

Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

SEND School Information Report

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Section 1

INTRODUCTION Definition of SEND

Bardsey Primary Academy recognises as stated in the SEND Code of Practice, 2014 that:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Code of Practice 2015

The Children and Families Act (2014) reformed the support and provision for children with Special Educational Needs and Disability (SEND) which led to the development of the SEND Code of Practice: 0 to 25 years (DfE 2015). The SEND Code of Practice is guidance that organisations, including schools and academies, must follow to work with and support children with SEND. Schools and academies must have regard for the code when they make decisions and arrangements for children with SEND. The code now covers the age range 0 to 25 so children and young people have support that meets their needs throughout education and into adulthood. The code places a duty on schools and academies to ensure that:

- The needs of children and young people are identified early and there is early intervention and early help to ensure that they get the very best start in life and education.
- Every child and young person is enabled to make progress so that they can achieve their best and become confident individuals leading fulfilling lives.

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- Parents/carers, and children and young people are involved in the planning, reviewing and decision making about their individual support and local provision.
- Parents/carers, and children and young people are given advice and support to enable them to take part in discussions and decision making and are involved in regular review of progress towards outcomes, evaluation of support and planned next steps.
- There is a joined up approach and external agencies, health, education and social care services work together to provide high quality support for children and young people with SEND and their families.
- There is a focus on inclusive practice and removing barriers to learning.
- Children and young people with SEND are supported to enable them to succeed in education and make successful transitions towards adulthood.

BARDSEY PRIMARY ACADEMY VALUES AND ETHOS

Our ethos and mission at Bardsey Primary Academy is that all children should leave ready for lifelong learning and be ambitious, creative, curious and united in their approach to education.

Currently serving Reception and years 1, 2 3 4 5 and 6, Bardsey Primary Academy has a capacity of 210. The Academy is a one form entry educational establishment.

For us it is vital that we work in partnership with our parents and carers, as we recognise that you are the biggest influence on your children and we want to utilise this partnership to support every child's development. If, like us, you are passionate about ensuring your children receive an outstanding education please contact us at info@bardsey.leeds.sch.uk and arrange to visit the academy.

With excellent facilities and high quality teaching, the children at Bardsey Primary Academy are happy, challenged, motivated and supported to achieve beyond what they are today.

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MISSION STATEMENT AND AIMS

Our mission statement sums up the aspiration of our academy: 'Together, we succeed'. Our vision is to develop and nurture pupils' interests and talents; for every child to be the very best they can be, regardless of their background or ability; to prepare children for the future as responsible and active global citizens; to work together with respect and kindness.

At Bardsey Primary Academy we are committed to the inclusion of all children. Every individual is valued and their achievement celebrated. We support the entitlement of all children to a broad and balanced curriculum. Each child is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

Children and young people with Special Educational Needs and Disability (SEND) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others. Many children and young people will have SEND of some kind at some time during their education. Bardsey Primary Academy can help most children and young people succeed with some changes in lessons but some children will need extra help for some or all of their time in education and training.

POLICIES AND LEGISLATION

This School Information Report is written with reference to the following government legislation and Trust policies.

Government legislation and guidance

- SEND Code of Practice 2015
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Reasonable adjustments for disabled children 2012
- Data Protection Act 2018

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- Equality Act 2010
- Keeping Children Safe in Education 2020
- Guidance for safer working practice for those working with children and young people in education settings 2019

Trust Policies – these policies can be found on the Academy website at <https://www.bardseyprimary.org.uk/>

- SEND
- Safeguarding and Child Protection
- E-Safety and Online
- Care and Control
- Inclusion and Pastoral Support
- Children Looked After
- Intimate Care
- Accessibility Plan
- Complaints
- Positive Discipline and Behaviour

To see our SEND Policy and other related policies please visit <https://www.bardseyprimary.org.uk/policies> if you require a paper copy of any documents this can be supplied by request.

LEEDS LOCAL OFFER

Every Local Authority across England must publish a local offer which outlines the support that is available for local children and young people with SEND, and their families. This information is held in a central place and provides information about the guidance and advice available across education, health and social care in the local area for children and young people with SEND. The local offer will include up to date information about the available services and how to access them.

For links to the Leeds Local Offer parents/carers can access the website at <http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx>

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The SEND Code of Practice sets out the information and questions that must be addressed in this SEND School Information Report, in accordance with section 6.79 (pages 106 – 107). As an Academy we want to ensure that parents/carers and other partners are able to have clear and transparent information about the provision, services and support we provide for children with SEND. Below is information that you may find helpful about how we support children with SEND and their families.

