



SEND Information Report, 2026 – 2027

This report is regularly updated to ensure the information is as current and applicable as possible.

Bingley Grammar School is a fully inclusive mainstream school. At BGS, all pupils are valued equally, regardless of where their abilities lie. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, BGS is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised
- Be entitled to have an emerging or evident special educational need identified and assessed
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the school.
- Be encouraged to achieve their full potential, whatever their abilities
- Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.



The Inclusion Hub at Bingley Grammar School:

The Inclusion Hub is our mainstream offer to support all children with all needs across our school. We have a number of departments that do this successfully, meaning children can continue to access the curriculum whatever their starting point or need.

Hive Department:

This is our central department for learning support. We have a range of specialist teachers and staff with a range of experience and expertise.

Our two SENCOS have expertise in GCSE/higher education and a training/teaching within a Primary School. This helps us meet the full range of needs and starting points at BGS. In addition to this, BGS employs three additional primary school teachers, with experience in special schools, RPs, alternative provisions and mainstream settings. We employ Learning Support Assistants to work alongside some of our higher need classes.

Hive also is a department specialising in cognition and learning. We have a range of Hive classes in years 7-11 that are smaller class sizes, have full LSA support and a primary style of teaching and learning, they are named AR and KR. Hive classes follow the secondary curriculum but we adapt it to meet the needs of our students working significantly behind age related expectations. This includes adaptations to include the primary/EYFS curriculum. We offer early Phonics through Fresh Start, additional literacy and numeracy as well as alternative curriculum lessons to develop life skills, understanding of the world and social skills. In years 9-11, Hive classes work towards GCSE levels for core subjects as well as Art and Geography to avoid cognitive load. In certain circumstances this is changed to meet the needs of the child.

Hive offers a range of interventions in reading, social skills, SEMH, phonics, maths, neurodiversity and speech and language. We offer a range of trips and visits such as a year 7 residential, theatre trips, fire service visits and police community workshops. This is to enhance our student's life experiences, social skills and links to the PHSE curriculum.

Within Hive, we have a sensory space. This is our social breakout offer, our Breakfast, Break and Lunch Club (BBLC). This space is open for children to use from 8am and in all social times. We offer adult led social intervention, sensory breaks, softer lighting and experiences to build relationships.



Furthermore, we have two classrooms for our Thrive provision. This is run by a primary specialist teacher and an LSA. Thrive is for children who need a break from mainstream learning if overstimulated/dysregulated. We offer a skills based curriculum, creative arts and outdoor learning as well as independent learning, classwork catch up and revision.

Hive offers a range of clubs and after school sessions.

7GB

We also offer a smaller nurture class in year 7 for those students with a high level of anxiety, working at age related expectations. This class is run similar to Hive classes, with a primary model and experienced teacher in SEND. This is an added extra with our transition process.

Coach House:

A provision for children with high levels of SEMH. Running alongside Hive, it is a separate space away from the busy mainstream school where lessons are taught, interventions happen, personalised curriculums are tailored for and specialist staff are on hand to help our students regulate and access the mainstream school. This is a short-term intervention and forms part of the Assess, Plan, Review, Do Cycle. Coach House and Hive work closely and link their learning, lessons and projects with each other.

Resourced Provision (RP):

We have a RP on site run by the Local Authority (not by school). The RP is for students with higher levels of need, with EHCPS with a primary need of Communication and Intervention. We work closely with our colleagues in the RP to ensure the support in school is enhanced by the RP being on our site. The Lead Teacher of the RP meets regularly with the school SENCOs and DHT/DSL to share support, training, resources and interventions.



This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

Admissions:

1. Children on the SEN Register (SEND Support)

If a child receives SEN Support at primary school but **does not** have an EHCP, the standard Bradford Council admissions process applies:

- **Application Route:** Apply online via the standard [Bradford Council School Admissions Portal](#) by naming Bingley Grammar School as a preference.
- **Criteria:** Places are allocated strictly according to the standard **Oversubscription Criteria** (Siblings, Priority Admission Area/catchment, distance).
- **Transition & Support:** Once a place is allocated, the school's SEND / Learning Support team works with feeder primary schools during the summer term to coordinate transition plans and arrange early assessments in September.

