



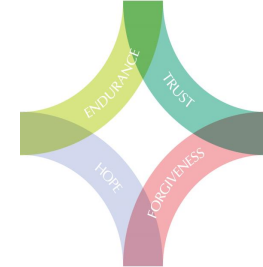
Our School SEND Offer / SEND Information Report



**Please click on the
centre of any
screen to return
menu page unless
otherwise stated**



Our SEN Team



**Miss Helen
Goacher**
SENDCo



**Mr Andrew
Murgatroyd**
Assistant SENDCo



Miss Saba Ahmed
SEND Administrator

Telephone: 01274 302400 or 07393 033498

Email: saba.ahmed@bfa.bdat-academies.org

Appointments

If Parents/Carers wish to make an appointment to discuss their concerns relating to SEND, please contact Jane using the information above to book an appointment.

Appointments are always available 12pm to 5pm on a Wednesday. **Any general queries (not SEND related) should be directed to your child's form tutor or Year Team.**

National Autistic Society

The site includes information about autism and Asperger's Syndrome, and about support and services available in the UK for:

- People with an autistic spectrum disorder or Asperger's Syndrome
- The family
- Professionals
- Journalists

Asperger's Syndrome Resources

- Information and support

ADD/ADHD – Tips and resources. Test your scientific knowledge about Ritalin. Learn more about ADHD and medications. Behaviour Modification Techniques
ADD/ADHD Resources – A list of resources on the Web, from legal and professional advice to comic relief

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Dyspraxia Foundation

Find out what dyspraxia is; practical information about coping with daily life and what you can do as a parent; and to find links to other useful sites

Developmental Dyspraxia

Information about the “clumsy child”

The British Dyslexia Association
The Dyslexia Action

Additional Information:

<http://seriweb.com>

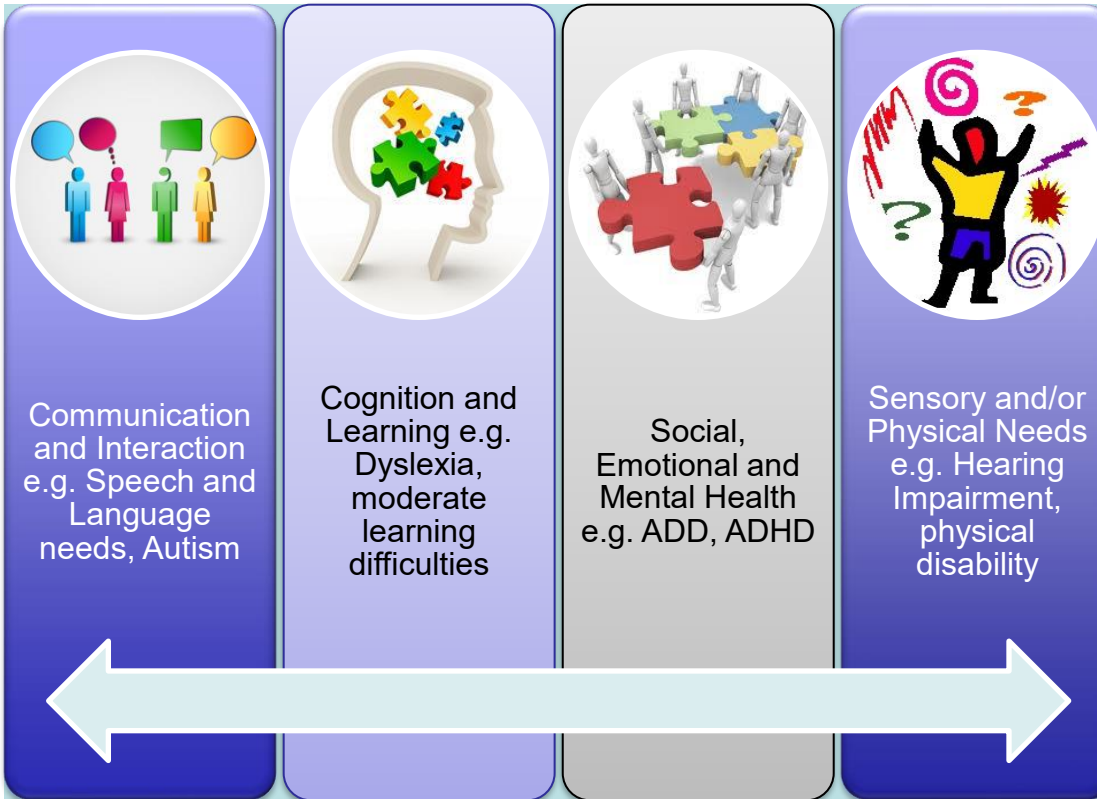
Special Educational Needs

At Bradford Forster Academy, we will endeavour to meet your child's needs so that they can achieve their potential. If they are identified as having one of the four broad areas of need (see below), then they will be supported by the SEND team as well as all members of our staff. This dedicated team will involve you every step of the way to ensure that your child becomes the success that we all want them to be.

Quality First Teaching

SEND identification and intervention

Education and Health Care Plan outlining further support



[Click here for the menu page](#)

Communication and Interaction e.g. Speech and Language needs, Autism



Identification:

The school SENDCo liaises with feeder schools to identify students with 'communication and interaction' needs prior to transition. The SENDCo uses assessment data, needs specific checklists and teachers' observations when identifying students who are experiencing difficulties with communication and interaction. The school will liaise with external agencies, such as CAMHS and the Educational Psychologist, to make appropriate provision. Gathered information is shared and discussed with parents/ carers and the student.

We also use the following, in order to get a complete understanding:

- Parent/carer feedback
- Teacher feedback
- Classroom observations

Further assessments and observations may be undertaken by members of external agencies :

- Educational Psychologist
- Speech and Language Service
- Speech and Language Assessment

Provision:

- Alternative Curriculum
- Speech and Language interventions
- Social Skills intervention programmes
- Access Arrangements for exams
- The Heart is available during unstructured times
- Break Out Space
- The Bridge – SEMH
- Speech and language screener as well as speech and language assessments.

Evaluating the Effectiveness.

- Student Progress Data is analysed by the SENDCo.
- Termly Standardised assessments are used to measure progress.
- Parents and Student Views are analysed.



Cognition and Learning e.g. Dyslexia, moderate learning difficulties, severe learning difficulties

Identification:

The SENDCo liaises with feeder schools to identify students with 'cognition and learning' needs prior to transition.

The SENDCo uses KS2 and KS3 results in combination with standardised reading and spelling assessments, and teacher's observations when identifying students who are experiencing difficulties with cognition and learning. Gathered information is shared and discussed with parents/ carers and the student.

The following assessments are used to assess where cognition and learning is thought to be below the average range:

- Reading Comprehension Tests
- Spelling tests
- Dyslexia screening
- Dyslexia Portfolio
- Dyscalculia assessment
- Our SENCO is trained to complete psychological assessment for learning

Provision:

- Alternative Curriculum
- Reading intervention
- Numeracy intervention
- Extra-curricular homework sessions
- Dyslexia Support and intervention
- Access Arrangements for exams
- Step up area
- The breakout room

Evaluating the Effectiveness.

- Student Progress Data is analysed by the SENDCo.
- Termly Standardised assessments are used to measure progress.

Social, Emotional and Mental Health e.g. ADD, ADHD



Identification:

The school SENDCo liaises with feeder schools to identify students with 'social, emotional and mental health' needs prior to transition. The Pastoral Team using behaviour management data which is uploaded to the school's recording system and their own observations meet with every fortnight to discuss students who need further support. **Disruptive behaviour is not necessarily SEN.** We also use the following in order for us to get a complete understanding:

Observations

Parent/carer feedback

Teacher feedback

Further assessments and observations may be undertaken by an Educational Psychologist.

Provision:

- Alternative Curriculum
- Report cards
- Support from Student Advocates
- LSA inclusion programmes
- LSA targeted support in lessons.
- Access Arrangements for exams
- The Bridge support
- The Breakout space

Evaluating the Effectiveness.

- Student Progress Data is analysed by the SENDCo.
- Parents and Student Views are analysed.



