



SEND Information Report

Date of review:	10 th March 2025
Reviewed by:	Vicky Collins
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Governing Board Committee:	School Improvement
Link Governor (if appropriate):	Hayley Hollands Wilkins
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Christian Vision

This policy has been written and/or adopted with our Christian Vision in mind:

Inspired by the **compassion** of the Good Samaritan, we:
treat one another with **respect** and **kindness**,
using **courage** and **creativity** to help us as we grow and learn.



Definition of Special Education Needs and Disabilities (SEND)

The SEND Code of Practice (DfES, 2015) says pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age
or
- b) 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. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. (Clause 20 Children and Families Bill 2014).

The Code of Practice provides an overview of the range of needs divided into four broad areas, upon which our school focuses its efforts to provide for SEND:

- Communication and Interaction
- Cognition and Learning
- Social and Emotional Difficulties
- Sensory and Physical Needs

Partnership with Parents/Carers

The BAWB Federation will have regard to the SEND Code of Practice (2015) when carrying out its duties toward all pupils with special educational needs and ensure that parents/carers are involved with any decision that SEND provision is necessary for their child's or young person personal progression.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential.

All parents/carers of children with special educational needs will be treated as partners, with due consideration given to our 'Equality Policy' (found in the Policies section on our school website) and supported to play an active and valued role in their child's education.

Home-school communication around SEND are detailed below:

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo 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 and with the person involved directly, or where this is not possible, in a report.
- Individual Education Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.
- There are a number of parent/carer support groups in the area such as SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) and POSCH (Parents and Carers of Special Children).

Pupil Voice

Teachers/SENDCo and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. The children regularly discuss their progress and support with support staff. Pupil voice is highly valued in our school, and we feel their contributions to their own Individual Education Plan is key to the pupil's success.

Identification

For a child or young person to be entered onto the BAWB Federation SEND Register we take account of what work has been done previously and by whom. Teachers are responsible for providing Quality First Teaching (QFT) within their daily teaching. If a child or young person is not making adequate progress they

will only be considered as having a SEN if the class teacher has provided reasonable adjustments through high quality teaching in the first instance.

As such, any child or young person on the BAWB Federation SEND Register receives support that is additional to and different from that which is ordinarily provided for most of the other children of the same age.

Children or a young person are identified as having a SEND through a variety and combination of ways including:

- Communication with previous settings
- Children performing below 'age related expectations'
- Concerns raised by parents/carers
- Concerns raised by a teacher.
- Collaborative working with external agencies
- Use of standardised assessment such as the neurodiversity profiler or Boxall assessment
- Children or a young person that already have an Educational Health Care Plan (EHCP)

A Graduated Approach

When a potential special educational need has been identified, a graduated approach will be taken. This involves assessing, planning, implementing, and reviewing the approach taken so that it is increasingly personalised to the child or young person. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken and to gain 'Pupil Voice' and 'Parental Input' along the way which is intrinsic to getting the provision correct for each individual child. This graduated approach follows an 'Assess, Plan, Do, Review' cycle:

Assess, Plan, Do, Review Cycle

Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

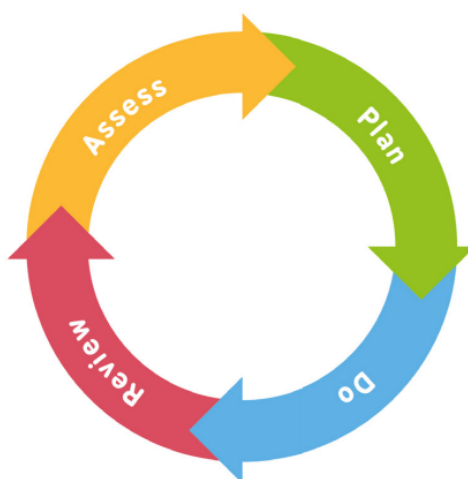
Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENCo.

Continue with observations to see how the child responds to the support.



The stages of SEND support at The BAWB Federation

The graduated approach applies at every stage. Children may move back and forth through the stages, depending on the success of the interventions used. Where children are not making the progress we would expect, school staff and the family may decide to move them onto the next stage in order to increase the support they receive. Conversely, a child may make very good progress and it may be judged appropriate for support to be lessened or for the child to be taken off the SEND register. Decisions such as these will always be discussed with parents and (in an age-appropriate way), the child themselves.