2. Children with an Education, Health and Care Plan (EHCP)

If a child has a finalized **EHCP**, the admissions process bypasses the standard admissions portal entirely:

- **Handled by the SEND Team:** Placement is managed directly through the [Bradford Council SEN Team](#) (SEN@bradford.gov.uk / 01274 435750) during the Annual Review process (typically in Year 5/early Year 6).
- **Mainstream** – consult for Bingley Grammar Mainstream
- **Resourced Provision** – consult for Bingley Grammar Resourced Provision

Phased Educational Transitions

- **Key Stage 2 to Key Stage 3 (Primary to Secondary):**
 - **Early Engagement:** Secondary SEND and pastoral teams liaise with feeder primary schools during Year 6 to gather pupil profiles, learning needs, and transitional information.
 - **Transition Visits:** Offer transition days, SEND tours and meetings.
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- **Key Stage 3 to Key Stage 4 (Options & GCSEs):**
 - **Guided Pathway Planning:** Provide person-centred options advice to ensure chosen subjects align with the pupil's long-term career or independence goals rather than default academic routes.



- **Flexible Accreditations:** In some minor cases. We offer alternative or vocational pathways (e.g., BTECs, Entry Level Certificates, Functional Skills). This is a person centred approach.
- **Key Stage 4 to Post-16 / Post-18 (Further Education, Apprenticeships, Higher Education):**
 - **Transition Reviews:** Dedicated transition meetings (mandated in Year 9 EHCP reviews onwards) involving local authority SEND officers, FE college representatives, and adult social care if applicable.
 - **College & Provider Tasters:** Multi-visit immersion days at local FE colleges, sixth forms, or training providers, accompanied by school staff where needed.

Supporting SEMH Needs:

- The school has a designated Mental Health teacher, Diana Bellwood.
- We offer interventions in SEMH, EBSA and social given to us by the SCIL Team at the LA.
- We offer interventions run by Hive and pastoral staff in SEMH.
- We work with agencies such as CAMHS, YIM, CAMHS, MHST and Medical Needs where appropriate.

The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEND information report**. This can be found at:

<https://www.legislation.gov.uk/uksi/2014/1530/schedule/1>

Regulation	Question	Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Bingley Grammar have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.
2. Information, in relation to	<i>How do you know if a pupil</i>	When your child first joins Bingley, we use information from a range of



mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs and disabilities.	<i>needs extra help?</i>	sources to help identify SEND and other needs. This includes information from parents/carers, primary school teachers, end of key stage 2 levels, base line testing, literacy and numeracy tests, application form information, subject teachers, specialist colleagues and external agencies. Our class teachers, Heads of Department and Pastoral team closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Bingley will further identify pupils with a special educational need. This identification may come from subject teachers, support colleagues, pastoral team, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and referrals can be made. We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. All students with SEND are on the <i>SEN Support K or E Register, Monitoring Register</i> (including pastoral) which facilitates the graduated approach and is accessible to all staff. Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.
3a. How the school evaluates the effectiveness of its provision for such pupils.	<i>How will I know that my child is making progress?</i>	All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment three times a year which is communicated to parents/carers by a report that is sent home. Additionally, parents' evenings are held when there is an opportunity to



		discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an annual review. SEND students who are on the SEND support register at K3 will also have an annual review with the SENCO. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally, progress and attainment data for students is analysed for effectiveness and value for money. For anti-bullying, please see the anti bullying policy on our website.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities.	<i>How do you check and review the progress of my child and how will I be involved?</i>	The school will send home reports throughout the year which will show your child's current and target levels and progress. Heads of Department, the Pastoral team and Hive staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress. We will then put an intervention in place. At the next reporting time we will check whether the right progress has been made. We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings, email, telephone calls, appointments made with individual teachers and reviews (for those on the SEND register). The school provides information for parents through newsletters, information on the website, social media, Parents' Evenings and letters home.
3c. The school's approach to teaching pupils with special educational needs and disabilities.	<i>How do teachers help pupils with SEND?</i>	Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet their requirements through Quality First Teaching. Teachers have experience and/or are trained in doing this. This may involve using different strategies and further practical/adaptation of resources and activities. This enables your child to fully access all lessons.



		Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There is a range of interventions and additional subject support available. When your child is approaching the start of Key Stage 4, if we think it is appropriate, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations. There are policies for Irlens Syndrome, Dyslexia and Neurodiversity available on our school website.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs and disabilities.	<i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment?</i>	Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices, additional literacy, nurture groups, intervention groups and number of qualifications studied. It may also involve departments within our Inclusion Hub. Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a number of lifts to access all areas, accessible toilets, ramps, visual markers and equipment to help with reading and writing. An Accessibility Plan is in place and available from our school website.
3e. Additional support for learning that is available to pupils with special educational needs and disabilities.	<i>Is there additional support available to help pupils with SEND with their learning?</i> <i>How are the school's resources allocated and matched to children's special</i>	We have a wide range of staff to support pupils and address additional needs as required, including pupils with SEND. This includes a primary specialist Associate Assistant Headteacher/SENco, a Deputy SENco with secondary/higher education specialism, Thrive teacher/primary specialist, primary school teachers, higher level learning support assistants with specialisms in dyslexia, Irlens, exam access



	<i>educational needs?</i> <i>How is the decision made about how much/what support my child will receive?</i>	arrangements and literacy and a small team of Learning Support Assistants. We also have a school Assistant Headteacher of Inclusion with expertise in pupil premium, disadvantaged, LAC and alternative provisions. We also work closely with the Pastoral teams, Assistant Headteachers and SENCOs and meet weekly with the Deputy Headteacher/DSL who line manages all of SEND. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Learning Support Assistants are allocated, where resources allow, to support students in some lessons. Staff liaise closely with them to ensure maximum impact. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. As appose to a 1-1 LSA model, we support mainly via our Inclusion Hub, teaching independent, strategies, interventions and regulation. Students with an EHCP will have targets and strategies set at the annual review. Annual reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact. For students on the K register, targets will be discussed and implemented at the K review and monitored by staff and parents.
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and disabilities.	<i>What social, before and after school and other activities are available for pupils with SEND?</i> <i>How can my child and I find out about these activities?</i> <i>How will my child be included in activities outside the classroom, including school trips?</i>	A large range of academic and hobby/interest clubs are available at BGS. They are open to all students, including students with SEND. We run a range of activities to support SEND students within the Homework Club, and the Breakfast, Break and Lunch Club. We also offer coursework/revision sessions for older students as and when required. The extra-curricular timetable is available on the school's website. All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join in with these experiences. Hive also run clubs for our Hive students at a more



		relaxed/smaller/intervention level.
3g. Support that is available for improving the social, emotional and mental development of pupils with special educational needs and disabilities.	<i>What support will there be for my child's overall well-being?</i>	At Bingley we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. There are additional members of staff who are able to provide pastoral support, these include: Heads of Year and Assistant Head of Years. We also have excellent relationships with a number of external agencies for example the Autism Support Team and School Community Services. We have a designated teacher of mental health who can signpost and refer to mental health services such as CAMHS, MHST and YIM. We also have an EBSA program and trained staff in EBSA within Hive, with the intervention running in Thrive for children struggling with attending school. We have a school attendance officer who can also help signpost to services such as medical needs, CAMHS, GP services, sleep clinics and parental hubs. Our attendance officer also goes on home visits. This is supported by our Deputy Headteacher who has the oversight of these areas and is able to bring together all aspects, alongside the two pastoral Assistant Headteachers.
4. In relation to mainstream schools, the name and contact details of the SEND co-ordinator.	<i>Who should I contact if I want to find out more about how Bingley supports pupils with SEND?</i> <i>What should I do if I think my child may have a special educational need or disability?</i>	Associate Assistant Headteacher - SENCo –Sophie Wilkinson Deputy SENCo and Teacher of English – Gemma Avery Hive Max 7/8 Lead Teacher – Sarah Braime Thrive Lead teacher- Mr Scott Johnson Hive Teacher – Lauren Bell Assistant Headteacher of Coachhouse – Simon Greening Assistant Headteacher of Inclusion – Paula Robinson Resourced Provision Lead – Ann Holden Mental Health specialist teacher – Diana Bellwood Assistant Headteacher of behaviour/DDSL KS3 – Deborah Gibb Assistant Headteacher of behaviour KS4/DDSL - Dina Hellewell Deputy Headteacher/DSL – Matthew Atkinson