Sensory and/or Physical Needs e.g. Hearing Impairment, physical disability

Identification:

The school SENCo liaises with feeder schools to identify students with 'sensory and/or physical' needs prior to transition. The majority of students entering Bradford Forster Academy with sensory and/or physical needs are identified prior to transfer. The SENCo liaises with external agencies to ensure we meet students' needs. Needs specific checklists and teachers observations are used when identifying students who are experiencing difficulties due to sensory and/or physical needs. Gathered information is shared and discussed with parents/ carers and the student

The following are used to assess SEND

- Teacher's observations
- Medical correspondence
- Medical meetings

Further assessments and observations may be undertaken by members of external agencies :

- Educational Psychologist
- Medical specialists
- Bradford's Hearing Team
- Bradford's Visual Impairment Team

Provision:

- Reasonable adaptations to the school site
- Access arrangements
- The Heart is available
- LSA Support at break & lunch times

Evaluating the Effectiveness.

- Student Progress Data is analysed by the SENCo.
- Students' attendance and behaviour data is analysed.

LEARNING DEVELOPMENT TEAM

Helen Goacher

SENDCo, AP SEND Provision and Inclusion

Andrew Murgatroyd	Assistant SENDCo
Victoria Barnes	Literacy Intervention Officer
Danielle Brewer	Learning Support Assistant
Samantha Hoyle	Learning Support Assistant
Chelsie Hunt	Learning Support Assistant
Omara Kazmi	Learning Support Assistant
Samiyha Khan	HLTA for speech and language
Sairish Mahmood	Learning Support Assistant
Vicky McMasters	Learning Support Assistant
Kirsty Double	Learning Support Assistant
Umehra Nosheen	HLTA
Saba Ahmed	SEND Administrator
Leah Parkin	Learning Support Assistant
Ibrar Razaq	Learning Support Assistant
Yasmin Khan	Learning Support Assistant
Zawar Rizvi	Learning Support Assistant
Samantha Suthers	Learning Support Assistant
Lesley Turton	Learning Support Assistant
Carrie Braodfoot	HLTA
Ellie Posyer	Centre Manager Bridge
Avola Nugaba	Step Up Teacher
Sasha Smyth	Teacher Bridge
Charlie Gresham	Learning Support Assistant
Roman Akhter	Learning Support Assistant

Who are the best people to talk to in this school about my child's Special Educational Needs?

What are the different types of support available for children with SEND in this school?

Introduction to Special Educational Needs and how we meet the 4 areas of need

How can I let the school know if I have concerns about my child's progress?

How will the school let me know if they have any concerns about my child's learning in school?

How is extra support allocated to children and how do they move between the different types of support?

Glossary of key terms

Our School SEND Offer / SEND Information Report



How are the teachers in school supported to work with children who have SEND and what training do they have?

How will the teaching be adapted for my child with learning needs?

How will you measure the progress of my child in school?

What support do you have for parents of a child with SEND including transition from Primary School?

How have you made the school accessible to children with SEND? (including after school clubs etc.)

How will you support my child when they are leaving this school or moving to another Year?

Important Contacts



Special
Educational
Needs and
Disabilities
Co-ordinator

• Ms Helen
Goacher

Assistant
SENDCo:

• Mr Andrew
Murgatroyd

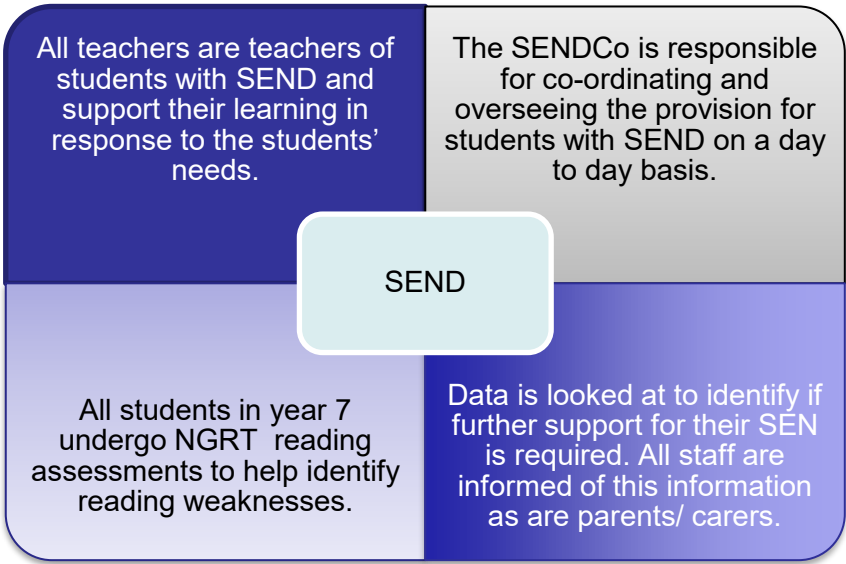
Our School SEND Offer / SEND Information Report