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Questions about provision and support for children with SEND	Response to the question	Examples of support at Bardsey Primary Academy.
<p>1) What are the different types of SEND that support is provided for at Bardsey Primary Academy?</p>	<p>There are four broad areas of need.</p> <p>2) Communication and interaction (for example Autistic Spectrum Conditions (ASC) or speech and language difficulties)</p> <p>ASC Children with ASC may find it difficult to:</p> <ul style="list-style-type: none"> - understand and use non-verbal and verbal communication - understand social behaviour, which affects their ability to interact with peers and adults - think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities. <p>Speech and Language Children and young people may have a range of difficulties with speech and language, some of which may resolve as the child develops. These difficulties could be:</p> <ul style="list-style-type: none"> - their production of speech. - it may be hard to find the right words or to join them together meaningfully in expressive language. 	<ul style="list-style-type: none"> • Every child has a class teacher who they see every day and will know if there are any concerns and identify needs. • The Academy has a Pastoral Support Officer who is available to speak to all children. • Attendance is closely monitored by a member of the Senior Leadership team. Welfare checks and home visits are carried out by the Safeguarding team. • The Academy has a structured Positive Discipline system to ensure that children are praised for success and that behaviour and safety are outstanding. • The Academy works with many external agencies for specialist support, which includes SENSAP, SENIT, SENDIASS, the Deaf and Hearing Impaired Team, Speech and Language, Complex Needs Team, Visually Impaired team and STARS. • The Academy provides small group work intervention for children who are not making age related expected progress in Maths, Phonics and English. •

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	<ul style="list-style-type: none">- problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas- difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. <p><u>2) Cognition and learning</u> (for example dyslexia, dyspraxia, dyscalculia)</p> <p>Attention deficit hyperactivity disorder (ADHD)</p> <p>Attention Deficit Hyperactivity can seriously affect a child's concentration, behaviour and learning. They will often feel easily bored, may be distracted by others and sounds and sights, be impulsive and find it hard to focus in lessons.</p> <p>Moderate Learning Difficulty (MLD)</p> <p>Children with MLDs will have attainment significantly below expected levels in most areas of the curriculum despite appropriate interventions. Children with MLDs have much greater difficulty than their peers in basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.</p>	<ul style="list-style-type: none">• The Academy can provide Lego Therapy, Zones of Regulation and also provides small group work for social communication and SEMH children.• A trained TA is responsible for carrying out Speech and Language programmes on specific children who have been identified/assessed. Parents receive the speech and language report and support plan from the Speech and Language therapist outlining their child's targets. The Academy works alongside STARS for group work support for children with an ASC diagnosis. Learning is personalised to ensure that the needs of all children, including those with SEND, are met within the classroom and through high quality teaching. A trained TA is responsible in the role of STARS Lead practitioner. <p>Children who need support to make progress in Maths and English will have access to small group intervention.</p> <p>Numeracy tools and visual resources are used for some children to develop skills in Maths including Numicon/ Rekenreks.</p>
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	<p>Profound and Multiple Learning Difficulty (PMLD)</p> <p>Children with PMLD have complex learning needs. In addition to very severe learning difficulties, children have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition.</p> <p>Severe Learning Difficulty (SLD)</p> <p>Children with SLD have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and self-help skills.</p> <p>Specific Learning Difficulty (SpLD) “A child or a young person with a Specific Learning Difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).” (2013 SEN Code of Practice)</p> <p>3) <u>Social, Emotional and Mental Health (SEMH)</u> (for example anxiety, attachment difficulties, Obsessive Compulsive Disorder)</p>	<p>The pastoral support officer provides small group work for children with social, emotional and mental health difficulties and social skills concerns. Specific programmes are delivered 1:1 or in small groups.</p> <p>The school puts in place Individual Pupil Risk Assessments (IPRA), Intimate Care Plans and Personal Emergency Evacuation Plans (PEEP)</p> <p>Learning resources and aids can be provided for children with physical or sensory difficulties, such as writing slopes, standing desks easy grip pens and pencils, colour paper and overlays, dictophones on the IPAD, fidget toys, wobble cushions and line guides.</p> <p>The Pastoral Support Officer has their own working space for children who need to speak to someone or have time in a quiet and calm environment.</p> <p>The Academy has an Accessibility Plan which outlines how we will ensure that all children have access to the building, facilities and to the learning experience, please see the website on: https://www.bardseyprimary.org.uk/</p>
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	<p>Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with difficulty with social communication skills and those presenting other difficulties arising other complex needs. These children may struggle managing their emotions and building relationships with others which has an impact on their ability to learn.</p>	
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	<p>4) <u>Sensory and/ or physical needs</u> (For example hearing impairment or visual impairment)</p> <p>Hearing Impairment (HI)</p> <p>Some children may have mild hearing loss in comparison to those children who are profoundly deaf. The HI team cover all range of impairments.</p> <p>Visual Impairment (VI)</p> <p>A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe children with visual impairments.</p> <p>Multi-Sensory Impairment (MSI)</p> <p>Children with MSI have a combination of visual and hearing difficulties. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities.</p> <p>Physical Disability (PD)</p> <p>There is a wide range of physical disabilities. Some children are able to access the curriculum</p>	<p>The school puts in place Individual Pupil Risk Assessments (IPRA), Intimate Care Plans and Personal Emergency Evacuation Plans (PEEP)</p> <p>The SEND team works closely with the HI team ensuring the children have the support/aids to access their learning.</p> <p>The SEND team are available to work with the VI team for any children who may be identified as having a visual impairment.</p>
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	<p>and learn effectively without additional educational provision. They have a disability but do not have any SEND. For others, the impact on their education may be severe.</p> <p>Some children may have primary SEND needs and additional or complex needs from more than one category. As an Academy we will ensure that we are aware of each need and that learning is personalised to ensure that all of these needs are met to enable the child to learn.</p> <p>If children are significantly falling behind their peers or are making lower than expected progress over a period of time due to barriers to learning they may be assessed as having SEND. This may be due to the development of fine and gross motor skills, perceptual skills, self-help and care difficulties, cognitive development, difficulties with communication and language, social communication concerns.</p> <p>Children may have difficulty with:</p> <ul style="list-style-type: none">• Reading and writing• Numeracy and mathematics• Concentration and staying on task, for example attention deficit conditions• Physical movement• Medical difficulties that affect health and wellbeing	
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- Sensory processing, such as hearing or visual impairments
- Social communication and socialising with others
- Controlling and managing emotions, such as anger
- Dealing with anxiety or stress

