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**Bramham Shadwell Federation**

**SEND information report (2022 - 2023)**

**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 (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. 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 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 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.

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| The Federation process for identification and assessment of pupils with SEND | Pupils are identified as having SEND and their needs are assessed through:Information passed on from previous settingsAssessments such as YR baseline, SATS, progress and achievement dataFeedback from teaching staff and observations by SENDCoPupil Premium interventions not showing impactReferrals from parentsPupil voice |
| The Federation approach to teaching pupils with SEND | High Quality Teaching with appropriate adaptation/ reasonable adjustments in placeGraduated approach – assess, plan, do, reviewSpecific tailored support plan Multi agency working |
| The Federation approach to enabling pupils with SEND to integrate in activities with pupils who do not have SEND | 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. The Federation Accessibility Plan contains actions to:Improve the physical environment of our schools.  |
| The Federation approach towards supporting pupils with SEND in fully accessing the curriculum  | 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, 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. |
| The expertise and training of Federation staff in relation to pupils with SEND, including how specialist expertise will be secured | The Federations SENDCo has the national SENDCo qualification and has completed the Senior Mental Health Lead training recommended by the DfE. 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.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).  |
| Adaptations that are made to the curriculum and to the learning environment of pupils with SEND | Groupings that target specific learning outcomesDifferentiated resources and teaching approachesAppropriate choices of texts and topics to suit the learnerAccess arrangements for testsAdditional adult supportPartnership working with parents |
| The Federation approach towards supporting pupils with SEND in fully accessing extra-curricular activities | Differentiation of deliveryAdaptation of resourcesAdditional staffing and support |
| Support that is available for improving the SEMH (social, emotional and mental health) of pupils with SEND | Completion of the Senior Mental Health Lead training by the SENDCo and useful information shared with staff and parentsStaff have a clear mapping tool in place which shows the process for accessing support for children at different stages A Positive Behaviour and Anti-Bullying PolicyWell-being/ Nurture sessionsTargeted support for individual pupilsEPOSS counselling supportAIP School CouncilA strong SMSC thread that runs through all teaching and learning |
| Evaluating the effectiveness of the provision made for pupils with SEND | Termly support plan meetings take place between teachers and parents to review current targets and set new ones. Termly accountability meetings to look closely at data and evaluate the impact of provisionA termly progress and evaluation report is shared with the Governor responsible for SEND. termly An annual SEND report is shared with the whole Governing Body in Summer term. Information on website - SEND Information Report.  |
| The Federation approach to assessing and reviewing the progress of pupils with SEND, including opportunities for parents and pupils to engage in this process | Accountability data and meetingsTermly review of support plans which involve pupil and parent voiceObservations and follow up meetingsParent Teacher consultationsParent SENDCO meetings |
| The Federation approach to consulting pupils with SEND about their learning | Metacognitive approach to learningSupport PlansPupil PassportsAnnual Reviews* 1. discussions

AIPEPOSS |
| The Federation’s arrangements for supporting pupils with SEND in a transfer between phases of education | Reception class open sessionsStaggered start for YRVisits to nurseries Transition visits into YR/new class/high schoolInformation sharing Staff movement with individual childrenTransition of resources and teaching approachesIndividual transition programmesFor those children who have an EHC Plan and who are transferring to a specialist provision at any stage of primary school the SENDCo will work closely with the new provision, the pupil and parents to ensure an effective transition plan is put in place.  |
| The Federation’s approach to securing equipment and facilities to support pupils with SEND | Local Authority Support ServicesApplying for grants and fundingVolunteers 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. 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.  |
| 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>Email: llo@leeds.gov.uk |
| The name and contact details of our SENDCOs and SEND Governor | Liz Veverka, Shadwell – 0113 2732729Liz Veverka, Bramham – 01937 843682Beth Ings (Associate SENDCo) Bramham – 01937 843682Victoria Archbold (SEND 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 SENDCo. SENDCo reports to GBChallenge from GB around impactEnsuring the Federation is working in partnership with:HealthCSWSLocal Authority support servicesVoluntary 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 SENDCo can be contacted as above. Our Chair of Governors is Sue Morgan who will listen to your concerns. Email contact can be made via the school offices:Shadwell – offices@leedsfederation.orgBramham – officeb@leedsfederation.orgPaper 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