The SENDCo is responsible for:

- Coordinating all the support for students with special educational needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents, guardians and carers are:
 - involved in supporting the student's learning
 - kept informed about the support the student is receiving
 - involved in reviewing student progress and development
 - integral to plans for student future direction and provision
- Liaising with all the other agencies / professionals who may support student progress 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)
- Maintaining records of student progress and needs.
- Providing specialist support for teachers and support staff in the school to enable students with SEND to make maximum progress in school.

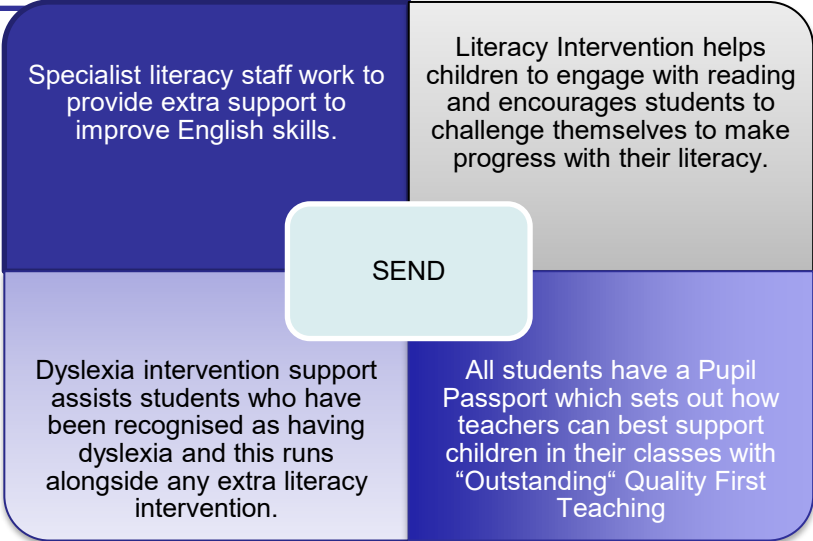
Meet the SEND Team



Our School SEND Offer / SEND Information Report



**Further information about how we meet the 4 broad areas of need.....
CLICK HERE**



Other Support Available:

- Student have Pupil Passports which shares personalised strategies to staff
- In-class support, if appropriate
- Specialist assessment and teaching from Bradford LA and the SCIL team.
- Visual timetable if appropriate
- Additional, small-group or 1:1 Literacy intervention
- Bridge
- Lunch Club- Heart
- ICT provision – notebooks and tablets
- Specialist assessments by an Educational Psychologist/screening
- Personalised timetables
- Alternative, modified curriculum at KS3 and KS4
- ‘Study Skills’
- Exam concessions - reader, extra-time, scribe, supervised rest breaks, lap-top
- Nominated Key Worker
- Speech and language screener
- Speech and language intervention

Please call or email the SENDCo. They may want to arrange a meeting or be able to help with any concerns over the telephone.