Memory and Processing

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<p>2. Who is the named Special Educational Needs and Disability Coordinator (SENDCo) and how does the Academy identify and assess the needs of children with SEND?</p>	<p>THE CO-ORDINATOR OF SEND AND NAMED GOVERNOR</p> <p>The co-ordinator of SEND/Assistant Principal is the member of staff at the Academy who makes decisions and develops support for children with SEND, alongside the Vice Principal, the Principal and governing body. Daily responsibilities are providing support for children identified as SEND, including those with Education Health and Care (EHC) plans, and their families. This member of staff is also responsible for communicating with parents/carers of children with SEND and external agencies who may offer support.</p>	<ul style="list-style-type: none">• The Coordinator of SEND at Bardsey Primary Academy is Laura Earnshaw. She can be contacted on sendco@bardsey.leeds.sch.uk• The SEND Governor is Ellen Parker.• Information with regards to SEND at Bardsey Primary Academy including the SEND policy, Accessibility Plan and link to the Local Offer can be found on the Academy website https://www.bardseyprimary.org.uk/
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	<p>IDENTIFYING CHILDREN WITH SEND</p> <p>Transition A child may be identified as needing support for SEND at transition from primary school to secondary school or across phases if they transfer mid-year. If this is the case the SENDCO from the primary or secondary school will contact our SENDCO to share information. This communication may include visits to the school and children, meetings with the SENDCO and external agencies, attendance at review meetings and meeting with the children and parents/carers.</p> <p>Identifying SEND Difficulties If a child is not identified as having SEND difficulties before attending Bardsey Primary Academy, their needs may be identified at a later date.</p> <p>If a child is identified as SEND the SENDCO will always contact parents/carers prior to the child being placed on the SEND register.</p> <p>Bardsey Primary Academy has an overall approach to assessment and monitoring of child progress and the development of all</p>	<ul style="list-style-type: none"> • • The transition process for year 6 to high school includes extra visits, meetings with the Year 7 teachers and SENDCo, visits to the Academy, group work and additional visits for identified children experiencing panic and anxiety about the move to a different school. • SEND children may also attend transition visits and events to develop their confidence and self-esteem and help support organisation. During transition children are immersed in activities across curriculum subjects. • The Academy operates a thorough transition process for the children moving up to the next year group. A transition morning is planned where the new teachers meet the children. Teaching staff then meet and any information is shared regarding SEND/additional information. For each • SEND child a pupil passport/APDR document is passed on to the new teacher outlining specific provision the child is receiving. • At each assessment point the data is analysed and Pupil Progress meetings are arranged with class teachers, SENDCO and Senior Leaders to •
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	<p>children, including those with SEND. Children's progress in all lessons is tracked, assessed and monitored throughout the year so that staff can discuss any concerns and celebrate achievements.</p> <p>Sometimes children may make progress below age expected levels or make limited progress over a long period of time which could be linked to barriers to learning and SEND. It is the responsibility initially of class teachers to identify children who have these difficulties. The teacher would then refer to the SENDCO and meet with parents/carers and the child to make assessments and plan the next steps for support.</p> <p>We encourage Parents/carers to contact their child's class teacher in the first instance if they have any concerns about their child's learning.</p>	<ul style="list-style-type: none">• identify any children who may need additional support or intervention.• Parents/carers are invited to attend parents' evenings twice a year. <p>All SEND children have either a Pupil Passport or APDR document that will be shared with the children and parents/carers. This will include the wishes and feeling of the children, strategies to support them, provision and outcomes. We work in liaison with a number of external agencies to ensure that all children access Early Help and have support that is proactive. Health diagnosis and health professionals are involved in planning for support, where needed. We acknowledge that a joined up approach to support will result in the best outcomes for families and children.</p> <ul style="list-style-type: none">• We have high expectations for Quality First Teaching in every lesson and teaching staff will personalise lessons that is individual to every child, their unique abilities and any additional needs.
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<p>3. What is in place at the Academy for consulting with parents/carers of children with identified SEND needs and how do we involve parents/carers in their child's education?</p>	<p>The views and voice of our parents/carers is important to the Academy. There are many activities and events throughout the year where all parents/carers are invited to attend the Academy to discuss children's progress and celebrate achievements, including where a SEND need is identified.</p> <p>The SENDCO will ensure that parents have regular communication, meetings and are involved in the 'assess, plan, do and review' cycle of support for their child. This will include:</p> <p>Assess - Parents/carers are contacted by the class teacher if it is felt there are barriers to learning.</p> <p>Plan – A meeting with parents/carers, the child and other agencies and professionals is held to discuss these concerns and planning for the right support.</p> <p>Do – We make an action plan, identify needs, set targets and put the right support in place. We action this support and intervention.</p> <p>Review – We review the support and intervention to see if it has been successful and look at next steps for support. We meet with parents/carers and the child to find out what has worked and how</p>	<p>General and SEND</p> <ul style="list-style-type: none"> • The class teacher is the first point of contact for parents/carers if they have a concern, • The child's planner can be used to communicate with teachers, along with Class Dojo about any concerns or to ask for them to call. The Planner and Class Dojo is a way of parents/carers communicating with staff. <ul style="list-style-type: none"> • There are two parent's evenings a year. • Parents/carers of SEND children meet with the SENDCO throughout the year for termly reviews. • Each child is assessed on a regular basis and progress is reported to parents/carers every term. This includes attitudes to learning as well as performance. Assessment data of all children will be analysed to ensure that every child is making progress and is supported in their learning. • Once a year parents/carers receive a summary report which also includes comments from the class teacher. • Parents/carers are invited to celebration assemblies, open mornings, the Academy open days and other community events. • Senior leaders contact parents/carers for praise calls when children have been successful, are making good progress or goes above and beyond, shows resilience, has a caring attitude, exhibits team work and aspires to achieve.
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	<p>we can better support their needs. This may include information from subject teachers.</p> <p>Parents/carers will be consulted at all times if ever there is a change to the planned support for their child or any changes to their needs.</p>	<p>Children with SEND and their parents/carers</p> <ul style="list-style-type: none">• Parents/carers of children with SEND can contact the SENDCO to arrange a meeting to discuss any concerns and/or support. <p>The SENDCO will contact parents/carers and invite them to an initial meeting when a child is identified as having additional needs.</p>

