



SEND Information Report

2022-23

To be reviewed at the end of each academic year.

SENCO: Mr T Parker	SEND Governor: Julie Hields
Contact: Mr T Parker can be contacted via the school office – 01274 578286	
Local Offer Contribution: Please see a copy of Brackenhill Primary School's Local Offer on the school website.	
SEND Policy: Please see a copy of Brackenhill Primary School's SEND Policy on the school website	

Whole School Approach

Brackenhill Primary School is a fully inclusive school that ensures all pupils achieve their full potential: personally, socially, emotionally and academically in all areas of the curriculum. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the process and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach, which recognizes that children learn in different ways and have different types of SEN. The Bradford Matrix of Need aims to provide clarity on the graduated approach and best endeavours:

Quality First Teaching	Low level of need, increased differentiation, working just below age related expectations.
SEND Support	Mild difficulties with learning, regular targeted individual or small group support, working below age related

	expectations.
SEND Support +	Moderate difficulties with learning, need more tailored/personal interventions, and possibly involvements from specialists, small group support and 1:1 support, working well below age related expectations.
EHCP	Statutory Assessment. If continued and significant support beyond SEND Support is required, the school in conjunction with the Local Authority (LA) must conduct an assessment of Education, Health and Care Needs.

Range Need:

Depending on the need of the child, depends what their primary need is. Below are the different range needs. A child has a primary need but can fall into more than one range need.

- Cognition and Learning
- Physical and Medical
- Hearing Impairment
- Visual Impairment
- Dual Sensory/Multi-sensory impairment
- Specific Learning Difficulties
- Autism/ communication and Interaction
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health.

Assess, Plan, Do, Review

If a teacher has concerns about any child in their class, they will raise the concerns with the SENDCo (Mr Parker), who will work with the class teacher to decide on an appropriate plan of next steps.

Assess: Children are assessed to find their strengths and areas of need, using school's procedures and assessment tools, such as:

- Baseline assessments from the SCIL Team, used to identify specific gaps in learning
- Bradford's Matrix of Need guidance materials
- Reading, writing or numeracy assessments, used to identify specific gaps in learning
- Speech and Language assessments carried out by the school's Speech and Language Therapist Rachel Goodhand
- Observation carried out by a member of the Bradford SCIL Team, or school can purchase sessions with an Educational Psychologist if required.

Plan: Discussions are held between class teachers and the SENDCo to plan for the support

that will be put in place for each child with SEND. These may also be discussed during termly pupil progress meetings. Parents are consulted if it is felt that children need some support for Special Educational Needs. The child will be placed on the SEND register, an IEP will be introduced and a My Support Plan will be written if appropriate. This will identify specific areas to develop, SMART targets to work towards, who will support the child and resources used.

Do: Planned support is implemented by class teachers, working in close collaborations with classroom support staff and any external agencies involved.

Review: IEP's are reviewed and updated termly and are shared with parents on Parents' Evening. Regular parent meetings are held and information is shared with parents during these meetings. Children, who need additional support will be invited in on a regular basis to review their child's progress through Annual Reviews. Parents are welcomed to make an appointment to meet with the SENDCo whenever they wish.

Accurate as of July 2022

Number of children receiving SEN support in 2022/23:

School Support = 56

EHCP = 7

Total = 63

Assessment and Progress of Children with Special Educational Needs and Disabilities

Progress of our children with SEND is tracked and monitored regularly through pupil progress meetings with teachers. If any child seems 'stuck' with any aspect of their learning, then we work in conjunction with parents and other agencies to address this. We strive for all our children to achieve as well as they can.

Speech and Language Therapist.

During the Autumn term, Brackenhill Primary School were unable to commission a Speech and Language Therapist on a fortnightly basis because of the rising costs and other schools in the cluster unable to afford this. Brackenhill understand the importance of having a Speech and Language Therapist Commissioned to the school and decided to continue with the service, however on a reduced timetable of a visit once a month. Rachel Goodhand ensures that her time is used efficiently and is to support pupils with the greatest need first.

Rachel Goodhand was the Speech Therapist, who supported the school. She reviewed and set speech targets for as many pupils as possible on the caseload. Rachel continued to work with pupils individually and liaised with a member of the school's support staff to ensure these interventions were being carried out to ensure they worked towards the targets set. Of the caseload of 12 pupils, 6 of these pupils have been carried into the next academic year and 6 have been discharged to allow space for new pupils to be added in September 2023. Miss Bulmer and the EYFS team have delivered the WellComm speech programme to pupils within our Early Years setting. Pupils are grouped according to speech and language needs and regularly screened and regrouped throughout the year. Once age appropriate, they no longer participate in the programme.

The numbers of pupils accessing the intervention in 2022-23 are listed below:

WellComm Intervention 2022-23

Class	Number of pupils receiving intervention	
	Sept 2022 – Mar 2023	Mar 2023 - July 2023
Nursery	19	21

All the pupils not meeting the expected WellComm levels will continue to have interventions as they move into Reception.

Supporting the Emotional Wellbeing of Children

Children have access to provision aimed at supporting children with Social, Emotional and Mental Health Needs. Some of these include:

- School nurse referrals with possible referrals to CAMHS
- Member of SMT who is a mental health champion
- Young Minds
- Referrals to Early Help
- Lego therapy
- Attention and Listening Groups
- Social Interaction groups
- Commissioned Speech and Language Therapist
- Safe spaces created in school
- Weekly/daily check ins with a key adult
- Referral to the Bradford SEMH team as necessary.

