

Belle Vue Girls' Academy's SEND Information Report

September 2023 - 2024

Belle Vue Girls' Academy is a fully inclusive mainstream school serving Bradford. At BVGA, all pupils are valued equally, regardless of where their abilities lie, with the Academy being committed to developing 'the women of the future'. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Within its aims, BVGA is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

Be treated as individuals where their individual needs, interests and aptitudes are recognised.

Be entitled to have an emerging or evident special educational need identified and assessed.

Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.

Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.

Be encouraged to achieve their full potential, whatever their abilities.

Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.

Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.

Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

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| <p>1. The kinds of Special Educational Needs for which provision is made at the school</p> | <p><i>What kinds of SEND do pupils have in your school?</i></p> | <p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at BVGA have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p> |

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| <p>2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs</p> | <p><i>How do you know if a pupil needs extra help?</i></p> | <p>When your child first joins BVGA, we use information from a range of sources to help identify SEND and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Our class teachers, Heads of Faculty and Academic Managers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at BVGA will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support colleagues, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed, we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs. The triggers for intervention could be the teachers, support colleagues or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are placed on the SEND register according to the Bradford Matrix of Need which are accessible to all staff – either at below age-related expectations (BARE), SEND support (K) or ECHP (E). Staff use this information to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p> |
| <p>3a. How the school evaluates the effectiveness of its provision for such pupils</p> | <p><i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i></p> | <p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment (twice a year for KS3, 3 times a year for KS4 and</p> |

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| | | <p>KS5) which is communicated to parents/carers by a report that is sent home. Pupils in our KS3 Alternative SEMH provision (THRIVE) have an additional written report from their class teachers and support staff at every Data Collection Point. Additionally, parents' evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education, Health & Care Plan have an Annual Review. We also hold interim reviews as required.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. These are regularly reviewed through regular evaluation. Additionally progress and attainment data for students is analysed for effectiveness and value for money.</p> |
| <p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p> | <p><i>How do you check and review the progress of my child and how will I be involved?</i></p> | <p>The school will produce 2 reports each year which will show your child's current and target levels as well as reporting on their effort and attitude to learning. The pupils in the THRIVE provision have a more detailed written report from their class teachers and support staff. Heads of Faculty, Heads of Year and Inclusion staff will monitor and review your child's levels and pick up on any subjects where your child is not making the right amount of progress for their ability. We also have a collaboration and communication group which looks at the progress of the most vulnerable groups of pupils in each year group. We will then use the collective knowledge of the pupil and school processes to put any appropriate interventions in place. At the next reporting time we will check whether the right progress has been made. We give reports to the governors who check and review the work of all departments, including Inclusion.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parents' evenings; notes on class charts; email; telephone calls; appointments made with individual</p> |

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| | | <p>teachers; Annual and Interim Reviews (for those with an EHCP).</p> <p>The school provides information for parents through newsletters; information on the website; Open/Information days; Parents Evenings and letters home. Our curriculum is published on the website</p> |
| <p>3c. The school's approach to teaching pupils with special educational needs</p> | <p><i>How do teachers help pupils with SEND?</i></p> | <p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs through the pupil passports and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do, a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>Access Arrangements are put into place internally at the end of Key Stage 3 to ensure Normal Way of Working. When your child is approaching the start of Key Stage 4, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p> |
| <p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p> | <p><i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment?</i></p> | <p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy or numeracy; alternative pathways such as Nurture Group, ASDAN or the THRIVE provision; intervention groups and number of qualifications studied.</p> <p>Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different</p> |

