



# **BANKFOOT PRIMARY SCHOOL**

**SEND INFORMATION REPORT 2023 to 2024**

**Part of Bradford Council's 'Local Offer'  
for  
children and young people  
with special educational needs or disabilities (SEND)**

## Introduction

Welcome to our SEND information report which is part of the Bankfoot Primary School's Local Offer for learners with Special Educational Needs or a Disability (SEND).

At Bankfoot Primary School, our SEND program is guided by a profound commitment to inclusivity, personalization, early identification, collaboration, quality teaching and learning, progress and achievement, well-being, resources and facilities, professional development, and celebrating diversity.

The summary of provision is outlined on our school's website [www.bankfootprimary.co.uk](http://www.bankfootprimary.co.uk) under Special Educational Needs and Disabilities as the 'local offer'. We are committed to working together with all members of our school community and welcome your feedback. You can contact school by telephone on 01274 732068 or via email at [office@bankfoot.bradford.sch.uk](mailto:office@bankfoot.bradford.sch.uk)

## School details

<b>The SEND governor</b>	<b>Asma Malik</b>
<b>Head teacher</b>	<b>Mrs Wright</b>
<b>Deputy Head teacher</b>	<b>Mrs Irfan</b>
<b>The SENDCo</b>	<b>Mrs Adams</b>
<b>The School Council Link</b>	<b>Miss Ridsdale</b>
<b>Our Mental Health Champion</b>	<b>Miss Charles</b>

If you have any specific questions or think your child may have a SEND, please speak to their 'class teacher' in the first instance or contact Mrs Adams (our SENDCO) on 01274 732068. Alternatively, you can access Bradford Council's local offer online at <https://localoffer.bradford.gov.uk/local-offer>

## **Our approach to teaching learners with SEND**

At Bankfoot Primary School, individualised learning plans and tailored support are at the core of our commitment. Through differentiated instruction and personalised interventions, we address the unique needs of each student, fostering an environment where every child can thrive.

We employ early intervention strategies for timely identification of challenges, providing proactive support to ensure that every child receives the assistance they need at the earliest possible stage.

Our commitment to high-quality teaching for all is evident in our adapted curriculum, differentiated instruction, and the presence of specialist support staff to ensure that every child receives the education they deserve.

Measurable progress is the hallmark of our approach. With individualised targets, we celebrate achievements and work diligently to close the attainment gap, ensuring that every student reaches their full potential.

Our dedication to providing adequate resources, assistive technologies, accessible facilities, and SEN-friendly learning environments ensures that every student has the tools and environment necessary for success.

Ongoing training, SEN expertise among staff, and a commitment to continuous improvement are integral to our staff's ability to meet the evolving needs of our students and maintain the highest standards of educational support.

An inclusive ethos permeates our school, valuing diversity and promoting a positive culture that recognises and respects differences. We celebrate the uniqueness of every student and foster an environment where diversity is embraced.

Through these intentions, Bankfoot Primary School is dedicated to creating an educational experience that goes beyond addressing special educational needs and disability – it is about celebrating the individuality and potential of every child in our care.

We monitor the progress of all learners. Information of your child's progress can be discussed at termly parent/teacher consultations. Staff are continually assessing, monitoring and reviewing pupils to ensure that learning and progress is taking place.

Our whole school system for monitoring progress includes: use of Bradford's matrix of need analysis grids; electronic classroom monitor tracking of each pupil; teacher analysis of groups within each class; assessment against subject specific interims; observations of teaching and learning within classes; pupil book scrutiny; as well as half termly pupil progress meetings with the teaching staff and head teacher.

## **'Learning for all'**

And our motto is:

**'Achieving success together'**

### **How we identify SEND**

At different times in a child's school career, a child or young person may have a special educational need. The SEND Code of Practice states 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made, namely provision different from or additional to that normally available to pupils of the same age,' or if they 'have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

If a learner is identified as having SEND, we will endeavour to provide provision that is 'additional to or different from' the mainstream curriculum with the intent to overcome and/or support the barrier(s) to their learning.

The SEND code of practice (Jan 2015) states that:

***6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.***

***6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.***

A child may have a special educational need either throughout or at any time during their school career. Learners can fall behind in school for many different reasons. For example, COVID 19 school closures; pupils may have been absent from school; they may have attended lots of different schools and not had a consistent opportunity to learn, which may result in gaps in their learning. Pupils may be worried about different things that are distracting them from learning. Pupils may be new to the country and new to the English language and curriculum.