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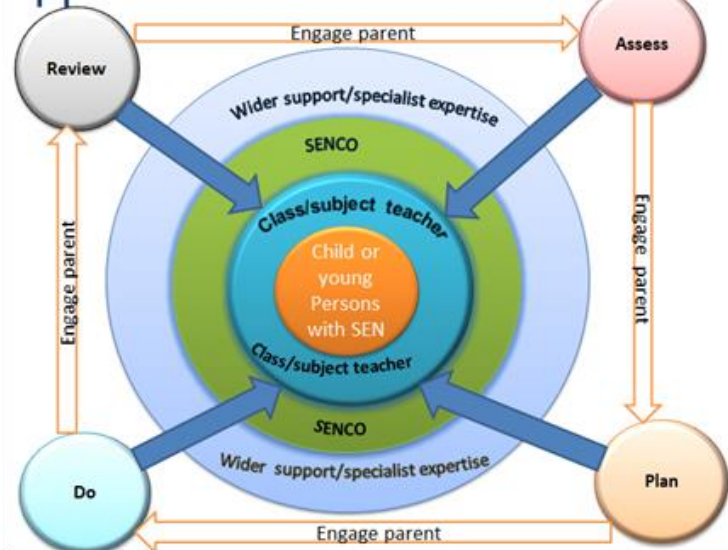
073930
33498

Your child's form tutor will also pass on any relevant information about your child



helen.goacher@bfa.bdat-academies.org

saba.ahmed@bfa.bdat-academies.org



Our School SEND Offer / SEND Information Report



- For students requiring additional support, key staff meet fortnightly to discuss the type and extent of support for students. Parents/ carers will be informed of any decision regarding providing students with extra support.
- If a child is going to be placed on or removed from the SEND register (also known as the Record of Need), parents/ carers will be informed.
- Intervention is measured and further intervention is allocated in discussion with all key people especially involving the student and parents/carers.

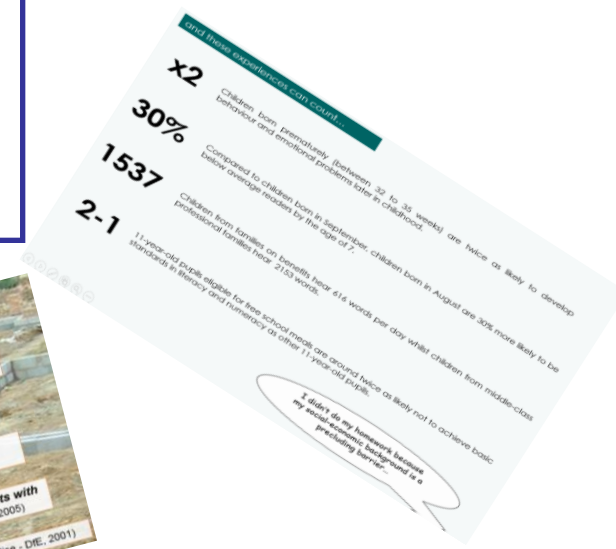
The SENDCo is an experienced deliverer of staff training and liaises with senior colleagues to deliver high quality professional development. All staff have received training on SEND. This is re-visited termly and in addition staff training needs are identified through:

1. Teachers' Performance Management routines.
2. The SENDCo's observations of lessons.
3. LSA feedback from working with children.

All teachers have received guidance on how to differentiate and how to best support students with specific needs.

Staff are aware of in-school procedures for identifying concerns regarding students' progress and possible SEND.

Our School SEND Offer / SEND Information Report



Everyone working with students with SEN should have the skills to help them achieve... (DfE, 2011 – SEND Green Paper)

All school staff have a role to play in ensuring students with SEN are included... (DfE – The Importance of Teaching, DfE 2010)

School leaders should have a good understanding of SEN... (Recommendation 1 - Lamb Inquiry, 2010)

Before any specialist teaching is put in place, day-to-day teaching needs to be effective... (Recommendation 8 – Rose Review, 2009)

All teachers should have the skills and confidence to support students with SEN in reaching their potential... (Removing Barriers to Achievement – DfE, 2005)

Every teacher is a teacher of SEN... (SEN Code of Practice - DfE, 2001)

WALS:
 Increase our expertise of how to improve Quality First Teaching experiences for SEN students

ALL Improved knowledge of SEN identification and will take away ONE new strategy to improve QFT

Most Understand the biological differences behind learning difficulties and will take away a range of strategies of how to improve QFT

Some Will be able to suggest new strategies to teaching SEN students and will contribute to the whole school SEN Teaching Manual

Subject teachers build on and extend what students already know, what they can do and what they understand.

