

**Supporting Children and Young People Who Have**

**Special Educational Needs and Disabilities (SEND) in Bradford**

**Senco Handbook**

December 2022

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**Introduction**

The following information has been designed in line with the Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice(CoP), 2015. It is anticipated that approximately one in five children will have a learning difficulty at some stage in their school career. Many of these difficulties are temporary and can be effectively dealt with in mainstream settings through the resources that are made available to them (funding elements 1 and 2). Formal procedures, i.e. statutory assessment, and specialist services provided via the local authority are targeted at those children and young people with the most significant and complex needs.

The Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice(CoP), 2015 provide detailed information about the statutory responsibilities schools have in relation to children and young people with SEND. These are summarised in Appendix 1 of this document.

**Meeting Children’s Special Educational Needs in Bradford**

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child or young person’s difficulties. The CoP describes this as a graduated approach to addressing SEND.

**Bradford Matrix of Need**

Bradford Matrix of Need provides an overview of how children should be supported through the graduated approach as outlined in the Code of Practice. It has recently been revised in consultation with LA staff, school staff, health colleagues and parents to ensure it provides clear and consistent guidance.

The Matrix should be referred to in order to aid identification / assessment, appropriate intervention strategies and levels of provision that should be put in place. The examples of interventions and resources are not exhaustive; they will vary depending on the individual and/or cohort needs and may require adapting accordingly.

Similarly, whilst there is a clear definition regarding levels of provision, there is leeway within this for schools to create bespoke flexible solutions that work within their setting.

**Summary of Bradford Graduated Approach­­**

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**1. Developing High Quality Teaching within an Inclusive Setting**

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Bradford is committed to high educational standards for all children and young people, paying particular attention to the most disadvantaged groups. This means working with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. Bradford LA is committed to ensuring that those with SEND can access high quality provision that meets their needs.

**What is inclusion?**

Inclusion “is described by some as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute which can be perceived as different.

It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.”1

The most common definition of inclusion expressed by both local authorities and schools was “children with SEND being able to attend their local school.” The government’s SEND Code of Practice sets out commitments around inclusive education and removal of barriers preventing children and young people with SEND from learning and participation in mainstream education.

**SEND Code of Practice (2015)**

Para 1.26: As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

Para 1.31: The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.



Inclusive Culture

The first stage in meeting SEN is developing an inclusive culture in which all staff understand the importance of inclusion and are driven to achieve it. Pre-requisites to developing an inclusive culture include the school having a vision of what it wants to achieve, taking a whole school approach to supporting children with SEND, and funding.

Developing expertise, models and structures

Once the culture and the aspirations for inclusion are in place, the expertise, models and structures of the school need to be developed in order to ensure that the school is equipped to support children with a wide range of needs. This would involve constant up skilling of all staff, flexible use of Teaching Assistants, access to a range of available interventions and strategies to support children with SEND, and an appropriate physical environment. The matrix of Need and the LA SEND Training offer will support you with this.

Developing individualised responses

Once the expertise, strategies and structures are in place, it is important that these are adjusted and tailored to meet the needs of individual students. A few specific examples of ways of ensuring that the response to children with SEND is individualised are as follows: Information sharing and staff briefings around the needs of children with SEND, student profiles, flexible behaviour policies, flexible ways of helping children with SEND to access mainstream classes, and catering for children’s needs outside the classroom. The matrix of Need and the LA SEND Training offer will support you with this.

**2. Additional to and Different from Interventions and Strategies**

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Within each class, there will be some children who are operating below age related expectations. The Matrix of needs supports you to identify these children and suggests ways of enhancing their progress. **These children do not necessarily have special educational needs and do not need to be placed on the SEND register.**

When children are operating below age related expectations they continue to require access to high quality teaching within an inclusive setting but they may also need some need-specific practice or adaptations which are additional to and different from those which are normally available.

This may include putting a monitoring system in place to assess the young person’s needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher will take responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.

The school should put in place additional adult support amounting up to 10 hrs per week (pro rata) from DSG, comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work.