At Bankfoot, we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This **does not** mean that all **vulnerable learners listed above have SEND**. Only those with a specific learning or physical difficulty, which requires special educational provision, will be identified as having a Special Educational Need or Disability (SEND).

At Bankfoot, all pupils have access to 'Quality First Teaching' within the classroom. All learners are included in a stimulating learning environment, which is differentiated to meet wide ranging needs. This differentiation can involve diverse techniques, different expected outcomes, provision, various ways of recording or accessing information and multi-sensory teaching approaches.

The Quality First Teaching approach is offered across the wide range of subjects that are covered within the school curriculum and each class follows their own individual long-term plan (which you can discuss with the class teacher). All children access this provision on a daily basis to enable them to make progress as individuals.

## SEND Primary Needs

Bankfoot Primary School is proud to be an inclusive school and provides support for children who have a range of Special Educational Needs and/or Disability across the four broad areas of need laid out in the SEN Code of Practice (2014).

- **Communication and Interaction**

Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD)

- **Cognition and Learning**

Including Severe Learning Difficulties (SLD) and Specific Learning Difficulties (SpLD), including Dyslexia.

- **Social, Emotional and Mental Health**

Including Attention Deficit Disorder (ADD), a range of other needs including anxiety and depression.

- **Sensory and/or Physical**

Including medical, a range of Physical Difficulties (PD) as well as Hearing Impairment (HI) and Visual Impairment (VI).

## SEND Profile

Our SEND profile for 2023/2024, shows that we currently have **14%** of pupils at Bankfoot identified as having a SEND.

**8%** of pupils are identified as having SEND linked to **Speech, Communication and Interaction Needs**.

**3%** linked to **Cognition and Learning**.

**1%** linked to **Social, Emotional and Mental Health Needs**.

**2%** linked to **Sensory, Physical and/or Medical Needs**.

(with some overlap in individuals)

Using the Bradford local authority matrix of need grid.

Age related expectations	
<b>35%</b> of pupils are assessed as having SEND and are working below age related expectations (Below ARE)	= 13 pupils
<b>25%</b> of pupils are assessed as having <b>SEND</b>	= 9 pupils
<b>15%</b> of pupils are assessed at <b>Send+</b>	= 5 pupils
<b>25%</b> of pupils are assessed at <b>EHCP</b>	= 9 pupils
<b>0%</b> of pupils are assessed at <b>EHCP+</b>	= 0 pupils

\*(These figures are subject to change as pupils are assessed and needs change throughout the year)

## Identification and assessment of pupils with SEND

The key to ensuring children with SEND excel is to identify as early as possible. Children are identified as having SEND through a variety of ways including:

- Prior or during admission
- Liaison with the previous education setting
- Liaison with parents and /or carers
- Liaison with external agencies
- Cross referencing levels with Local Authority recommended assessment grids.

Whilst the child is at Bankfoot Primary School

- Concerns and/or observations can be raised by parents and/or carers.
- Concerns and/or observations raised by class teacher or other school staff.
- Concerns raised by the child.
- Tracking information – is the child performing below age related expectations?
- School based assessments
- Health diagnosis
- Assessments completed by outside agencies, for example, Education Psychology Team, Behaviour Support Service, CAMHS, School Nurse, Paediatricians, Autism team, Speech and Language Therapists.

Following a referral or identification of a need, a detailed review will be undertaken by the relevant school staff. This will include discussions with the child and their family, class teacher and other key staff involved within the school. Once a child is identified as having a Special Educational Need, they are added to the school's SEND register and their parents are informed of this action. The school's approach to teaching pupils with SEND is then followed.

There may also be a requirement to involve outside agencies, to provide a better understanding of the child's needs, or a specific diagnosis. This may be from:

- **Local Authority Services**, such as specialist teachers from the local authority SEN team, Autism Outreach and the Behaviour Support Team.
- **Health Services** such as occupational therapists, speech and language therapists or physiotherapists.
- **Sensory support services** such as hearing or visual impairment specialist teachers
- **Outside agencies** such as the Education Psychology Service, ADHD solutions and CAMHS.

The child's parents will be asked to give permission for the school to make a referral to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents to develop a better understanding of the child's particular needs and enable them to provide the most effective support in school.

The specialist professional will work with the child to understand their needs and make recommendations as to the ways support can be given. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.