Stage 1: short notes and 'At A Glance' forms

When concerns are first raised, a short note will be made of this on the child's record and shared with parents. At the BAWB Federation, this takes the form of an 'At A Glance' form, as recommended by our Local Authority. This form details the main areas of difficulty and outlines the in-class support that will be provided for the child in order to identify whether their needs can be met through more individualised, high-quality teaching.

Stage 2: Individual Education Plans (IEPs)

If a specific educational need is highlighted, an Individual Education Plan (IEP) may be put in place. These will be written with the parents, child or young person and class teacher. These identify clear SMART targets to be supported in class and through clearly defined interventions. These will be regularly reviewed as part of the ongoing Assess, Plan, Do, Review cycle. This enables class teachers and the SENDCo at the BAWB Federation to be alert to the effectiveness of the provision made for our pupils with SEND and allows us to make timely alterations to best meet their needs and fulfil their potential accordingly. IEPs are created in a joint process involving the parents/carers, the child or young person and the class teacher with an outcome-focused approach.

Stage 3: support from external agencies

Links with external agencies are vital to ensure that we provide the highest levels of support for our pupils with SEND. A request for support from external services is likely to follow a decision taken by the SENDCo, colleagues, in consultation with parents/carers. External support services will usually see the child or young person, so that they can advise subject and pastoral staff on strategies and provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. To find out about the local authority's Local Offer of services and provision for children with special educational needs and disabilities please use this link: [SEND Local Offer | North Yorkshire Council](#)

Stage 4: Educational Health and Care Plans (EHCPs)

In some cases, longer-term external support is required and the school or the parents may submit a request to the Local Authority for an Educational Health and Care Plan (EHCP). Any children or young people who then require an 'EHCP' will have annual and interim reviews. Parents, SENDCo, and LA representative - usually the appropriate caseworker, class teacher, supporting TAs and any other parties involved in the EHCP provision - are invited to the annual reviews.

How we support SEND at The BAWB Federation

Teaching, Learning and Assessment

We are strong advocates that all teachers are teachers for children with SEND. Our teaching, learning, and planning procedures reflect this and are as follows:

- Individual Education Plans for all children and young people on our SEND Register—including reviewing of outcomes at the end of each cycle (termly)
- Individual SMART targets
- Differentiated learning
- Multi-sensory activities
- Pupil progress meetings with class teacher, SENDCo and senior leadership team.
- Individual Education Plan review meetings held to discuss progress and next steps.
- Targeted interventions delivered and reviewed regularly through book looks and evidenced progress within core subject areas.

How we adapt the curriculum and learning environment for children & young people with SEND

The BAWB Federation has a range of approaches to supporting children and young people with SEND needs. All children and young people benefit from quality first teaching in the classroom, which caters for their individual needs and supports all children and young people to make good progress.

The SENDCo works alongside class teachers and support staff to oversee SEND provision and monitor the progress of any child or young person requiring additional support.

To ensure all children and young people can access the curriculum at an appropriate level and fulfil their potential we take some of the following actions:

- Make adaptations to ensure that all pupils have access to the school curriculum and school activities.
- Support pupils to achieve their full potential despite any difficulty or disability they may have.
- Ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them.
- Provide opportunities for pupils to develop confidence, self-esteem, and resilience.
- Work in partnership with parents/carers, pupils, and external agencies to cater for children's special educational needs and disabilities.
- Make provision for children with SEND to fully develop their abilities, interests, and talents.
- Identify special educational needs at the earliest opportunity to ensure early intervention and support.
- Regularly review policy and practice to achieve the best outcomes for all our pupils.

Provision

We aim to provide our pupils including those with SEND, with all the facilities necessary in order that they can realise their full potential. Listed below is the main body of our provision, however it may not list every skill, resource, and technique we employ to achieve this as these are continually developed and modified to meet the changing requirements for individual pupils. The school budget, received from North Yorkshire LA, includes money for supporting children or young people with SEND.

Your child/ young person **will** receive:

- Quality First Teaching.

Your child/ young person **may** receive:

- Specific small group work including targeted interventions

- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes
- Individual targets and an Individual Education Plan
- Writing aids
- Pre-teaching of new concepts to enhance learning
- Support manipulatives, e.g., Numicon, writing frames, vocabulary boards.
- Tabletop resources

Staff expertise and Provided Training Opportunities

Staff training in relation to SEND is carried out on a regular basis depending on the needs of the children/ young people within our school. Individual staff may attend the training, and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as Inclusive Classroom Practice. In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed i.e., SEMH training.

Interventions

The SENDCo and the pupil's class teachers, in discussion with parents/carers, will decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be: -

- To provide key learning targets appropriate to the child's/ young person's current achievement
- To provide different learning materials or specialist equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.

