



(updated annually, last updated June 2024)

For information about Bowling Park Primary School's SEND Policy and our School 'SEND Offer', please see our school website.

At Bowling Park, we make sure that all of our pupils, including those with additional needs, are given access to an engaging curriculum that allows them to thrive. It is vital that all of our pupils feel happy and safe in school in an environment that includes everyone. This promotes academic, social and physical success.

As a result, our children really enjoy school and make good progress from their starting points. This includes learning the key skills of reading, writing and maths whilst developing communication, friendships and excellent behaviours. This ensures our children are well-prepared for secondary school and their futures. Children form strong bonds with the adults working with them and feel happy, safe and well-supported in school.

We recognise each child as an individual. We work with carers, staff members, specialists and children, in order for them to receive the best education and the best start in life. We achieve this by making sure that needs are identified at the earliest stage, so the right provision is put in place quickly. Staff throughout the school are well-supported to develop interventions to meet any additional needs.

Our SEND Team



Tim Phillips

Deputy Head Teacher for Safeguarding, SEND and Teacher Development

The SEND Team can be contacted via:
office@bowlingparkcademy.co.uk



Laura Breslin

Assistant Head Teacher in EYFS and SEND responsibility for children with additional needs in EYFS and Year 1.



Simone McLindon

SENDCo
(Special Educational Needs and Disability Coordinator)
Responsibility for children in Year 2, 3, 4, 5 and 6.

Mr A.

“The school and staff are very helpful and supportive and I can’t speak highly enough in regards to the time and effort they put in to help parents. Fantastic teachers who go that extra mile.”

Mrs A.

“School staff are very helpful. They have provided me with support whenever I have needed it for my children”

Mr K.

“I can’t thank school enough for all of their support with [my child]. Things are really coming together for them now and this is thanks to the collaborative work of all the staff”

Approach to teaching, adaptation of curriculum and environment

Class teachers plan lessons and adapt learning according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. The EEF’s “5 a day” approach is used as a framework to support planning for children with SEND, this has been shared with class teachers via staff training:



Source: Education Endowment Foundation, the “5 a day” approach.

A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis. Personal Learning Plans and provision maps are used to write targets for children at School Support and School Support Plus level. Individual health care plans, de-escalation plans and risk assessments are written for children with specific medical or behavioural needs, please see our Care & Control Policy, Behaviour and Positive Relationships Policy, Intimate Care Policy and Accessibility Policies for more information – these can all be found on the school website.

A breakdown of how Bowling Park can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) in each area of SEND need can be found in our **School Offer** on our school website.

Identification

To identify pupils with SEND, Bowling Park Primary will:

- Look at current assessment of the pupil or attainment on entry
- Look at any information provided by previous setting, parents or involved agency
- Use regular teacher assessment to monitor progress
- Look at the progress in comparison to the child's peers
- Speak to parents and the pupil about their views
- Seek advice from external agencies where appropriate
- Liaise with guardians and/or healthcare professionals as appropriate regarding any medical diagnoses
- Use the Bradford graduated response (BSO)

We will monitor interventions carefully to ensure that:

- the child's progress is similar to that of their peers starting from the same baseline
- progress matches or better than the child's previous rate of progress
- the attainment gap between the child and their peers is closing
- we prevent the attainment gap growing wider
- attainment is in-line with the progress graph for school age children from Bradford School's Online

The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

Additional Support Across School

- Teaching Assistants supporting complex needs.
- Daily catch-up phonics interventions for children in KS2 and daily keep-up interventions in KS1 to prevent children from falling behind
- SEND leadership of three experienced staff members including the Deputy Headteacher and Assistant Headteacher and a SENDCo with key stage-specific specialisms.

We also have a team of Teaching Assistants who deliver additional interventions across school, above and beyond to meet 'additional and different' learning needs. Please see our Bowling Park SEND School Offer 2023/24.