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		<ul style="list-style-type: none"> • Where a child has an Education, Health and Care Plan annual review meetings will be held with parents/carers to discuss support and progress on the plan. • During these meetings learning outcomes, targets and review dates will be discussed and agreed. • For information with regards to our Home School Agreement, our SEND Policy and other related policies please visit: Bardsey Primary School
<p>4. What are the arrangements for consulting with children with SEND and involving them in their education?</p>	<p>Developing strong relationships with children and members of staff is very important so that children feel comfortable and confident to have conversations about their learning and any problems they may have.</p> <p>The child's voice is important to us as the child is at the centre of everything that we do. We may speak to the child before any meetings about them to ensure that they are able to express how they feel and what they think. Sometimes children will also be invited to review meetings to express their thoughts and feelings. We will always record what the child thinks and feels and the SENDCO will share this in meetings with parents/carers and external agencies. Regular discussions will</p>	<ul style="list-style-type: none"> • Child school councillors are elected by their peers in year's one to six. There is one from each yeargroup and they meet once every two weeks. There are child counsellors who represent inclusion, anti-bullying and Spiritual, Moral, Social and Cultural Development. • Academy Newsletter and twitter. • Child involvement in the development of Pupil Passports. <ul style="list-style-type: none"> • Pupil evaluations and questionnaires. <ul style="list-style-type: none"> • Mindmate SPA Ambassadors

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	<p>be held with class teachers and children to review their progress and discuss any concerns. The class teacher will always listen to what the child needs and personalise learning to ensure that they are making progress.</p>	
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<p>5. What arrangements are in place for assessing and reviewing children's progress towards outcomes, including the opportunities to work alongside parents/carers and children as part of this assessment and review?</p>	<p>The Academy has an overall approach to monitoring of progress and development. At each assessment point class teachers, the SENDCO and Senior Leaders analyse data and decide if children may need of intervention.</p> <p>If a child is already receiving support and/or intervention the SENDCO, alongside Senior Leaders will regularly monitor and track this support alongside general assessment criteria. The SENDCO will also review progress against set targets and outcomes from the SEND plan, statement or Education, Health and Care Plan with the child and parents/carers. This will be part of the Assess, Plan, Do and Review Cycle for SEND children and their parents/carers.</p> <p>The Academy closely monitors the progress and attainment of SEND children through assessment levels, attendance data, reading and spelling testing, Positive Discipline rewards and work examples. The SENDCO works with the designated governor to</p>	<ul style="list-style-type: none"> • A SEND register is kept to ensure that all staff are aware of which children have identified needs. This is available on the staff portal. The SEND register is reviewed and updated at the minimum every term. Children can be taken off the SEND register if they • make expected or sufficient progress in discussion with parents/carers. • Children can be added to the register where a need is identified in discussion with parents/carers. Every child with SEND will have either a SEND Passport or APDR document which holds information gathered by the SEND Team, class teacher and the individual child. • The EHCP sets out a child's outcomes. These are reviewed and updated yearly unless a review is required at an earlier date. • • •
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	<p>ensure that all children receive high quality provision, and a report is produced to governors for each meeting.</p>	<ul style="list-style-type: none"> • • Learning observations and book scrutiny are undertaken by the senior leadership team to ensure that SEND children receive high quality teaching. • SEND provision is based upon a graduated approach with a focus on the Assess, Plan, Do and Review cycle. • Ongoing monitoring by teachers is part of an overall approach to assessment and monitoring. • To see the Trust's Controlled Assessment Policy please visit Bardsey Primary School
<p>6. What arrangements are in place at the Academy to support children moving between phases of education and in preparing for adulthood, including aspirations, further or higher education, employment, independent living and participation in society?</p>	<p>All children including those with SEND are supported to make successful transitions from primary to secondary school, from year to year, from key stages and into further education and adulthood. It is our mission to ensure that all of our children are able to become rounded young adults with fulfilled lives.</p> <p>We have very high aspirations for all children and work to improve outcomes of SEND and the most vulnerable by giving them support, care and guidance.</p>	<ul style="list-style-type: none"> • The transition process for year 6 to high school includes extra visits, meetings with the Year 7 teachers and SENDCo, visits to the Academy, group work and additional visits for identified children experiencing anxiety about the move to a different school. • SEND children may also attend transition visits and events to develop their confidence and self-esteem and help support organisation. • During transition children are immersed in activities across curriculum subjects. • The transition process includes extra visits, meetings with the SEND team and visits to the Academy.