### **Assessing SEND at Bankfoot Primary School**

Class Teachers, support staff, parents/carers and or the learner themselves may be the first to notice a difficulty with learning. At Bankfoot, we ensure that assessment of special educational needs and/or disabilities, directly involves the learner, their parents/carers and their teacher. The class teacher and Special Educational Needs & Disabilities Co-ordinator (Mrs Adams) will also support with the identification of barriers to learning. We have a range of assessment methods available and intervention tool kits to aid assessment and interventions.

For some learners, we may want to seek advice from specialist teams eg. The 0-25 Specialist Teaching and Support Services (StaSS), Educational Psychologists, Autism specialist teachers, Early years practitioners, Health and social care professionals, Speech and Language team and many others. Bankfoot Primary school has access to the Bradford traded offer package (provided by the local authority) which allows for referrals to be made, professionals to work in school to help support/train teachers and pupils with SEND. We have invested in the Educational Psychologist support services allowing for some specialist advice and guidance within school.

Additionally, Bankfoot has access to further support which include:

- Educational Psychologist specialist support hubs
- Social, Communication, Interaction and Learning Team (SCIL Team)
- Autism support hubs for all teaching staff involved with a pupil(s) with or without a diagnosis of Autism.
- Specialist teachers from the Autism team available to support staff with pupils with or without a diagnosis of Autism.
- Pre 5 specialist teachers from the Early Years team allocated for pupils in EYFS.
- Speech and Language Therapist sessions upon request
- The school nursing team.
- Motor and Coordination difficulties via the NHS.
- ASC and ADHD diagnosis via the NHS.
- Child development services via the NHS.

### **The approach to teaching pupils with SEND**

The staff and Governors at Bankfoot Primary School believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. Our approach to teaching pupils with SEND varies depending on individual need.

All teachers plan differentiated and accessible lessons for **all** children. This might require additional planning/alterations to be made to meet pupils' specific needs. Each class has at least one teaching assistant who can be used to offer additional support (where appropriate) as directed by the class teacher.

Additional time out of class accessing the quiet learning space may be provided for pupils needing small group/individual tailored support to meet specific learning needs. These include Precision teaching, 1:1 reading sessions, Literacy Arc dyslexia intervention, multi-sensory support, as well bespoke and individualised learning programmes such as See and Learn, Early Literacy and Maths Programmes of study.



For pupils with more complex needs, who have an Education, Health and Care Plan (EHCP), additional 1:1 Teaching Assistants may be provided to help achieve the outcomes set out in their plan. These pupils will have regular access to the quiet learning space to access learning according to their needs.

The school also involves outside agencies in supporting children with additional needs including: Educational Psychologists, Speech and Language Therapists, Autism support, Early Help support, Learning Mentors and the School Nurse etc.

There are effective management systems and procedures in place for SEND, considering the current Code of Practice (2014). Successful communication exists between teachers, children with SEND, parents of SEND children, Teaching Assistants who run groups and other outside agencies. The knowledge and expertise of parents in relation to their own child is drawn upon. Children are also encouraged to take an increasingly active role in their targets, progress, and next steps. There is a commitment to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality. Consideration for SEND crosses all curriculum areas and all aspects of teaching and learning.

All provision for pupils with special educational needs follows the graduated approach of 'Assess, Plan, Do, Review.'



Firstly, the needs of the pupil are identified and relevant assessments are carried out (assess) in order to inform careful planning to meet those needs (plan). Appropriate provision is then put in place for an agreed period of time (do), after which progress is reviewed (review) and a reassessment of the pupil's needs is made. This process continues to ensure the needs of the student are fully met.

We currently have HLTA/Teaching support staff at Bankfoot Primary that are trained in delivering:

- Literacy Arc dyslexia programme
- Active Literacy Kit assessment
- 20/20 Reading programme
- Precision teaching
- Read, Write Inc phonics.

- Inspire Maths
- Speech & Language support
- 5-minute Literacy/Numeracy box
- Blank Levels early language development
- Physiotherapy activities for an individual pupil
- Time to Talk speech and communication programme.
- See and Learn Early Literacy and Mathematics programme.
- ELKLAN programme
- Makaton Level 1
- Introduction to Autism
- Colourful Semantics
- Speech, Language and Communication
- Nuffield Early Language Intervention
- Epilepsy Awareness

### **How the curriculum is adapted for children with SEND**

Bankfoot Primary School has designed its curriculum to consider the needs, interests and strengths of our pupils and it can be adapted and differentiated for a range of different needs. Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that the needs of a child with SEND are met. This will include modification of tasks, pre-teaching of concepts and vocabulary and use of specific resources and strategies to support a child individually or in small groups. Examples of this could include Numicon, Writing slopes, Chromebook, iPads, iPods, triangular pencils, coloured overlays, visual timetables, additional adult support etc.