		Speak to your child's teachers in the first instance and then contact any of the above as per policy who may then refer to others in this process.
5. Arrangements for moving between phases of education.	<i>How do we support the transition process?</i>	We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. The SENCo will visit primary schools and attend annual reviews. The pastoral team 7 will visit all feeder schools for a transition assembly and talk. Your child will be able to visit our school and stay for an additional visit if this is appropriate (we organise this for summer term). We also have the main transition day in July, as well as an open evening in September. Hive offers mainstream tours throughout the year. The RP offers separate after school tours. All information and policies around SEND can be found on our school website. We ask all primary schools to send their SEND documentation to us so we can build our SEND passports. If your child is moving to another school we will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the receiving school. We will make sure that all records about your child are passed on as soon as possible.
6. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and about how specialist expertise will be secured.	<i>What training have the staff supporting children and young people with SEND had or are having?</i>	We have a Learning Support Faculty which is made up of the Associate Assistant Headteacher - SENCo, Deputy Senco, Thrive Lead, primary school teachers, Learning Support Specialist in dyslexia, Learning Support Specialist Literacy/phonics, and a small team of Learning Support Assistants. Within this team we have staff who have a range of experience and training covering various SEN needs including the National SENCo Qualification, NPQ qualifications in senior leadership and SEND, CCET (Certificate of Competence in Educational Testing and the AA Access Arrangement Certificate), Nurture Network Training, Foundation Degree in addressing additional SEND and ELKLAN Secondary Language Builders, EBSA, Team Teach and Fresh Start Phonics.



		Training is provided to all staff, including teachers and LSAs, as the need arises. We have CPD sessions on SEND throughout the year, lead by Hive SENCOS, external professionals and the LA. There is on-going training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.
	<i>What happens if my child needs specialist equipment or other facilities?</i>	As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services. We can access a range of services including Visual and Hearing Impaired Team and Physical Disability Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact school or discuss the issue at the next review/parent's evening. We also have access to the SCIL Team and the educational psychology team (where funding allows).
	<i>How will I be involved in discussions about and planning for my child's education?</i> <i>How will you help me to support my child's learning?</i>	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books) • Full attendance and good punctuality • Completion of homework • Attending parents' meetings • Attending any meetings specifically arranged for your child We will endeavour to support you by having regular contact and communication in place. Please see policies on Irlens. Neurodiversity and Dyslexia for more information on how you can support your child.
7. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	Students are encouraged to take part in Pupil Voice activities, regularly evaluate their work in lessons, attend review meetings, contribute to target setting and reviewing and reflect on their learning and achievements. Student voice is collected regularly and put on the pupil passports.



8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school	<i>Who can I contact for further information?</i> <i>Who can I contact if I have a complaint?</i>	In the first instance contact the subject teacher or your child's form tutor who may refer your concerns to the Pastoral Team or a senior member of staff if necessary. Please contact Sophie Wilkinson for further information or the school directly via the main office.
9. How the governing body involves other organisations, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS), SCIL Team, Social Care, School Community Nurse Service, Educational Psychology Service; Connexions, Speech and Language Therapy Service, Education Entitlement and Occupational Therapy Service, Medical Needs Service, YIM, MHST and health and social care teams. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with the Local Authority and uses the CAF process when appropriate to do so. If you believe your child needs support from a specialist, please contact school or discuss at the next review/parent's evening. Bradford Local Education Authority also has links to the school and the provision offered via the Local Offer which is available on the Bradford schools online website.

It is the school's aim to remove barriers to learning for all students in its care through improving outcomes, raising achievement and enabling participation in the full life of the school. Please refer to the Local Offer for more information regarding the support available at Bingley Grammar School.

Key Staff:

Associate Assistant Headteacher SENCO
Deputy SENCO and Teacher of English
Assistant Headteacher for Inclusion/alternative provisions:

Miss Sophie Wilkinson
Mrs Gemma Avery
Mrs Paula Robinson



Hive Max 7/8 Lead Teacher/phonics	Mrs Sarah Braime
Thrive Lead Teacher/primary specialist	Mr Scott Johnson
Hive Co-ordinator, exam access and dyslexia:	Mrs Alex Steel
Senior Learning Support Assistant Literacy/phonics/Irlens:	Mrs Karen Bottomley
Learning Support Specialist – ADHD//HI//VI//S&L:	Mrs Anne Ridley
SEND Admin and Data Officer:	Mr Daniel Petty
Resourced Provision Lead:	Mrs Ann Holden
Assistant Headteacher and Coach House Lead:	Mr Simon Greening
7GB Lead	Mrs Fiona Greening
Assistant Headteacher for Behaviour KS3:	Mrs Deborah Gibb
Assistant Headteacher for Behaviour KS4:	Mrs Dina Hellewell
Deputy Headteacher and Safeguarding Lead/DSL:	Mr Matthew Atkinson
School Governor with responsibility for SEND:	Mrs Maria Greenwall

You can contact any member of staff by telephoning the main switchboard on 01274 807700 or via the web-site learning.support@bingleygrammar.org.