Admissions of children with SEND

Brackenhill Primary and Nursery School is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. no child would be refused admission because of a Special Educational Need or disability. We would always strive to make reasonable adjustments for a child with disabilities. The LA admission policy is followed by the school.

Where a child has been identified as having special educational needs or disabilities, the SENDCO or Headteacher will endeavour to contact the child's previous school prior to their arrival, in order to ensure that any necessary arrangements are made.

Involvement of Outside Agencies and Partnerships with other Schools

The following agencies have supported pupils with SEND during this academic year:

- Bradford Cognition and Learning Team
- Bradford Hearing Impairment Team
- Educational Psychology
- Occupational Therapy
- Speech and Language Therapy
- CAMHS
- School Nursing Team
- Autistic Spectrum Team
- Community Paediatric Team

- Pre-5 Early Intervention Team
- Bradford Social, Emotional and Mental Health Team
- Children’s Social Care
- Virtual Schools Service (supporting LAC Pupils)
- Dietitians
- Diabetic Specialist Nursing Team
- Physical and medical team
- Leeds hospital teaching team
- Play therapists

Accessibility

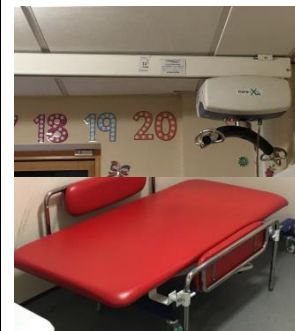
Under the Disability Equality Duty, schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Scheme to promote equal opportunities for disabled pupils.

Brackenhill Primary School and Nursery is on a predominantly level site. Level or ramp access is provided via several entrances. Additionally, Brackenhill Primary has toilet facilities for disabled requirements. Parents can apply for disabled parking bay use and have access to the school site at different times for ease of access. We have also arranged interpreters to attend meetings and support our parents.

Ramps into classrooms



Hygiene room with a hoist



Anti-Slip outside the main entrance



Lift



Mobile Hoist
(This ensures that children with a disability can fully engage in lessons, such as PE)



Specialist Swimming lessons to meet the needs of disabled children



Staff Professional Development and CPD

Training has taken place throughout the year with professionals and outside agencies. Most of the training was completed virtually where available. Plans are in place to increase the amount of staff training during the next academic year to close any gaps in training identified.

Oct/Jan/May	SENDCo network meetings (all meetings held virtually)
Oct 2022	IEP Training
Oct/Nov/Feb/Mar/May/June	SCIL Team in working with staff to help children who struggle in the Mainstream classroom.
Nov 2022	Attention bucket training.
Jan 2023	Attention bucket training.
Jan 2023	Medical training for children who have an Epi-pen <ul style="list-style-type: none">• Anaphylaxis Training
May 2023	Autism Training
June 2023	Autism Training
June/July 2023	Working with the visual and auditory impairment team.
As required, members of teaching and support staff have worked closely with professionals from Bradford Children's Services SCIL Team to gain support for working with individuals.	

Information on Support for Transition and School Partnerships

Strong links exist with local Secondary school SENDCos. In the Summer term, meetings take place between SENDCOs to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate transition and induction visits are set up for pupils with SEND where required. Brackenhill run a Great Heights transition where susceptible training meet other children with similar needs that will attend their secondary school.

Half termly SENDCO cluster meetings started again. These take place between SENDCOs in the Great Heights Group. This allows SENDCOs to share good practice and resources. It also enables SENDCOs to share information when children move between the Partnership schools. High schools were unable to attend the summer terms meeting. These will hopefully be up and running fully next

academic year.

Additional transition visits were held with Dixons. Trinity Bradford, Lightcliffe and BBEC. More nervous, anxious or vulnerable pupils were identified and supported with extra visits. This often includes additional visits to walk round, meet key staff, participate in lessons and ask questions. This helps to settle nerves and transition them more smoothly. These additional visits often ensure that pupil's needs are met more swiftly when they arrive at secondary school e.g. issuing hall passes, colour coded maps etc.

Partnership with Parents/Carers

Parents and carers of children with SEND are informed of their child's progress in a number of ways:

- Parent's evening twice per year, plus a third time if they wish to make an appointment after receiving their child's end of year report or their child having an IEP.
- My Support Plans – updated and shared termly
- End of year written report
- Annual review meetings, for pupils with an Education, Health & Care Plan
- If the class teacher or SENDCo has concerns regarding a child's needs, parents/carers will be invited into school to discuss these.
- SLT are high profile on the school grounds at the start and end of the schoolday if parents wish to speak with them
- Class teachers are also available at the start and end of the school day or contactable via phone call or email.

If parents have any concerns regarding their child's needs, they are welcome to make an appointment to see their child's teacher or the SENDCo at any time.

Finance

SEND funding was used in a variety of ways in 2022-23:

- 1:1/small group support and intervention from Teaching Assistants and HLTAs
- The purchase of resources for individuals with specific needs
- Commissioning a Speech Therapist to work in school
- Equipment to support children with fine and gross motor skills needs
- GL dyslexia screeners/book and reading books
- Resources to support children that struggle in the mainstream classroom
- The purchase of B Squared.
- SCIL team training and support for staff
- Participating in a sensory audit by the ASD team
- Setting up a new KS1 sensory area
- Setting up an alternative provision for children that struggle.