Bankfoot Primary School uses the Range Guidance provided by Bradford Metropolitan District Council Children's Services to help adapt both the curriculum and learning variety to suit a variety of SEND. This guidance can be found online at <https://bso.bradford.gov.uk>

### **School-based provision for children with SEND**

The Class Teacher provides 'Quality First Teaching'. This means that:

- the teacher has the highest possible expectations for all pupils in their class.
- all teaching builds on what a child already knows, can do and can understand.
- different ways of teaching are in place, so that every child is fully involved in learning within class. This may involve things like using more practical learning.
- specific strategies (which may be suggested by the SENDCo, SEND Specialist, Educational Psychologist) are in place to support a child to learn.
- the teacher carefully checks the child's progress and provides extra support as necessary to help them make the best possible progress.

Teaching assistants work with small groups or individual children under the direction of the teacher. A range of interventions are delivered, including reading and writing support, fine motor skills work and mathematics programmes. Teaching assistants are also deployed to other areas of the classroom in order to allow the teacher to work directly with any children who have a SEND. The school mentor supports children with emotional and social development.

## **Other organisations providing support for children with SEND**

Bankfoot Primary school works with a range of external agencies in order to meet the needs of children with SEND. These include:

- ☐ 0-25 Specialist Teaching and Support Services (STaSS)
- ☐ Social, Communication, Interaction, Learning Team (SCIL Team)
- ☐ Educational Psychology Service
- ☐ SALT (Speech and Language Therapy)
- ☐ Autism Specialist Service
- ☐ Behaviour Support Service
- ☐ Specialist Teachers for the hearing and visually impaired
- ☐ Information and Advice Support Services Network – IASS (Parent Partnership)
- ☐ Early Help Intervention Team
- ☐ School Health
- ☐ Occupational Therapy
- ☐ Physiotherapy
- ☐ CAMHS
- ☐ Clinical Psychology
- ☐ Input from Paediatricians

Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome/support the barrier identified. Pupils who are identified as have SEND each have an Individual Education Plan (known as an IEP) outlining provision, areas of need and targets. These plans are reviewed on a termly basis as our learners and their needs change.

The IEPs are shared with pupil, the staff involved and parents. Interventions are recorded, reviewed, and monitored by the class teacher/SENDCO following the graduated approach. The management team monitor the impact and effectiveness of these interventions on learning and progress across the school during pupil progress meetings with the head teacher.

## Annual Funding for SEND

Bankfoot Primary school receives funding directly to the school from the Local Authority to support learners with SEND. Notional SEND funding is the proportion of the school's budget that is 'notionally' allocated for Special Educational Needs (SEND). This year's allocation is **£141,993**. A further **£42 169** top up funding is allocated for pupils with Education, Health and Care Plans (EHCPs). The total amount this year currently stands at **£184,162** (Please note: These figures are subject to change and may fluctuate as pupils needs change throughout the year.)

How funding is spent at Bankfoot Primary School	Amount spent
Staffing to support pupils with SEND	£174,292
SENDCO	£3520
Staff CPD	£1000
SEND resources and support materials	£1000
Software (Edukey)	£1495
Professional services	£2580
<b>Total:</b>	<b>£183 887</b>

### How do we find out if this support is Effective?

The monitoring and reviewing progress is an integral part of teaching and leadership within Bankfoot. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the '**assess, plan, do and review**' model to ensure that parents/carers, teaching staff and children are involved in each step of pupil progress. Before any additional provision is set, a baseline stage will be recorded on the school classroom monitor tracking assessment tool as well as the provision mapping Edukey app, which can be used to compare the impact of the provision/intervention each term.

Pupils, parents/carers and their teaching staff will be directly involved in the reviewing progress of all pupils. The review of the pupil's IEP can be discussed during termly parent/teacher consultation meetings. In addition, staff will review impact during pupil progress meetings (held half termly), where discussion of progress and next steps takes place under the consultation of the head teacher (Mrs Wright).

If a learner has an Education Health and Care Plan (EHCP), annual review meetings are held, parents are invited, along with all the adults who work with the child, to celebrate success, set further targets and evaluate provision.

Regular work scrutiny and lesson observations will be carried out by members of the senior leadership team to ensure that the needs of all children are met and that the quality of teaching and learning is high. The progress within individual work and targeted group work made by a child with SEND will also be determined through these activities.