**3. SEN Support**



Where a child or young person does not make sufficient progress through the previous interventions, staff should decide on more **Bespoke Intervention – time bound and quantifiable**

‘additional to’ or ‘different from’ interventions. A list of recommended strategies and interventions can be found on Bradford Schools Online [‘Best Endeavours and Quality First Teaching Spreadsheet’](https://bso.bradford.gov.uk/content/send-documentation)

Interventions should be recorded on a My Support Plan including YP/Parent view, Aspirations and Outcomes, Health and Care information and reviewed regularly. There is a template for this on Bradford Schools Online (https://bso.bradford.gov.uk/content/send-documentation). If you choose not to use this format, you should document your interventions using an equivalent or more detailed document designed for this purpose.

Additional adult support amounting to no less than 16 hours per week (pro rata) comprising of no less than 1 hour per day 1:1 for core learning activities and 4 hours per day small group support should be put in place to  facilitate access to the curriculum and deliver individually planned programmes of work.

Alternatively school may choose to support the young person flexibly through the use of smaller teaching groups to facilitate access to an appropriately differentiated / modified or alternative curriculum and deliver individually planned programmes of work for example: *enhanced adult child ratio (no more than 1:12) for up to 15 hours per week, plus additional adult support (1:6) to facilitate access to an appropriately differentiated / modified or alternative curriculum and deliver individually planned programmes of work*

**According to the Code of Practice, these children may have special educational needs and should be placed on the SEND register.** Use SEN support - code ‘K’ - pupils who are identified as having a special educational need and are receiving additional support but not holding an (EHC) plan

If little or no progress is made through the ‘assess, plan, do, review’ cycle (APDR), school staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement. The CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child or young person with SEND continues to make little progress over time, even with the support of external specialists such as the Educational Psychology Team or the Social Communication and Interaction Team (SCIL), the school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an education, health and care needs assessment.

In all but exceptional cases, there is an expectation that interventions have been implemented for an appropriate period, e.g. two cycles of APDR, before a request for additional resources is made. The request should be made with consent of the parent / carers and young person with the understanding that once it has been submitted, it does not necessarily lead to statutory assessment or EHCP. The request should be made using the SEND Portal, which can be found [here](https://oneonline.bradford.gov.uk/ProfessionalPortal_LIVE/Account/Login) or on Bradford Schools [Online](https://bso.bradford.gov.uk/content/special-educational-needs-and-disabilities/sen-graduated-approach/send-documentation).

The outcome of this request will be contingent upon meeting the two legal tests regarding statutory assessment ie that the child may have SEND and that they may require provision in line with an EHCP (ie over and above that which is normally available). It is the school’s responsibility to provide evidence so that panel can judge against these two criteria. The request should include details of the support provided through the school’s SEND provision over time, including external support and advice. There should also be evidence that the child has special educational needs.

**4. Additional support in line with EHCP in Mainstream Schools**



If an EHCP is issued, the plan will detail the outcomes to be achieved and the type and level of support that needs to be put in place. This will be within either a mainstream or a resourced / specialist provision, as identified through the assessment process and in line with parental preference. The sections are:

* A: The views, interests and aspirations of you and your child.
* B: Special educational needs (SEN).
* C: Health needs related to SEN.
* D: Social care needs related to SEN.
* E: Outcomes - how the extra help will benefit your child
* F: Special educational provision (support).
* G: Health provision.
* H: Social care provision.
* I: Placement - type and name of school or other institution (blank in the draft plan (link to info about draft plan))
* J: Personal budget arrangements.
* K: Advice and information - a list of the information gathered during the EHC needs assessment.
* The plan will detail additional adult support amounting to between 19 and 25 hrs per week (pro rata) per week additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work as outlined in EHCP.

**Children with an EHCP have special educational needs and should be placed on the SEND register using** SEN provision – code ‘E’ – pupils with an education, health and care (EHC) plan.

**Annual Reviews**

The local authority must review a child's EHC plan at least once a year. This is to look at how the child is progressing and to ensure that the plan is kept up to date. This process is known as the annual review.

The annual review is a formal process that must follow certain legal requirements. It includes a meeting, but this is not the only part of the process. The responsibility for carrying out annual reviews lies with the local authority, but in most cases the local authority delegates organisation of the review meeting to schools.