In addition, you can find the Bradford local Authority 'Local Offer' at: www.localoffer.bradford.gov.uk/local-offer

Our Outside Agency Team

- Part-time commissioned Educational Psychologists: Dr. Natasha McIntosh and Faye Ormton. This includes work in school to support children with additional needs who require specialist assessments and interventions, training staff and supporting Education, Health and Care Plans.

- We also use Bradford Council services to support SEN, which means we can access specialist teachers and consultants, as well as the use of the school nursing team. This includes Sharon Carr from the local authority SCIL Team (Social Communication Interaction and Learning), who is currently supporting the work of the school and Joanne Swinbourne, teacher of the deaf.
- Local Authority Early Help Coordinator: Uzma Awan
- My Foster Family and Barnardo's.
- Children's and Adolescent Mental Health Services (CAMHS) and Mental Health Support Team.

Our Learning Mentor Team

Our Learning Mentor Team supports the well-being, behaviour and attendance of all pupils across school. They work closely with children and their families to ensure they are happy and safe. This includes ensuring children are in school on time every day, helping families to attend appointments, improving self-confidence and behaviour through individual and small group work.

Our team includes Vicky Conway, Heather Fieldhouse, Jeanette Fowley and Maureen Singh. Our Learning Mentors are trained in a range of specialist interventions to help promote well-being and confidence, SEMH and wider support to families such as the Freedom project.

Evaluating provision

Every term, Personal Learning Plans are evaluated and re-written. At this point the SENDCo looks at the provision evaluations and the effect this provision has had on progress. Pupil reviews happen every term. These also look at interventions put in place for individual children and how this has impacted upon progress. Annual reviews are held for children with an Educational Health and Care Plan (EHCP) and provision and targets are reviewed and rewritten.. Provision is also monitored by the SENCO and other subject leaders through lesson observations, planning scrutinies, learning walks, pupil voice, book checks and through reviewing assessment data.

Assessment

All children are assessed through the use of formative assessment on a daily basis at Bowling Park. Formal assessments of learning take place termly and Personal Learning Plans are assessed and reviewed termly. Assessment is a continuous process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review.

Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately. To assess the type of need of the pupil and the range of teachers and the SENCO use Bradford's Matrix of Need published on Bradford Schools Online. Twice a year, the SEND Team looks at the data of all SEND children. This information is then used to monitor progress and provision and helps the SEND Team put adapted provision in place.

Consulting Parents

Parents' evenings are held twice a year. At these points, parents of children with SEND have the opportunity to speak to the class teacher about learning targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENCO or class teacher to

Speak about their child (contact details above). The SEND Team may also contact the parent at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.

Involving Pupils in their education

All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the PLPs and also on the pupil passport which goes alongside this for pupils with complex SEND needs. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future. Children with an EHCP or MSP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.

Engaging pupils in activities with peers

All extra-curricular activities are open to children with SEND and reasonable adjustments will always be made to help them to participate.

Supporting emotional and social development

The school takes pride in its friendly and positive ethos. Clear behaviour policies help all pupils to achieve their best. Occasionally, a child needs a Behaviour Risk Assessment/ de-escalation plan. We work closely and co-operatively with parents to address any emerging issues. We have learning mentors who support children by mentoring them on any issues they may have regarding behaviour, social or emotional factors. This is usually done on a one-to-one basis, but at times small group work occurs. We have a school council at Bowling Park and children have the opportunity to make suggestions to their class members to take to school council meetings. All pupils in KS2 are invited to share their views in an annual pupil survey, this is adapted so all children are able to access it. This ensures that children have a range of ways to communicate with others and be listened to.

Supporting children through transition

Parents of children with SEND are able to seek advice on secondary school transition at a transition meeting which is held every year before application forms are submitted. Where a child has more complex needs, we can accompany the child and parents on visits to possible schools to consider provision and preferences. At EHCP annual reviews in year 5 and 6, transition to secondary school is discussed and parental preferences are written into the review. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs where this is appropriate.