Progress data of all learners is collated by the whole school monitoring system (Arbor) and monitored by Teachers, Senior Leaders and Governors. The use of Arbor (our electronic pupil tracking system) helps to support assessment judgements and track progress. The Edukey provision mapping app helps to create targets, plans and suggestions for provision to meet the needs of all pupils. Our school, cluster and regional data are also monitored by the Local Authority and Ofsted.

### **Equal opportunities**

We are committed to making reasonable adjustments to ensure participation for all, so please contact our school to discuss specific requirements. Please email [office@bankfoot.bradford.sch.uk](mailto:office@bankfoot.bradford.sch.uk) or call the school office on 01274 732068.

Staff at Bankfoot are updated with the Equal opportunities legislation. This legislation places specific duties on schools, settings and providers including:

***'the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic, defined in the Equality Act and to make 'reasonable adjustments.'***

The Equality Act 2010 definition of disability is:

***"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities."***

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, or cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between children with a medical disability and those with SEN. Children and young people may therefore be covered by both the SEND code of practice and disability legislation.

### **Preparing for the next step**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Bankfoot Primary School is committed to working in partnership with children, families and other educational providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at annual reviews and/or parent consultation meetings. Transition to secondary schools will be discussed in the summer term of their Year 5 class, to ensure enough time for planning and preparation.

Transition visits to the pupil's high school are arranged. Appointments are made for Secondary school staff to visit Bankfoot Primary School to observe the pupil and meet with staff involved.

## **Storing and managing information**

All paper documents relating to children and young people on the SEND register are stored in a secure area of school. All electronic documents are stored on a secure area of the server in school. All information is kept throughout the child's time at school and then is transferred to the child's next school.

## **Accessibility – Statutory Responsibilities**

We have a Disability Access Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- Reasonable adjustments in the environment
- The provision of information.

The accessibility plan is reviewed every three years; barriers are identified, and action plans are put in place. Please read our Accessibility plan for further information.

## **Dealing with Complaints**

If a parent has concerns about their child's progress, they should speak to the child's class teacher initially. An appointment can usually be made before or after school. If concerns continue to exist and the parent feels that their child is not making progress, they may speak to the school's SENDCo – Mrs Adams, or the anyone from the senior leadership team – including Mrs Wright (the Head teacher), Mrs Irfan (the deputy head teacher) and Miss Cox (the assistant deputy head teacher).

The school should be clear about the difference between a concern and a complaint. By taking informal concerns seriously at the earliest stage, formal complaints can be avoided. As such, we would always encourage parents to approach a relevant member of staff such as the class teacher or SENDCo in order to informally discuss any concerns so that we can address these and move towards a resolution.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take up the matter with the Chair of Governors Mr Jamil Rafiq. A copy of the school's Complaints Procedure is available on request from the school and on the school website.

## **Bullying**

At Bankfoot, we have a whole school approach to mitigating the risk of bullying, developing independence and building resilience in our pupils with SEND. Please see our Anti-Bullying Policy for further information.

## **Have your say**

We can shape and develop provision for all of our learner's ensuring achievement for all. This SEND report in conjunction with Bradford council's Local Offer declares our annual offer to learners with SEND, but for it to be effective, it needs the views of all parents/carers, learners, governors and staff. So please engage in our 'assess, plan, do and review' processes.

## **The Local Offer**

To access Bradford Metropolitan District Council Children's Services local offer, parents/carers/pupils can visit their website at:

<https://localoffer.bradford.gov.uk/local-offer>

## **Useful links**

[www.bankfootprimary.co.uk](http://www.bankfootprimary.co.uk)

[www.bso.bradford.gov.uk](http://www.bso.bradford.gov.uk)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

<https://localoffer.bradford.gov.uk/service/1436-an-introduction--one-minute-guides>

<https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3475>

<http://www.learningdisabilities.org.uk/help-information/learning-disability-a-z/>

<http://www.addiss.co.uk/>

<http://www.aspergerfoundation.org.uk/>

<http://www.autism.org.uk/>

<http://www.ndss.org/>

<http://www.bdadyslexia.org.uk/>

<http://www.dyspraxiafoundation.org.uk/>

<http://www.rnib.org.uk/>

<https://www.bbc.co.uk/bitesize/articles/zh9v382>

<https://www.barnardos.org.uk/what-we-do/services/bradford-sendiaass>

<https://www.madebydyslexia.org/resources/>