A child's first annual review must take place within 12 months of their plan being first made (6 months for children under 5). After that, each review should take place within 12 months of the previous review. Annual Review paperwork is on [BSOL](https://bso.bradford.gov.uk/content/send-documentation)

When there are significant concerns about the young person’s progress it is important to raise this at the annual review. Any amendments will be considered by panel, but should be supported by evidence from external professionals if they indicate a need for a change to resource level (funding) or to placement.

**Transition Reviews**

When a young person is due to transition between educational phases (Primary to Secondary / Secondary to Tertiary), the Local Authority must work to a statutory timescale. The deadline for all local authorities to secure a placement for phase transfer is the 15th February of that academic year for EYFS and year 6 and the 31st March for year 11. Proposed placements will be made available approximately 2 weeks before this.

Parents, carers and young people will receive letters requesting their preferences by mid-June of the previous year. It is our intention to strive towards being an electronic service. Therefore, it is requested that responses are returned via email. We understand that some families may not have the facilities to respond in this way; you can support as providers by emailing our service on their behalf with their preferences.  Please respond to the below email address using the following codes in the body of your email response:

* transitionreviews@bradford.gov.uk
* **PP** – name of setting
* **PP** – name of setting

If families have more than 1 preference then we have asked families to continue the naming structure (PP, PP etc.) in their correspondence. Please note this is not a ranking system but a way of supporting families to organise their thoughts / preferences.

Two intermediate dates are identified annually, when preferences for children and young people’s potential next school or post 16 college or provider is required. These are approximately:

* **Mid-September – request for mainstream provisions**
* **End of September– requests for Specialist Provision (including Resourced Provisions)**

We will also provide all schools with a copy of the letter sent to parents. We ask that schools support families and ensure that they have received our correspondence, if not, then please pass on a copy of the placement request letter. The SEN Integrated assessment team **update EHC plans during the summer term and the 6-week holiday** for phase transition year groups; we ask schools to ensure that transition reviews are completed by **the last Friday of the summer term of Year 5.**

Requests for placements can also be recorded in the annual review paperwork. Please record these in the format below which can be found at the end of the annual review document.

To support parents with their school choices we would encourage them to use Bradford SENDIASS (01274 513300) for advice and guidance regarding school placements. As a non-advisory service we must remain impartial and can only provide a list of schools in line with the child / young person’s primary need as specified on the EHC plan or a list of ‘type of schools’ if requested. We will always provide the contact details for SENDIASS and signpost parents and carers to view the school’s website and contact the SENCO.

**Transition Review Support**

The Educational Psychology Team provide targeted support to assist with transition reviews. If your school is identified as requiring support, an Assistant EP will contact you in a timely way to progress any transition reviews you have. They will support you to update and revise any of the sections of the plan that need it and advised you in relation to the review process. Please contact the SEN team if you need to access this service.

**4. Additional support in line with EHCP in Specialist Provision**

All legal aspects of the EHCP as described previously are still applicable.

The fundamental principle underpinning the law is that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting it must never be denied it on the basis that mainstream is unsuitable, or that their needs or disabilities are too great or complex

However, over time it may become apparent that a child /young people has such complex needs that parents wish to request a specialist placement. Such requests should normally be supplemented by additional advice from an external professional outlining the severity of need and the educational requirements. Such decisions should be made through the normal annual review process.

Such cases will be considered by panel.

**Support from Bradford Local Authority**

Bradford LA is committed to supporting schools to develop their capacity to manage children with a wide range of needs. This support falls into three key areas:



**Providing schools with support that enables them to effectively include children with SEND**

Bradford LA encourages inclusive practice in mainstream schools through providing direct support to help them work effectively with children with SEND. This support includes a training offer for schools, setting up school networks, and providing standardised resources. These can be found [here](file:///C%3A%5CUsers%5Cdennisr%5CAppData%5CRoaming%5CMicrosoft%5CWord%5CBradford%20Graduated%20Response%20Document%20RD%20230620.docx)

**Additional Support can be sought from these BMDC agencies:**

|  |  |  |
| --- | --- | --- |
| Educational Psychology | [**Traded offer**](https://bso.bradford.gov.uk/content/buying-additional-services) | **Contact** **ruth.dennis@bradford.gov.uk** |
| 0-25 Specialist Teaching & Support Service (STASS) | [**Core**](https://bso.bradford.gov.uk/content/0-25-specialist-teaching-and-support-service) **Offer** | **Contact:** **Lucy.stead@bradford.gov.uk** |
| Low Incidence Team (Sensory Service) | [**Core Offer**](https://bso.bradford.gov.uk/content/0-25-specialist-teaching-and-support-service) | **Contact:** **Karen.Turner@bradford.gov.uk** |

Support is also available from other private organisations, but schools should satisfy themselves that these organisations are professionally registered and provide a service of sufficient quality.