- Subject teachers employ a variety of teaching and learning strategies to ensure that students are fully engaged in learning.
- Subject teachers implement specific strategies, advised by the SENDCo or external agencies, to support the learning and progression of students.
- All teachers receive specific advice about how best to support students on the Record of Need through their Pupil Passport. [Click here to see an example of a Pupil Passport](#)

Our School SEND Offer / SEND Information Report



DIFFERENTIATION

- There are Parents Evenings throughout the year, where meetings with the SENDCO can also be booked.
- Each student's progress is tracked throughout the year and parents/ carers will receive information about how your child is progressing at 2 key times. This information is used to alert us to changes in your child's progress.
- At each Data Collection Point, the SENDCO will analyse the data to ensure every child with a SEND is making progress. Further intervention is planned at this stage.
- Parents/ carers of children with SEND are welcome to contact the SENDCO at any point during the school year to discuss how their child is making progress and how they can help to support their child's learning. An appointment can be made every Wednesday.
- Parental drop-in sessions on Wednesdays with the SENDCO.
- The SENDCO will evaluate the progress of students who are having intervention, every term.
- Reading interventions are available if required.
- Pupil Passports will be sent to all parents/carers at the start of the year.

Our School SEND Offer / SEND Information Report



Students' progress is tracked and monitored and you will receive information about your child 2 times a year

- Day to day concerns will be relayed through a variety of people including:
 - Form Tutors
 - Heads of Year
 - SENDCO
- We will let you know immediately of any concerns, and if necessary, arrange a meeting for you to come into school



Click here to
view a Progress
Summary Report

- We would like you to regularly talk to your child's subject teachers, Form Tutor and Pastoral Support Officer so we can share with you what we are doing to support your child's progress and development.
- The SENDCo will meet with you to discuss your child's progress or any concerns/worries you have.
- All information from outside professionals will be discussed. You will be able to meet with the professional or discuss the contents of any reports produced by them.
- The SENDCo will meet with you to discuss any assessments and ideas suggested by outside agencies for your child.
- Pupil Passports will be reviewed with your child and any updates will be sent to you.
- Homework will be modified and adjusted, as reviewed, to meet your child's individual needs.
- We have a homework support club on Mondays, Tuesdays and Thursdays.

Parental Support

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Transition for students with SEND begins in the summer term before they join Bradford Forster Academy. This involves a number of processes which are outlined below.

- The SENDCo will attend the Annual Reviews of any year 6 pupils transferring to Bradford Forster Academy.
- The SENDCo requests information from feeder Primary Schools for all pupils on their SEND Registers. The SENDCO will then use this information to start to plan provision for September.
- The SENDCo will arrange for Learning Support staff to visit some pupils in their Primary Schools, if required.
- Extra transition visits are arranged by the Learning Support Department and year 6 SEND pupils are invited to attend.
- The SENDCO will invite parents / guardians and carers to discuss the student's needs and strengths in the summer term to discuss any concerns they may have or offer any additional information which they feel would help in supporting their child.

Transition

We are committed to **all** students being able to access **all** opportunities at Bradford Forster Academy.

We will make all reasonable adjustments to ensure that the school environment and all equipment used is accessible to all students.

- We provide support with homework and other learning at lunchtime, before and after school.
- Key words and literacy resources are used across the school to support learning.

Our School SEND Offer / SEND Information Report



'Moving on' can be difficult for a student with SEND and we will ensure that any transition is as smooth and promotes further progression and development.

If your child is moving to another school:

- We will contact the SENDCo of your child's new school to ensure they know about any special arrangements or support that is needed to successful transition.
- All records about your child will be passed on to your child's new school.

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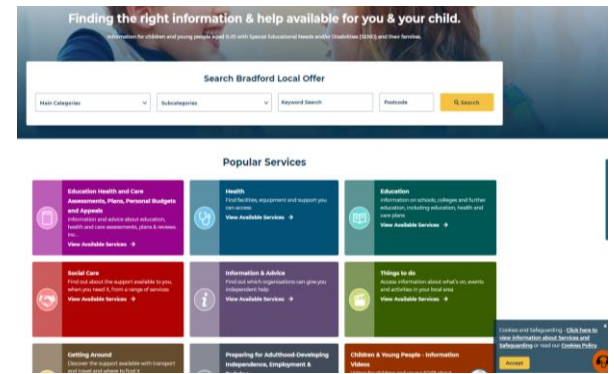


In Year 11

- Your child will meet with a Careers Advisor to create a plan for their Post 16 education.
- The Pastoral Support Team will support your child in finding the most appropriate post-16 provision

When moving years in school:

- Information about your child will be shared with their new teachers.



