**Introduction**

This document is intended to give information regarding the ways in which we ensure that we support all of our pupils, including those with Special Educational Needs and Disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

**Local Approach**

This document has been developed by the schools within the 4LC Partnership, with each school adding its own specific information. In Bradford all schools have a similar graduated approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported by the Local Authority to ensure that all pupils regardless of their specific needs make the best possible progress in school. The Local Authority have adopted a Single Integrated Pathway for EHCA and EHCP assessments as of January 2018.

**School Approach**

We are a fully inclusive, mainstream Secondary School, who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

Children are identified as having Special Educational Needs when their progress has slowed or stopped and first quality teaching, differentiated work and support put in place do not enable improvement. As of June 2018, on completion of an SEND review, children will be placed on the SEND register, the Learning Monitoring List or Pastoral Monitoring List, dependent on their need. Once this occurs, outside agencies, specific interventions, needs based plans and pupil profiles may be used to help support their development and accelerate progress. Alongside this Local Offer, the school’s Inclusion Policy and the Bradford Local Offer documents are available on the school website. If you would like any further information about what we are able to offer at Bingley Grammar School then please do not hesitate to contact us directly.
**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES:**

Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs (SEND)?

<table>
<thead>
<tr>
<th>Staff</th>
<th>Summary of Responsibilities</th>
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<tbody>
<tr>
<td>Assistant Head teacher</td>
<td><em>They are responsible for:</em></td>
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<tr>
<td>Special Educational Needs Co-ordinator (SENCO) – Mrs Paula Robinson</td>
<td>• Coordinating all the support for children with special educational needs (SEN) and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. By ensuring that you are: • involved in supporting your child’s learning and kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school’s SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child’s progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.</td>
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<td>Assistant Head teacher – Pastoral &amp; Behaviour – Mr Matthew Atkinson</td>
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<tr>
<td>Tutors/Subject Teachers/Head of Year/Student Support Officers</td>
<td><em>They are responsible for:</em> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work or additional support) and letting the SENCO know as necessary. • Using Student Profiles and/or EHCP when planning for your child’s lessons • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</td>
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<tr>
<td>Head teacher - Mr Luke Weston</td>
<td><em>He is responsible for:</em> • The day to day management of all aspects of the school, this includes the support for children with SEND. • He will give responsibility to the Assistant Head teachers/SENCO and class/subject teachers but is still responsible for ensuring that your child’s needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. <em>They are responsible for:</em> • Making sure that the necessary support is made for any child who attends the school who has SEND.</td>
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<td>SEND Governors – Mrs Angela Costello &amp; Mr David Markham</td>
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**HOW COULD MY CHILD GET HELP IN SCHOOL?**

What are the different types of support available for children with SEND at BGS?

<table>
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<tr>
<th>Teaching Approaches</th>
<th>Targeted support for individuals or small groups (Short / medium term)</th>
<th>Specialised individual support (Medium / longer term)</th>
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<tr>
<td>Whole school response – Quality First Teaching</td>
<td>Assessment for learning is used to inform planning for different levels of attainment. Small groups may be supported by either the class teachers or Learning Support Assistants as appropriate.</td>
<td>Work is differentiated to meet individual children’s needs. There is careful targeting of individual support for pupils with particularly high levels of need</td>
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<tr>
<td>We are an inclusive school, where all teachers are teachers of children with special educational/additional needs and the whole school community respects the rights and needs of others. The school ensures that Quality First teaching is paramount by: Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand. Putting in place different styles of teaching and learning so that your child is fully involved in learning in class. Any student who has specific gaps in their learning will be at the stage of the SEND Code of Practice called Bradford Range 1 and 2</td>
<td>The Assistant Head teacher - SENCO and/or The Assistant Head teacher – Pastoral &amp; Behaviour will implement, after consideration with parents, any necessary and appropriate interventions, which may include small group work, peer reading, handwriting programmes, social skills development, school counsellor, school nurse or involvement with outside agencies. Students with specific barriers to learning that cannot be overcome through quality First Teaching. Stage of SEND Code of Practice: Bradford Range 3, which means they have been identified as needing some additional support in school and from a professional/outside agency.</td>
<td>Personalised Interventions are put in place for pupils who are not making progress, e.g. 20-20 reading programme, literacy programme and Communication &amp; Interaction groups(CAIG) /use of digital technologies. Your child may also need specialist support from outside agencies such as SALT, Sensory Services, Educational Psychologists and the Learning Support Service.</td>
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The school regularly monitors your child’s progress in meeting their targets and if they are not making enough progress they will be highlighted for the attention of the Learning Support Faculty and assessments and interventions will be carried out.