Bradford SEND Services have this year produced a Coordinated SEND training offer, to ensure Sencos have the skills and knowledge to undertake their role effectively and efficiently. All training courses are advertised on Skills4Bradford and can be accessed [here](https://skills4bradford.co.uk/).

**Challenging schools to ensure that they are taking responsibility for offering appropriate provision**

Challenging schools to support children with SEND more effectively, and driving up schools’ expectations of one another, is a key way in which the LA facilitates inclusion This may include creating a sense of collective identity, empowering parents to better understand the rights and entitlements of their children, and clarifying schools’ duties around supporting children with SEND.

The Local Authority is able to provide trained and qualified SEND Reviewers to support schools in undertaking a self-evaluation of their SEN provision. More details of this can be found [here](https://bso.bradford.gov.uk/content/school-based-send-review) on BSOL..

**Empowering schools to respond flexibly to children’s needs**

This may include giving schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children’s needs, offering schools the opportunity of setting up an Additional Resourced Provision (ARP), and better involving schools in decisions relating to SEND.

**SEND Audit**

A summary audit document has been included in Appendix 2. Whilst not compulsory, the audit will help schools to clarify:

* Types and numbers of SEN currently at your school
* Additional vulnerable groups in the SEN numbers and the implications of these for your school
* Provision your school is currently making to meet the needs of pupils with SEN
* Transition arrangements made for pupils with SEN
* SEN income and expenditure
* Outcomes for pupils with SEN
* Future SEN planning needs.

Using the audit will support you to carry out your legal responsibilities in relation to SEN, namely:

* Schools have to publish information about SEND under the Special Educational Needs (Information) Regulations. The SEN Audit will help schools ensure that they are compliant.
* The SEN Audit also assists SENCOs and Inclusion Managers to fulfil the strategic and managerial aspects of their role, i.e. to manage, review and evaluate SEN provision, its quality and value for money (VfM).
* The completed audit will be useful to share with Headteachers/SLT, Governors, Ofsted, School Improvement Partners, School Improvement Officers, SEN Advisers, EPs, SEN Support Services, Outreach providers and other partner agencies.
* In addition, it will be possible to publish the key summaries from the SEN Audit on your school’s website along with the setting’s SEN Policy and Accessibility Plan. Publication of these documents will support compliance with the SEN Information report (SEND Code of Practice 2014; 6.79-6.83).

**Appendix 1**

**SEND Responsibilities**

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND. In short schools must:

|  |  |
| --- | --- |
| **The Head Teacher’s Responsibilities** | **Evidence** |
| Appoint a SEND governor to have oversight of the arrangements for SEND in school  |  |
| Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP  |  |
| Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities  |  |
| Review and approve the SEND policy and any other relevant policies  |  |
| Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCP’s are made  |  |
| Ensure that SEND provision is integrated into the school improvement plan  |  |
| Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND  |  |
| Appoint a SENDCo who is a qualified teacher (alternatively, the headteacher may take on this role)  |  |
| Invest in whole school and targeted training for staff  |  |
| Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND |  |
| Provide information on school arrangements for SEND to parents and governors  |  |
| Consider pre-emptive arrangements for pupils (present and future) with a disability  |  |
| **The Governors’ role**  |  |
| Ensuring that where the head teacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil  |  |
| Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND  |  |
| Ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources  |  |
| Reporting to parents on the implementation of the school's policy for pupils with SEND  |  |
| Having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND  |  |
| Ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child This Bradford’s Graduated Approach outlines how children with Special Educational Needs and Disabilities have their needs met within the District.  |  |
| **The Special Needs Coordinators’ (SENDCo) Role**All schools are required to have a special educational needs coordinator (SENDCo). The SENDCo must be a qualified teacher working at the school. A newly appointed SENDCo, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. The SENDCo has an important role to play, along with the head teacher and governing body, in determining the strategic development of SEND policy and provision in school. The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans. Schools should ensure that the SENDCo has sufficient time and resources to carry out these functions. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.The SENDCo’s role includes: |  |
| Overseeing the day-to-day operation of the school’s SEND policy  |  |
| Co-ordinating provision for children with SEND  |  |
| Advising on the graduated approach to providing SEND support  |  |
| Advising on the deployment of the school’s delegated budget and other resources to meet needs effectively |  |
| Being a key point of contact with external agencies, especially the LA and its support services  |  |
| Working with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)  |  |
| Ensuring that the school keeps the records of all pupils with SEND up to date  |  |
| Liaising with: Designated teachers where a looked after pupil has SEND, Parents of pupils with SEND, Early years providers, Other schools, Health and social care professionals, Independent or voluntary bodies, Potential next providers of education to ensure smooth transition |  |
| **The Class Teacher’s Role**The class teachers’ role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences. Teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils. Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to: |  |
| Be accountable for attainment, progress and outcomes  |  |
| Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these  |  |
| Adapt teaching to respond to the strengths and needs of all pupils  |  |
| Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  |  |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these  |  |
| Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  |  |
| Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  |  |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them (Teachers’ standards, 2011 (updated 2013)) |  |

Appendix 2

SEN AUDIT OF STATUTORY DUTIES AND ASSOCIATED RESPONSIBILITIES

Including

Special Educational Needs (Information) Regulations (2014) requirements

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act/Code of Practice (2014)

|  |  |
| --- | --- |
| **School:** | **SEN Governor:** |
| **SENCO:** | **LA Support from:** |

**SECTION 1**

**IDENTIFICATION OF NEED**

Pupils receiving SEN/ Support Plan Support

|  |
| --- |
| **SEN Support** |
| Area of Need | Year | Year | Year | Year | Year | Year | Year | Year |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | Total |
| **Cognition & Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moderate / Severe Learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific Learning Difficulty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication & Interaction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speech, Language & Communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Communication /Autistic Spectrum Condition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Social, Emotional and Mental Health** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SEMH |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Physical/Sensory Impairment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Visual Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hearing Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multi-Sensory Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Totals: prime need by year group and gender** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils supported through SEN Support:**  **TOTAL NUMBER** |  |

**SECTION 2**

**PUPILS WITH A STATUTORY EHC PLAN**

|  |
| --- |
| **EHCP** |
| Area of Need | Year | Year | Year | Year | Year | Year | Year | Year |  |
|  | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | Total |
| **Cognition & Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mild/Moderate / Severe Learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific Learning Difficulty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Communication & Interaction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Speech, Language & Communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social Communication /Autistic Spectrum Condition |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Social, Emotional and Mental Health** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| SEMH |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Physical/Sensory Impairment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Visual Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hearing Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Multi-Sensory Impairment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Physical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Totals: prime need by year group and gender** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pupils supported through EHCP Support:**  **TOTAL NUMBER** |  |

**SECTION 3**

**IDENTIFIED GROUPS OF PUPILS**

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| **Need** | **Total number in school** | **SEN Support** | **EHCP** |
| Pupil Premium (disadvantaged) |  |  |  |
| LAC (Looked After Children) |  |  |  |
| CP register (Child Protection register) |  |  |  |
| Children in Need (CIN) |  |  |  |
| EAL (English as an Additional Language) |  |  |  |
| Ethnic Minorities Traveller |  |  |  |
| Pupils out of Year group |  |  |  |
| Gifted, Able & Talented pupils |  |  |  |
| Poor attendersbelow 95% |  |  |  |
| Persistent Absentees below 85% |  |  |  |
| Number of pupils with medical needs (Health Care Plans/Toileting Plans) |  |  |  |
| Service Children |  |  |  |