[Click here for Bradford Local Authority SEND Offer web page](#)

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If you wish to complain about the support your child is receiving, please discuss this with the Head of Year and if necessary, with the SENCo to further resolve any issues or worries you may have about your child.
SENDCO: Ms Helen Goacher
helen.goacher@bfa.bdat-academies.org
Assistant SENCO: Mr Andrew Murgatroyd
Tel: 01274 302400

**SEND support for parents:
Useful web addresses.**

Pupil Passport Example

About me

___ has difficulties with remembering and understanding information, word definitions, understanding figurative language. John also has some difficulties with higher level language skills such as inference and problem solving.

Speech and Language Strategies to use in lessons

Strategies to support students with Speech & Language for students to learn they need to see how it is done, hear how it is done, say how it is done and then do it.

Use simple/easy words Repeat important things to me

Make sure I understand (ask me to explain in my own words.)

Write things down for me to help me remember e.g. task plan/ to do list (uploaded in file section)

Use pictures or videos when explaining things to me

Break down instructions and long bits of information

Work 1:1 with me if I need help

Teach me new words using mind maps (uploaded on file section)

Support me with time concepts and telling the time e.g. time matters resource

Things I am good at

I like Math's, Art and P.E.

(I support Liverpool)

Things I find difficult

I find Languages difficult.

Other appropriate information

___ has an intervention once a week for speech and language **please use visual cards provided, which can be found on his profile in provision maps.**

Pupil Passport - Bradford Forster Academy

Date: 9/7/2024
Teacher: Ms Helen Goacher

Data collected

The New Group Reading Test (NGRT): 11 years 7 months SAS: 96 (25/06/2024)

CAT Test: (Mean: 89 Verbal: 72 Quant: 89 Non-verb: 88 Spatial: 107)

How can teachers help me?

Please could you check that I'm listening and understand the task.

Read questions aloud if appropriate.

Awareness that more time may be needed to complete literacy tasks.

Keywords/vocabulary emphasised when speaking and displayed clearly with accompanying pictures. Give synonyms to build vocabulary.

Targets

- Ask for help when struggling in Spanish lessons.

Speech and Language Targets

To attend Speech and Language interventions

To complete 10 scenarios

To ask for help when don't understand

Access Arrangements

How do we involve parents in their child's education?

All parents are informed regularly about their child's progress at three points during the school year:

- **Parents' Evening:** at this meeting, parents are able to talk to each subject teacher about their child's individual progress. The SENCO, Year Team & a member of the Senior Leadership Team also attend Parents' Evenings. If Parents/Carers wish to meet with the SENCO at Parents' Evening, they can select Ms Goacher when booking appointments on EduLink.
- **Data sheet:** Parents/Carers are provided with data on their child's progress in each subject at Parents' Evening and once more in the year (via the student planner)
- Parents/Carers of students with SEND have the opportunity to have additional discussions in school about their child's provision and they can request a meeting with the SENCO every Wednesday at different points in the year in addition to the above.
- Bradford Forster Academy will contact Parents/Carers via email, letter, ClassCharts or phone to let them know about school events that their child may be involved in, important information, to celebrate success or discuss concerns they may have. Please let the main office know if your contact details change at any point.
- Bradford Forster coffee morning.
- Parents/Carers may contact relevant members of staff in school if they wish to discuss their child (*form tutor, Year Team, SLT or subject teachers*)

How do we support students with complex medical needs and/or a disability?