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<th>Learning / curriculum approaches</th>
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<td>Children and young people will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of each child’s particular needs and will be modified to suit each child’s academic and personal development.</td>
<td>The school identifies children with special educational needs in a number of ways. Children are assessed regularly and parents are always informed of any concerns regarding their children’s progress. Specialist English, Mathematics and Literacy teachers are used in Years 7 and 8.</td>
<td>The school always responds to any concerns raised by parents. The Special Educational Needs Co-ordinator (SENCO) may carry out additional testing when additional educational needs are identified. Outside agencies may also be involved. Student Profiles are written and</td>
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</table>
There are regular parents' evenings with termly interim assessments as well as a full year report to parents.

**Support**

| All students at BGS with special educational and additional needs have a profile on the SIMs system which is accessed by all teaching staff. All staff are made aware of the strengths and needs of the child and are advised on specific teaching strategies for Quality First teaching. Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with special educational/ additional needs. | The Learning Support Faculty offers access to small group work based on developing an understanding of the subtleties of language, conversational skills, self esteem, confidence and other social skills. There is a structured multi-sensory programme of work to develop literacy skills with plenty of opportunities for over learning and consolidation of concepts. This includes developing foundation skills in reading, writing (spelling and comprehension) and arithmetic. We also provide selected students with opportunities to attend a breakfast and/or lunch club in a friendly and nurturing environment. | Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is via the SENCO although teachers and support staff are also involved. It is the responsibility of the Director of Learning Support and the SENCO to organise external support and maintain records. This support is very specific and advice is provided via the EHCP (Educational and Health Care Plan) produced by the Local Authority This is usually when learning needs are severe, complex and lifelong and where significantly more support will be needed. |

**Environment and physical resources**

| We are an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. We are a large school on a small difficult site, but all areas are accessible. | Bingley Grammar School prepares children for changes and provides support to manage unpredictable events at times of transition, between primary and secondary and further education. | The Assistant Head teacher - SENCO co-ordinate the liaison and multi-agency working to support children with disabilities. |

**Emotional**

| We endeavour to work hard with families to meet the needs of all pupils with their social, emotional, mental health (SEMH) and behavioural development. There is a robust pastoral structure which places the SEMH needs of the child as a high priority. As well as the Learning Support Faculty many other staff are involved e.g. Heads of Year, Student Support Officers, Attendance officers, Future Focus Centre Support staff and the School Counsellor. | The Future Focus Centre offers a short term, focussed, intervention strategy, which addresses barriers to learning arising from social / emotional and or behavioural difficulties, in an inclusive, supportive manner for KS3/4 students to enable students to positively engage with the curriculum and re-integrate back into mainstream lessons. During unstructured times the Breakfast, Break and Lunch Club (BBLC) is available for more vulnerable students. There is also a break out room when needed. | We have Student Support Officers and a School Counsellor who receive additional training on aspects of emotional literacy including emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our Student Support Team can support pupils on a one-to-one basis when required. They can liaise with parents/carers/outside agencies e.g. School Community Nurse/CAMHS etc in order to support the child. |
### Frequently Asked Questions:

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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| How can I let the school know I am concerned about my child’s progress  | • If you have concerns about your child’s progress you should speak to your child’s tutor or Head of Year initially.  
• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Assistant Head teacher - SENCO  
• If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head teacher.  
• If you are still not happy you can speak to the school SEND Governor/s |
| How will the school let me know if they have any concerns about my child’s learning in school? | • When a teacher or a parent has raised concerns about your child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENCO.  
• If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail eg  
  o To listen to any concerns you may have too  
  o To plan any additional support your child may receive  
  o To discuss with you any referrals to outside professionals to support your child’s learning |
| How is extra support allocated to children and how do they move between the different levels? | • The school budget, received from the LA, includes money for supporting children with SEND.  
• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.  
• The Head Teacher and the Assistant Head teacher/SENCO discuss all the information they have about SEND in the school and decide what resources/training and support is needed.  
• All resources/training and support are reviewed regularly and changes made as needed. |
| How are the teachers in school supported to work with children with SEND and what training do they have? | • Our SENCO is a qualified teacher, working towards the National Accredited Award and is able to support the teachers in planning for children with SEND.  
• The school has a CPD plan for all staff to improve the teaching and learning of children including those with SEND.  
• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Team, Sensory services etc  
• As Part of the ongoing CPD programme we have trained members of the Learning Support staff about a variety of conditions as well as conducting whole staff training on the use of additional adults in the classroom, meeting the needs of all learners |
| How will the teaching be adapted for my child with learning needs (SEND)? | • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child’s needs are met.  
• Support staff will support with your child’s learning in the classroom.  
• Specific resources and strategies will be used to support your child individually and in groups.  
• Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs. |
| How will we measure the progress of your child in school? | • Your child’s progress is continually monitored by his/her teachers, tutors and Heads of House and the SEND Team  
• His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject.  
• At the end of Key Stage 3 the school is required to report English, Maths and Science National Curriculum levels for your child.  
• Children on the ‘graduated approach’ on the register will be reviewed and monitored on a regular basis  
• The progress of children with a statement of SEND/ EHCP Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. |
| What support do we have for you as a parent of a child with SEND? | We have an open door policy and there are regular parent’s evenings. You will receive a report every term and we will always ask to see you if we have concerns about your child’s progress. We would like you to talk to your child’s teachers, tutor and Head of Year regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.  
- The SENCO or Assistant SENCO is available to meet with you to discuss your child’s progress or any concerns/worries you may have.  
- All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.  
- Homework will be adjusted as needed to your child’s individual needs. |
|---|---|
| How have we made this school accessible to children with SEND? (including after school clubs etc..) | We make every effort to include all pupils on school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. We will also help prepare your child for any changes in their school day, such as trips, award ceremonies, activity days and sports day as well as the following:  
- ensuring that equipment used is accessible to all children regardless of their needs.  
- by providing support with homework and reading at lunchtime, before and after school. |
| How will you support my child to join the school or transfer to a new school/college/University? | The HoY and the SENCO will liaise with year 6 teachers and staff from feeder schools to ensure that the needs of the individual will be met prior to entry to the school. Extra transition visits are arranged for individuals which are highly personalised and/or for small groups depending on the level of need. Transition to further education is coordinated between the SENCO, sixth form tutors and the support staff of local providers. Pastoral staff and the schools Careers Advisor will also be involved in the move to college or higher education. Taster days and university visits play an active part in the school calendar. |
| Who are the other people providing services to children with SEND at this school? | Services provided by the Local Authority for schools:-  
- Autism Support Service  
- Learning Difficulties Team (Cognition & Learning)  
- Educational Psychologist  
- Hearing Impairment Team  
- Behaviour Support Service  
- Physical Difficulties Team  
- Visual Impairment Team  

Provided by Local Health Authority  
- School Nurse |
- Health Visitors
- Occupational Therapist
- Community Paediatrician
- Physiotherapist
- Speech and Language Therapy (SALT)
- Child And Adolescent Mental Health Service (CAMHS)

Other Services include:
- Asperger’s Community Support Team (ACST)
- SENDIASS to support families through the SEND processes and procedures.
- Family Support Workers
- Relate -Counselling

**Glossary:**

SENCO       Special Educational Needs Co-ordinator
CAMHS       Child and Adolescent Mental Health Service
LAC         Looked After Children
SALT        Speech and Language Therapy
AST         Autism Service Team
EP          Educational Psychologist