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		<p>SEND pupils may attend additional transition visits and events to develop their confidence and self- esteem.</p> <ul style="list-style-type: none">• Where possible, the secondary SENDCO will attend year 5 and 6 review meetings for children with SEND or Education Health and Care plans.• If a child transfers schools mid- term where possible the SENDCO will attend review meetings prior to transition.• Senior leaders and/or the SENDCO will lead an initial meeting with parents/carers and children, a tour of the Academy and a transition programme for new and mid-year transfers.•• Our lead child protection officer transfers files and informs identified staff of any issues or current concerns.• Parents/carers of children with SEND who are thinking about transferring to Bardsey Primary Academy should contact the SENDCO to discuss support.• If a child from the Academy transfers to another school documentation, child files, attendance information, assessment and information and copies of plans will be discussed with the new school and transferred.
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<p>7. What arrangements are in place to ensure accessibility and access arrangements?</p>	<p>The Academy is accessible by wheelchair/mobility aids for children, staff and parents/carers with mobility difficulties. The Academy has wide corridors, a lift, accessible washroom and changing facilities and a care suite.</p> <p>If parents/carers have English as an additional language, we can arrange for a translator to attend meetings to ensure that parents/carers are able to express their views.</p>	<ul style="list-style-type: none">• Please see the Accessibility Plan on our website at Bardsey Primary School. <p>We work closely with the Deaf and Hearing Impaired Team and Visually Impaired Team if extra equipment is needed for children.</p> <ul style="list-style-type: none">• Accessibility arrangements for examinations and tests will be applied for by SENDCO when needed in consultation with parents/carers and children, for example a scribe or reader. <p>If parents/carers are considering whether their child should join the Academy they can contact info@bardsey.leeds.sch.uk or on 01937 572612.</p>
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Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

<p>8. What approaches are used to teach children with SEND?</p>	<p>We expect all of our teachers to be teachers of SEND and that there is Quality First Teaching in every classroom for all children. Our staff will personalise learning to ensure that every lesson meets the needs of every child within that class. This will consider the needs of children with SEND to ensure that they are included in whole class experiences.</p> <p>Where it is recognised that a child may need additional support or intervention they may be withdrawn for short periods of time and brief intervention given to build on strengths and develop knowledge and skills to enable them to thrive in lessons. The SENDCO will work alongside the class room teacher to plan this support for targeted children. The Academy closely monitors the quality of teaching and intervention that children with SEND receive.</p>	<ul style="list-style-type: none">• Learning is personalised for every child to ensure that the needs of children are met in all lessons.• Specialist support staff are utilised to support children with SEND.• Strategic seating plans and personalisation mapping is used to ensure that groupings and seating meets the needs of children. Work scrutiny by the Senior Leadership Team ensures that children have work with challenge, pace and differentiation that is suited to their needs.•
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Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

		<ul style="list-style-type: none"> • Children will have Wave 1 Quality First Teaching which is high quality and personalised learning within the classroom • Children may access Wave 2 intervention where additional needs are identified, this is targeted support, which may include differentiated work in the classroom and short term group work and intervention. • Children may access Wave 3 intervention if they have a diagnosis, identified needs which are not met by Quality First Teaching or complex difficulties, and where specialist agencies such as Child and Adolescent Mental Health Services, Educational Psychologist, SENIT, Speech and Language are involved in planning, intervention and support. <ul style="list-style-type: none"> • If parents/carers have any concerns with regards to their child's progress in learning they can contact the class teacher in the first instance and the SENDCO or call the Academy reception on 01937 572612 and request a call back.
<p>9. How are adaptations made to the curriculum and learning environment for children with SEND?</p>	<p>The Academy resources are allocated across the academy and the SENDCO has a budget to purchase resources, aids and services for SEND. The Academy budget is allocated to provide</p>	<p>Class teachers are the primary pastoral support for children. The Pastoral team consists of a Pastoral Support Officer and Safeguarding team.</p>

