils.</p> |
| <p><i>How is the decision made about what type and how much support my child will receive?</i></p> | <p>Assessment is on-going and takes place within every lesson. Teachers use the marking policy and formative assessment to inform their planning. There is a calendared assessment timetable which ensures that summative assessments take place every term. Regular progress checks are carried out by staff, and the outcomes shared with parents and pupils. Quality First Wave Teaching is a minimum, with work differentiated to meet the needs of all children.</p> <p>The SENDCo will take advice from all professionals involved with the child, alongside the views of parents/carers and the child themselves if appropriate.</p> <p>The SENDCo and class teacher will put together a package of support to address the needs of the child taking into consideration the constraints within school and the strengths of the team to achieve the best possible outcomes for the child.</p> |

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| | Senior leaders are responsible for organising Access Arrangements for the Year 6 SATS. |
| <p><i>How does the school manage the administration of medicines and providing personal care?</i></p> | <p>Bramham Shadwell Federation is mindful of the need to safeguard the well-being of all children and management of first aid arrangements will be undertaken in such a way as to ensure there is adequate training of staff, provision of first aid equipment and recording of first aid treatment.</p> <p>Administration of medicine</p> <p>In line with current legislation, the school will administer prescribed medication. Staff have been trained to administer medication. In order for school to administer medication the parent/carer will need to complete and sign an authorisation detailing dosage and time of dosage of the medicine. These medicines must be in the original container and clearly marked with the child's name. The medicines should be given to the Head teacher or First Aider with the authorisation and full instructions.</p> <p>Epipens for children with severe allergies are kept within the first aid area of the main dinner hall and also in the stock cupboards in the children's classrooms. All members of staff are aware of this and receive regular training on the use of epipens.</p> <p>Health Care Plans</p> <p>Children deemed to have significant health conditions will be the subject of a Health Care Plan which will record their individual medical needs at school. Parents will be invited to meet with the SENDCo and First Aider to formulate a suitable plan. This will be carried out in consultation with any other health professionals as deemed necessary. The care plan outlines arrangements for administration of medicines and provides advice for teaching staff and those arranging trips.</p> |
| <p><i>How are parents involved in the school and how can I be involved?</i></p> | <p>The school has an open door policy and we welcome parental involvement. The Governing Body have parent governors, who represent the views of 'parents/carers' as a whole on the governing body.</p> <p>Parents/carers are informed regularly about the learning programs and other events through Half term curriculum newsletters and regular whole school newsletters, website updates on a weekly basis and open evenings. The school holds information sessions to show parents our methods of teaching eg phonics, reading, maths. Parents/carers are invited into the school to listen to readers, support with spelling, accompany visits out of school and provide support with specific curriculum sessions. Parents/carers take part in fund raising events, both for the school and for charity and also attend various performances and concerts throughout the year.</p> |

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| | <p>The views of parents are actively sought through questionnaires, parent suggestion boxes and feedback forms</p> <p>The school council regularly reports to parents about relevant issues and events.</p> <p>There is an active Parent Teacher Associations at both schools who have enabled the purchase of exciting resources for the children. Parents/carers are very welcome to join.</p> <p>Any parent / carer who would like to offer their support in school should contact the school office.</p> |
| <p><i>Who can I contact for further information?</i></p> <p><i>a) I am considering applying for a place?</i></p> <p><i>b) I wish to discuss something about my child?</i></p> <p><i>c) I want information about other support services?</i></p> <p><i>d) I want information about the local authority's Local Offer?</i></p> <p><i>e) I am not happy with the provision for my child</i></p> | <p><i>a. Contact the school office</i> Shadwell: 0113 2732729 Bramham: 01937 843682 <i>and</i> <i>arrange an appointment to see a member of the SLT and / or the SENDCo</i></p> <p><i>b. Please contact the school office to make an appointment to meet with your child's class teacher. If you would like the SENDCo to be present please let the office staff know.</i></p> <p><i>c. Please contact the school office to make an appointment to meet with the SENDCo.</i></p> <p><i>d. Please follow this link to the Leeds Local Offer.</i> http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</p> <p><i>e. Please discuss any concerns you have with us. We will always work hard to make sure we provide the best possible care and education for your child. A meeting can be arranged with the SENDCo or the Head teacher. Our chair of governors is Sue Morgan who will listen to and investigate your concerns.</i></p> |