**Exclusions: (**For this Academic Year)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Non-SEN Pupils** | **Pupils receiving SEN/MSP Support** | **Pupils with EHCPs/Statements** |
| Number of Fixed term exclusions |  |  |  |
| Number of Permanent exclusions |  |  |  |
| Number of Managed transfers |  |  |  |
| Number of Managed moves |  |  |  |
| Number on Part-time Timetables |  |  |  |

**SECTION 4**

**OVERVIEW OF SYSTEMS, POLICY AND PRACTICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Yes** | **No** | **In Part** | **Evidence** |
| **Quality of Teaching & Learning** |  |  |  |  |
| Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support |  |  |  |  |
| The quality of teaching is regularly monitored to ensure pupils’ needs are met, e.g. effective differentiation |  |  |  |  |
| Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers |  |  |  |  |
| Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils |  |  |  |  |
| The quality of provision in place to meet pupils’ needs is effective in promoting good or better progress for all pupils with SEND |  |  |  |  |
| Pupils with SEND have access to a broad and balanced curriculum |  |  |  |  |
| There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND |  |  |  |  |
| **Monitoring and Assessment of Pupil Progress** |  |  |  |  |
| The school’s data demonstrates that pupils with SEND make at least good progress |  |  |  |  |
| Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policies/Statutory Compliance** |  |  |  |  |
| SENCO has appropriate experience and/or qualifications |  |  |  |  |
| SEN policy is in place and reflects current practice and provision |  |  |  |  |
| SEND responsibilities under the Equality Act 2010 are in place |  |  |  |  |
| SEN Governor is in place and has an overview of SEND provision |  |  |  |  |
| SEN Information Report is published on the school website and is updated at least annually |  |  |  |  |
| School website has a link to Bradford’s Local Offer website |  |  |  |  |
| Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND |  |  |  |  |
| School’s SEN policy is embedded within the school’s performance management, self-evaluation and improvement planning |  |  |  |  |
| **Involvement of Parents, Carers and Pupils** |  |  |  |  |
| Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year |  |  |  |  |
| Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff |  |  |  |  |
| Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities |  |  |  |  |
| The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being |  |  |  |  |
| Family leadership is encouraged and parents and carers are equal partners in securing their child’s achievement, progress and well-being |  |  |  |  |
| **Leadership & Management** |  |  |  |  |
| SENCO is part of the SLT and works strategically with senior colleagues and governors |  |  |  |  |
| SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement |  |  |  |  |
| SENCO promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities |  |  |  |  |
| SENCO clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND |  |  |  |  |
| SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities |  |  |  |  |
| Strategic financial planning, budget management and use of resources are in line with best value principles |  |  |  |  |
| SENCO is closely involved with professional development of staff so that **all** staff improve their practice and take responsibility for removing barriers to participation and learning |  |  |  |  |
| School, led by the SENCO, works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented |  |  |  |  |

**SECTION 5**

**SUMMARY OF SEN RESOURCES**

**Income**

* Use this table to identify all the SEN related income
* Insert additional rows if required

|  |  |  |
| --- | --- | --- |
| **Income** | **£** | **Comments** |
| **Itemised SEN Funding** |  |  |
| Delegated SEN Funding (Element 2) |  |  |
| Top up funding for individual children (Element 3) |  |  |
| Other (please specify) |  |  |
| **Total income** |  |  |

**SECTION 6**

**INTERVENTIONS FUNDING**

* Use this table to identify provision that is ***additional to*** and ***different from*** what would be ordinarily available in the school
* Insert additional rows where required

|  |
| --- |
| **Expenditure** |
| **Interventions** | **Number receiving** | **Frequency** | **Duration of session** | **Staffing** | **£** |
| Learning Support Teacher.Supporting SEN provision across school |  |  |  |  |  |
| Additional Teacher in Y6 |  |  |  |  |  |
| Learning Mentor |  |  |  |  |  |
| Individual SEN Support |  |  |  |  |  |
| Various interventions |  |  |  |  |  |
| Laptops/equipment/software dedicated to SEN |  |  |  |  |  |
| Deputy Head non class based – management of staff, meeting families, assessment of pupils, etc. |  |  |  |  |  |
| Other resources |  |  |  |  |  |
| Training |  |  |  |  |  |
| Educational Psychology / other bought in advice and/or support |  |  |  |  |  |
| **Total Expenditure** |  |