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	<p>staffing, support staff, traded Educational Psychology services and resources, specifically used to provide learning opportunities for SEND children within and outside of the classroom, for example Numicon and ALK (Active Literacy Kit).</p> <p>We expect our teachers to personalise learning to ensure that all children are able to make progress. This includes ensuring differentiated outcomes and resources are used in lessons.</p> <p>If a child has an Educational Health and Care Plan of SEND or an Education, Health and Care Plan the Academy will ensure that they receive the provision described on their plan. This will be reviewed in partnership with parents/carers and children.</p> <p>As an Academy we have high aspirations for all children and try to give all children the opportunity to learn in a community where they feel included and valued.</p>	<p>Children are supported by our PSO, for example SEMH support and social communication in small groups.</p> <p>Strategic seating plans which include the needs, difficulties, strengths, group dynamics and skills of every child on the plan and inform seating teaching and assessment.</p> <p>The use of strategic grouping and pairing during lessons.</p> <p>Interactive and SEND friendly class displays and classroom environments.</p> <p>If a reduction in a child's timetable is required, then this is arranged via the SEND Team and class teacher with the approval of the Principal.</p> <p>The use of visual timetables and differentiated resources.</p> <p>Outcomes and targets will be identified for SEND children to be reviewed with the class teacher.</p> <p>Additional equipment may be given to the child including writing slopes, pens, pencils, colour overlays etc.</p>
<p>10. What expertise and training is provided for staff to ensure the best support for children with</p>	<p>It is the responsibility of teaching staff, Senior Leaders and the SENDCO to ensure that all children are able to make progress. It is important that these staff members receive regular</p>	<ul style="list-style-type: none"> • Regular staff training is held to develop skills in many areas of support for children. The • Trust hold Continuous Professional

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<p>SEND, including securing Specialist expertise?</p>	<p>information to help them to develop the skills and knowledge. All staff attend training to help support children with SEND. The Trust also leads Continuous Professional Development days where all staff across the Trust receive training to enhance teaching and support.</p>	<p>Development days for all staff, which has included pastoral training. The SENCO delivers training to staff and other members of the Trust are able to come in and provide specific support depending on need.</p>
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Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

	<p>Where children make little or no progress, or where complex needs are creating significant barriers to learning the Academy will make referrals for support from specialist and external agencies.</p> <p>If children and their families need additional specialist support, we can refer to a number of different agencies for specialist advice and expertise.</p>	<ul style="list-style-type: none"> • The SENDCO attends regular training. • The Mathematic leads organise training for staff in Maths. • Literacy intervention group work is led by experienced members of staff. • There is external training available for learning mentors, senior leaders, teachers and support staff. • The Academy work with the Educational Psychologist to provide support, consultation, support for staff and families to ensure the needs of children are met. <p>Referrals can be made if suitable for support, for example:</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Educational psychologist ○ MindMate SPA (for support with social, emotional and mental health) ○ Willow/Barnardos/Young Carers ○ Basis and Blast (Child Sexual Exploitation) ○ STARS (Autistic Spectrum Conditions) ○ SAD Events Team (Bereavement and Loss) ○ Speech and language services ○ Deaf and hearing impaired team ○ Visually impaired team ○ Child and Adolescent Mental Health Services ○ Health and school nursing • The Leeds Local Officer has information for parents/carers and staff about local agencies
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		<p>please visit http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</p>
<p>11. How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>By assessing and reviewing the services provided for children we can ensure that children are making progress towards planned targets and outcomes. This is important to make sure that the difference is being diminished for children between themselves and their peers and making age expected progress.</p> <p>This evaluation includes formal assessment as well as verbal feedback to parents/carers and children.</p>	<ul style="list-style-type: none"> • Ongoing assessment of data with regards to children progress with class teachers and Senior Leaders. • Formal assessment of progress at assessment points. • Regular review of the Pupil Passport/APDR document with children and parents/carers. • Regular personalisation briefings with updated targets and expected outcomes • Regular reviews of targets and expected outcomes with parents/carers and children. • Parents evenings and events, and meetings with parents/carers. • Senior Leadership scrutiny of work, books and marking. Lesson observations and line management to ensure consistent support for children with SEND. • Learning walks to observe Quality First Teaching in the classroom with feedback and targets for staff. • Learning enquiries to observe intervention activities. • Parental questionnaires, parent view and evaluation. • Children questionnaire and evaluation.

Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

		<ul style="list-style-type: none"> • Attendance data is analysed with specific groups, as identified. Intervention and support is in place where children have barriers to attendance. • Review meetings and annual reviews. • Multi-agency meetings, Early Help Plans, Child Protection plans and meetings and agency referrals.
<p>12. How do we ensure that children with SEND are enabled to engage in activities available for children in the Academy who do not have SEND?</p>	<p>It is our aim that all children are able to fully participate in events and activities within the Academy. Extra-curricular activities are held for all children to encourage motivation, expand learning and promote health, wellbeing and team work. These cater the needs and interests of all children. If a child is in need of additional assistance or resources to access these activities this will be provided where possible. Assistance will be provided for children who want to engage in sports activities, visits and trips.</p>	<ul style="list-style-type: none"> • Extra -curricular activities at Bardsey Primary Academy which are accessible and inclusive of all children. • Academy trips are planned to include all children and support for children with SEND medical additional needs, including additional staff ratios, First Aid support and risk assessment.

Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

<p>13. What support is available for improving emotional and social development, including arrangements for listening to the views of children with SEND and prevention of bullying?</p>	<p>As an Academy we recognise that barriers to learning can have a lasting impact on children’s ability to learn and their life chances. As an Academy we are proud that we are able to provide support for our most vulnerable children. We want to ensure that every child is able to fulfil their potential. To do this we ensure that all children have access to pastoral support to improve their social emotional development and resilience.</p> <p>We also have a zero tolerance attitude to bullying, including cyber-bullying of all children.</p>	<ul style="list-style-type: none"> • All children have access to pastoral support from their class teacher. • There are two learning mentors who provide one –to-one support, group work, on call support and parental support. • Learning mentors lead therapeutic group work, around emotional regulation, building resilience, developing self –esteem and confidence and life skills. • Personal, Social, Health and Citizenship Education lessons raise awareness of bullying, e and online safety and appropriate friendships, as well as many other key areas of child development. • The promotion of Spiritual, Moral, Social and Cultural Development through learning environments, assemblies, workshops, lessons and community events.
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Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

	<p>The class teacher is the first point of contact for the children they monitor attendance, offer support and track positive discipline. Children also have the pastoral support team to support the social and emotional needs of children.</p>	<p>Anti-bullying week/month activities and ongoing promotion and celebration of equality and diversity.</p> <ul style="list-style-type: none">• Hate incidents are reported, tracked and reported to the Local Authority• Positive discipline ensures that there are graduated and stringent sanctions for children who bully others, including restorative practice.• Children with social communication difficulties, for example Autistic Spectrum Conditions, may be allocated a key worker and will work on storyboards, social stories and development friendship skills, and development of social communication, including possible support from STARS.• The Personal, Social, Health, Citizenship and Economic Education lessons support children to develop an awareness of their social emotional development.• Child medication is administered by first aid trained staff in the first base in accordance with the Trust's Administering Medication Policy and Healthcare Plans.
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Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

		<ul style="list-style-type: none"> • A member of the Senior Leadership Team monitors attendance. The Pastoral team attend home visits, make phone calls and offer support for children and parents.
<p>14. How does Bardsey Primary Academy involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and their families?</p>	<p>Meetings with parents/carers, children and agencies to identify other professionals from who can offer support, advice and guidance. We have many different agencies available to support our families.</p> <p>If our pastoral staff members feel that a child may need additional support they will firstly contact parents/carers.</p> <p>We have a hub of agencies that we work alongside to support children and families.</p>	<ul style="list-style-type: none"> • Early Help Plans are put in place by the Family Support/Child Protection Lead. • We have close working relationships with Children’s Social Work Services and adult social care to ensure that all children are safeguarded and safe from harm. • We can refer to charitable and voluntary agencies offering services, such as the SAD Events Team. • We can access financial support for families, including food banks, financial and housing support. • Family support services such as Signpost and family interventions and the Multi-Systemic Team. • Local government agencies, such as Educational Psychologist, Children’s Social Work Services, speech and language and complex needs. • Health, for example the Child and Adolescent Mental Health Services, paediatricians, speech and language therapists and school nursing team. <p>please visit http://www.leeds.gov.uk/residents/Pages/Leeds-Local-Offer.aspx</p>

Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

<p>15. What arrangements are in place to support Children Looked After (CLA) by the Local Authority and have SEND?</p>	<p>We believe that as Corporate Parents we have a special duty to safeguard and promote the education of children in looked after care. These children face life challenges so deserve sensitive and proactive support to give them equal life chances that every child deserves. This includes ensuring they receive the best education, are supported to attend school and achieve; and their physical, social, emotional and mental health needs are fully met.</p>	<ul style="list-style-type: none"> • The nominated member of staff for CLA is a member of the senior leadership team. • There is a nominated governor for CLA who is also the Safeguarding governor. • Effective use of Child Premium funding to support resources for CLA children with SEND. • Quality First Teaching and personalisation and personalisation briefings are held.

Inclusion and Special Educational Needs and Disability (SEND) at Bardsey Primary Academy

	<p>We will strive to:</p> <ul style="list-style-type: none"> - provide a safe and secure environment which values education and believes in the abilities and potential of all children. - bring the educational attainments of CLA children nearer to those of their peers and to diminish the difference in attainment and progress. - identify the Academy role as Corporate Parents to promote and support the education of our CLA children. - Ensure that CLA and CLA SEND children have high aspirations for themselves and are prepared to move into the next stage of education and adulthood. 	<ul style="list-style-type: none"> • Attendance of the SENDCO and key members of staff at CLA meetings and reviews including review of the Care Plan and Personal Education Plans (PEP AND ePEP). • Educational targets are set and reviewed with all staff. • Support from the learning mentors and attendance officer, if needed. There is rigorous assessment and monitoring taking place with children who are CLA and SEND. • Working alongside the Virtual School and other partner agencies.
<p>16. What arrangements are in place for handling complaints from parents/carers of children with SEND about the provision made at the Academy?</p>	<p>All complaints should follow the Academy complaints procedure as set out in the Trust policy.</p> <p>We want to ensure that the needs of all children are met. If you feel that you need to speak to a member of staff with regards to a concern/complaint, please speak to the SENDCO. If the concern/complaint is with regards to this member of staff, please speak to the Vice Principal or Principal and if further support is needed the governing body.</p>	<ul style="list-style-type: none"> • SENDIASS can provide information and advice. They can be contacted at www.leedssendiass.co.uk/ • Contact the Principal or Vice Principal on 01937 572612. For complaints related to SEND please refer to the complaints procedure in the SEND Code of Practice at https://www.gov.uk/government/.../send-code-of-practice-0-to-25 • See our complaints and SEND policy and other related policies, such as child protection on http://www.morleynewlands.leeds.sch.uk/policies/ • The SEND governor is Ellen Parker.