Use of Alternative Provision

Alternative Provision is defined as 'education arranged by local authorities for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour' (DfE 2013).

Schools can use such provision to try to prevent exclusions, or to re-engage pupils in their education.

When commissioning alternative provision, the school will carefully consider what providers are available that can meet the needs of their pupils, including the quality and safety of the provision, costs, and value for money.

Once the school has commissioned alternative provision, we will maintain on-going contact with the provider and pupil, with clear procedures in place to exchange information, monitor progress and provide pastoral support.

Supporting Pupils with their Emotional and Social Development

We recognise that pupils with SEND may well have an Emotional and Social Development needs that will require support in school. We have a robust Safeguarding Policy in place, and we follow National and LA Guidelines. We believe that all children with Special Educational Needs and/or Health & Well-being needs must have their needs recognised and assessed, through a whole-school approach, with appropriate and timely intervention put in place through an Assess, Plan, Do, Review cycle.

We believe that all teachers are teachers of children with special educational needs, and it is therefore a whole school responsibility to ensure that these children's/ young people's needs are addressed. All staff

have due regard to general duties to promote disability equality, including having a clear understanding of youth mental health issues and how to approach these with sensitivity and care. A range of support strategies are in place for pupils who need them including: 1:1 mentoring, feelings books, friendship groups, Speech Language and Communication interventions, Lego Therapy, Multi-Sensory Interventions, and tailored-bespoke interventions that are created on an individual needs-assessed basis

Transition Arrangements

We recognised that transitions can be difficult for a child or young person with SEND and take steps to ensure that any transition is as smooth as possible. We are keen to involve parents/carers as much as possible with their transition to their next year group.

The children or young person will spend a day during the summer term with their new teacher/s within the BAWB Federation. Teachers may also spend time with children or young person in their current class prior to September.

Parents' Consultations are planned for the autumn term where the transition period is discussed, reviewed, and evaluated. The period of transition depends on the individual needs of your child or young person.

When writing and reviewing EHC Plans there is always a focus on the longer-term transition to the next Key Stage for that individual pupil and what smaller 'SMART' targets are needed to achieve the aspirations of the pupil, parents/carers, and the staff within school such that each pupil may achieve their full potential and so that we provide all children and young people with an education that will enable them to be resilient within adulthood and become lifelong learners.

There is normally a multi-day transition event at the local secondary schools and enhanced transition arrangements are also available for children who are finding the move more daunting.

Where possible, all involved staff will attend a Year 6 annual review to meet you and your child, where there is an EHC plan in place. At this meeting, we hope to ease any worries and concerns you may have during your child's transition to their new school.

Arrangements for Dealing with Complaints from Parents/Carers

The school deals with any complaints from parents/carers by calling a meeting with the Headteacher, and all the concerned parties. (Please refer to our 'Complaints Procedure' which can be found on our website).

Admission Arrangements (also see admissions policy)

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and the BAWB Federation key information around this can be found in our 'Equality Information and Objectives' policy. This includes pupils with any level of SEND: those with an EHCP plan and those without.

Special Educational Needs Policy Implementation

This SEND Information Report, along with our Special Educational Needs Policy, has been developed by the SENDCo, Vicky Collins (who is also the headteacher).

Contact details:

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It is the responsibility of all school staff to act within the policy and associated guidelines. All staff must follow the SEND Code of Practice 2015. With the SENDCo, it is the role of the Headteacher to implement

the school's SEND policy and to ensure that all staff are aware of the school policy and how to best support children with SEND. The Headteacher will report to the governing body about the effectiveness of the SEND policy on request. The school will work collaboratively with parents/carers to ensure they are able to support their child. The governing body has the responsibility of reviewing and agreeing the policy. The governors support the Headteacher in carrying out this policy.

The **school governor for SEND** is: Hayley Hollands Wilkins.

The SEND Governor will support and challenge the school to ensure that no learner is treated less favourably, denied opportunity, or left behind because they have additional needs.

The Headteacher, Vicky Collins, will monitor the effectiveness of the SEND policy on a regular basis and report to the governing body. The governing body will review the policy and information report annually.

School Policies that are linked to the identification and assessment of SEND

- [SEND Policy](#)
- [Accessibility Plan](#)
- [Safeguarding Policy and procedures](#)
- [Supporting Pupils with Medical Conditions](#)
- [Behaviour Policy](#)
- [Equality Information and Objective Statement](#)