The Equality Act (2014) requires school and Local Authorities to make **reasonable adjustments** to ensure that disabled students are not at a substantial disadvantage and enable students to participate in education and associated services. When deciding if a reasonable adjustment is necessary, schools need to consider potential impact on disabled students in terms of time and effort, inconvenience, indignity and discomfort, loss of opportunity and diminished progress. Bradford Forster Academy is a mainstream setting and we do not have an 'Additional Resourced Centre' (ARC) for students with visual or hearing impairments. However, our aim is to ensure that during their time at BFA, all children, including those with a disability, are fully supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make mainstream lessons and we act upon the advice and guidance from medical/health care professionals and diagnostic assessments to support these students in order to meet their needs.

Students are provided with provision (as appropriate to meet their needs) such as:

- Access to lifts
- Access to transition/early exit passes
- Access to coloured paper/overlays
- Access to required specialist equipment (*as directed by medical/health care and other professionals*)

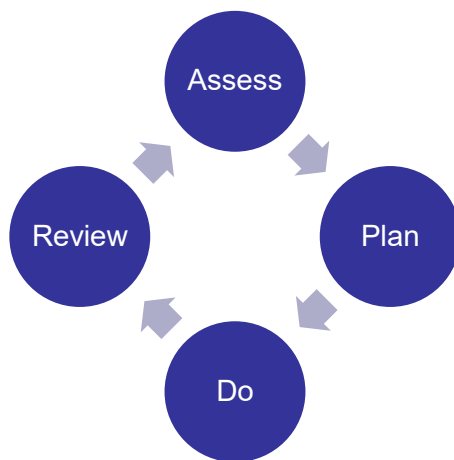
We also work in partnership with the following organisations within the Local Education Authority to access recommendations and implement reasonable adjustments:

- Low Incidents Team and Sensory Service for those students with physical and medical conditions
- Multi-Sensory Impairment Specialist Service
- Hearing & Impairment Team

Students with complex medical needs have a medical risk assessment/care plan that is written in collaboration with the medical/health care professionals. All staff have access to these so that they understand the medical needs of the students, what arrangements are in place to administer medication/undertake appropriate care as well as how to support the students within teaching & learning.

How do we support students with complex medical needs and/or a disability?

- The progress of students with SEND is the responsibility of the class teacher and is monitored at three points throughout the year by the class teacher, Progress Leaders and Curriculum Leaders.
- Class teachers, Progress Leaders & Curriculum Leaders intervene with any students who are not making required progress. The SEND team work alongside these members of staff to assess if additional intervention is required.
- Senior Leadership Team (SLT) and Governors also monitor the progress of students with SEND and regular learning walks take place by the SENCO and SLT to quality assure the provision for students with SEND.
- We follow the SEN code of practice (2015) graduated approach of assess, plan, do and review in order to evaluate the impact of intervention programs.



Useful Contacts and Further Information

Our SEN Policy can be found here on our website: [BFA SEN Policy](#)

- **School Nurse**: If you would like to speak to your school nurse, you can call the team direct via the Single Point of Access (SPA) team on **01274 221203**
- **SENDIAS**: If parents/Carers require additional and further support or advice concerning SEND, this is available via SENDIAS (SEND Information, Advice and Support). This organisation offers free, impartial information and advice on matters relating to special educational needs and disability
Telephone: 01274 513300 **Website**: [Bradford SENDIASS](#)
- **The Parents' Forum**: Support and guidance for Parents and Carers of children and young people with additional needs. Further information can be found using the contact details below:
Telephone: 01274 397396 **Email**: info@pfba.org.uk
- **AWARE**: A parent run group supporting families with children and young adults on the autistic spectrum (formal diagnosis not required)
Telephone: 01535 661275 **Email**: info@aware-uk.org
- **Barnardo's** – 01274 481183
- **Disability Advice Bureau** – 01274 594173
- **Great Minds Together** – Great Minds Together support children and young people with special educational needs and social, emotional and mental health needs as well as their families and the professional networks around them.
Telephone: 0161 549 1169 or 0161 510 5510

Glossary of Key Terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impaired
VI	Visual Impaired

[Click here for the menu page](#)

IPP	Individual Progress Plan
KS	Key Stage
LAC	Looked After Child
LA	Local Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
PP	Pupil Premium
SLT	Speech & Language Therapy
SEN	Special educational Needs
SEND	Special Educational Needs & Disability
SENDCo	Special Educational Needs & Disability Co-ordinator
SpDL	Specific Learning Difficulty