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Areas of SEND Needs and Types of Intervention/Support			
Communication and interaction	Cognition and Learning	Social, Emotional and Mental Health (SEMH)	Sensory and/or physical needs
Quality First Teaching Literacy and numeracy support Short term small group work Resilience, social communication, life skills and emotional regulation group work Restorative practice 1:1 learning mentor support STARs Team support (for ASC) Social stories Use of numeracy manipulatives Phonics Speech and language support Literacy programmes Higher Level Teaching Assistant/ Teaching Assistant support Visual timetable	Quality first teaching Personalisation and differentiation Small group work Literacy and numeracy intervention Guided reading Educational Psychology referral and support Literacy and numeracy programmes Maths manipulatives Scaffolding Handwriting intervention Homework club Coloured overlays Writing slopes Easy grip pens Triangular pencils Use of ICT/laptops Active Literacy (ALK) Dictionaries Access arrangements for tests Numicon	Place2Be support 1:1 learning mentor support Therapeutic group work MindMate Barnardos/ Willow young carers External agency referrals Positive report Families First Early Help Plan Multi-systemic team Signpost Educational Psychologist Small group work – resilience building, emotional regulation, cognitive behaviour therapy, social and communication, motivation and learning. Year leader and class teacher support Reduced or adapted timetable if required. Lego Therapy Children’s Social Care Service	Specialist support – Hearing impaired/ visually impaired team Specific equipment tables/chairs Hearing/ visual aids Occupational therapy Physiotherapy Specialist equipment Tactile resources Intimate Care Plan Care Plan Ergonomic pens/pencils/writing slopes Use of ICT/laptops Coloured overlays Visual timetables Time out Leaving 5 minutes early if appropriate Lego therapy

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	1:1 learning mentor support	Nurture space	
		Stress balls/Time out Positive Handling Plan Risk Assessments	

Support, Advice and Guidance for Parents and Carers

Type of Difficulty	Name of Organisation and Telephone Number	Links to website/ information
General information, advice and factsheets		http://www.afasic.org.uk/
Category: Communication and interaction		
Autistic Spectrum Conditions (ASC)	Young Minds Parent helpline - 0808 802 5544 STARs team	www.youngminds.org.uk/autism You can email the Parents Helpline by filling out the online contact form and selecting Parents Helpline Autism Leeds STARS Autism Support Team (starsteam.org.uk) 0113 3789792
	National Autistic Society Parent to Parent Service - 0808 800 4106	www.autism.org.uk
	NHS support and advice about autism	www.nhs.uk/Livewell/Autism/Pages/Parentsguidetoautism.aspx
Speech and Language	Fact sheet and information at www.talkingpoint.org.uk/.../Factsheet%20A%20Speech%20and%20Language	http://www.talkingpoint.org.uk/parents/speech-and-language/some-children-struggle

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	iCan website Advice, resources and information	www.ican.org.uk/
Category: Cognition and Learning		
ADHD	Young minds Parent helpline - 0808 802 5544	www.youngminds.org.uk/adhd
Dyscalculia	Dyscalculia.org Advice and information	www.dyscalculia.org
Dyslexia	National Dyslexia Society	www.bdadyslexia.org.uk www.nhs.uk/conditions/Dyslexia/Pages/Introduction.aspx
Category: Social, Emotional and Mental Health (SEMH)		
Mental Health	Leeds MindMate	https://www.mindmate.org.uk/
	ChildLine is a free and confidential helpline. Call 0800 11 11 or visit	www.childline.org.uk
	Child and Adolescent Mental Health Service (CAMHS) provides specialist emotional support.	http://www.leedscommunityhealthcare.nhs.uk/camhs/home/
	HOPELineUK offers specialist, non-judgemental support to anyone feeling suicidal. You can call them on 0800 068 41 41	
	Beat can help if you're affected by eating disorders or other difficulties with food, weight and body image. Call them on 0845 634 7650.	https://www.b-eat.co.uk/

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	The Market Place in Leeds city centre is open Tues to Sat. The centre is free, confidential and open to anyone 13-25 year olds call on 0113 2461659	admin@themarketplace.leeds.org.uk
Category: Sensory and/or physical needs		
Deaf and hearing impaired	For disability information call free on 0808 800 3333	www.scope.org.uk
Visually impaired	Support line - 0800 781 1444	www.blindchildrenuk.org/
Physical disability	For disability information call free on 0808 800 3333	www.scope.org.uk