Staff training

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual need. The SEND Team needs to keep up-to-date with local and national developments and attends meetings termly with the Exceed MAT to discuss this. Meetings put on by Bradford LA are also attended regarding SENCO updates. Class teachers need in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended the class teacher will attend this to support their teaching and understanding of the needs of their children. Teaching assistants need support in delivering

appropriate interventions for individuals or groups in their class. If a new intervention is to be started, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with. The SENCO also acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEN Support Services, Educational Psychology, School Health, Physiotherapy and Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

Accessing other agencies and provision

Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input. We ensure that provision is given to all children who require it. Equipment and provision are ordered according to identified need to ensure best access to the curriculum. Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.

Admissions

All admissions are in accordance with the school's Admission Policy which follows Bradford LEA's Admission processes. If a child has an Education, Health and Care Plan the local authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP, the standard admissions process applies. Successful integration into a new school often depends on thorough planning, we welcome early contact from parents so that we can discuss needs and anticipate and plan to overcome any potential barriers before the child arrives in school.

What does the Special Educational Needs and Difficulties register look like in our school?

- Please note these figures are correct as of 17.06.2024 and are subject to change.

SEND: Level of Need				
	School Support	School Support Plus	Education, Health and Care Plan	TOTAL
Nursery	5	1	0	6
Rec.	13	4	1	18
Year 1	12	6	3	21
Year 2	16	4	4	24
Year 3	16	7	4	27
Year 4	17	7	4	28
Year 5	21	7	3	31
Year 6	16	6	1	23
Total	116	42	20	178

The table below sets out the main area of SEN that are provided for in school:

- Communication and interaction need
- Cognition and learning needs
- Social, emotional and Mental Health needs
- Sensory and/or physical needs

SEND: Area of Need						
	Communication and Interaction	Cognition and Learning	Social, Emotional, Mental Health	Sensory and/or Physical	Cognition and Learning with specific learning difficulty	TOTAL
Nursery	9	2	0	0	0	11
Rec.	17	5	2	0	0	24
Year 1	19	3	1	0	0	23
Year 2	14	9	4	3	0	30
Year 3	16	14	7	1	0	38
Year 4	15	18	6	3	0	42
Year 5	9	24	10	2	1	46
Year 6	4	19	4	3	2	32
Total	103	94	34	12	3	246

*total of children on the above two tables do not match. This is due to some pupils having more than one area of primary need.

Budget and finance

As a school we receive the school budget from the Education Funding Agency, this includes the Notional SEN budget to support SEN children. This budget £606,195 is used to support SEN children with all ranges of need. Up to £10000 (£4000 from normal school budget and £6000 from the Notional SEN budget – equivalent to 16.5 hours 1:1 support per week) must be spent by school to support a child with SEN before applying for extra funding. The way this money is spent is decided upon by the school's Principal, with discussion with the Governing Board and Exceed Trustees. If the child is Range 4 extra funding (on top of this £10000) can be applied for. SEN Services will determine the amount of the additional funding. This will be based upon evidence provided by parents/carers, the child or young person, the school and other professionals. The additional funding is allocated through an Education, Health and Care Plan (EHCP). At present our high needs block of funding is £40,675.

How do parents voice concerns?

Most concerns are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SEND Team and then a School Leader. Beyond this, a complaint may be taken to the Governing Body.

Policies

- Our SEND policy, School SEND Offer, accessibility, menu of provision and FAQ's for SEND has just been reviewed and updated for September 2024. All of these are on the school website. Our 'School SEND Offer' also sets out the approach to meeting individual needs in more detail.
- We have a specific policy for those pupils who are 'Looked After' under local authority care arrangements. This can be found under our policies tab on our website.
- The school's accessibility plan can also be found on the school website.
- We ensure when reviewing our policies that we have considered all statutory SEN documents as listed in the policy. These also include section 69 of the Children and Families Act 2014, the equality act 2010, Special Needs and disability regulations 2014 and the SEN code of practice 0-25 years to ensure all SEND pupils are treated fairly, can fully participate in the school curriculum and allow them to access school.