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| | | <p>facilities to help SEND students throughout our school including a number of lifts to access all areas; Accessible toilets; ramps; wide corridors and equipment to help with reading and writing.</p> <p>An Accessibility Plan is in place and available from our school website.</p> |
| <p>3e. Additional support for learning that is available to pupils with special educational needs</p> | <p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p> | <p>We have a wide range of staff to support pupils and address additional needs they may have, including pupils with SEND. This includes nurture group teachers; SENDCo; Assistant SENDCo and SEMH provision manager, Lead Teacher of SEN; Inclusion Manager; Teaching Assistants; Higher Level Teaching Assistants; Literacy and numeracy Intervention Team; Pastoral Managers, the school nurse, Heads and Deputy Heads of Year and school counsellor from Place2Be. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Teaching Assistants are allocated, where resources allow, to support students in lessons and to lead interventions. Teaching staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers, as well as helping to write reports for external agencies. Students with EHCPs will have targets and strategies set by faculty staff and from input from outside agencies such as Educational Psychologists, Hearing and Visual Impairment teams and the Social Communication and Interaction Team. Annual Reviews and Interim Reviews involving the student, parents/carers, subject staff and other professionals evaluate those targets and strategies. The decision is based on evidence of need and impact.</p> |
| <p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs</p> | <p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> | <p>Usually, a large range of academic and hobby/interest clubs are available at BVGA. They are open to all students, including students with SEND. Details of these clubs are available on the school website.</p> <p>Additionally, we run a wide range of activities to support SEND students including Sports Club, Homework Club, Breakfast Club etc. We also run coursework/revision sessions</p> |

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| | | for older students as and when required. Support staff are available at breaks and lunchtimes for these activities. We also offer lower sensory input areas for pupils to meet where they can socialise with other pupils in a less busy and quieter environment. The hub is also a very popular place at breaks and lunchtimes, with a wide variety of games and themed activities which are available to all pupils. |
| 3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs | <i>What support will there be for my child's overall well-being?</i> | At BVGA we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them for at least 2 years. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include: A Pastoral Manager; School Counsellor; Teaching Assistants; Higher Level Teaching Assistants; School Nurse; SENDCo and Deputy SENDCO; and a Child Protection Officer. We also have excellent relationships with a number of external agencies, for example: CAMHS; Social Care; School Nursing Service, Youth In Mind Worker, School Police Liaison Officer. We also offer 1-1 Social Skills sessions for pupils that need such support. |
| 4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator | <i>Who should I contact if I want to find out more about how BVGA supports pupils with SEND? What should I do if I think my child may have a special educational need or disability?</i> | The Deputy Head of Inclusion is Eleanor Hatch Contact details: Email Eleanor.Hatch@bvga.bdat-academies.org The SENDCo is Kissi Wilde Contact details: Email kissi.wilde@bvga.BDAT-academies.org The Deputy SENDCo and SEMH provision lead is Shirley Oldale Contact details: Email Shirley.Oldale@bvga.BDAT-academies.org Tel: 01274 492341 Speak to your child's teachers in the first instance. |
| 5. Information about the expertise and training of staff in relation to children and young | <i>What training have the staff supporting children and young people with SEND had or are having?</i> | We have a Learning Support department which is made up of the SENDCo, Assistant SENDCo and SEMH provision manager, Lead Teacher of SEN and a number of teaching and Higher |

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| <p>people with special educational needs and about how specialist expertise will be secured</p> | | <p>Level teaching assistants. Within this team we have staff who have a range of experience and training covering various SEND needs including the National SENDCo Qualification; Behaviour Support; Trauma and Attachment. We are also part of the Mental Health Champions project in Bradford and we undertake training with CAMHS to enhance our wellbeing strategy even further. We have members of the faculty who have been trained in Team Teach to help de-escalate difficult emotional situations.</p> <p>Area for Staff development – TA observations are allowing us to identify training needs.</p> <p>Training is provided to all staff, including teachers and TAs, as the need arises and there is ongoing weekly CPD training for all staff as well as opportunities to further develop skills. Staff have regular Tuesday briefings to discuss individual students and share strategies, and our TAs follow a programme of CPD co-ordinated by the SENDCo.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health and Social Care Services.</p> |
| <p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p> | <p><i>What happens if my child needs specialist equipment or other facilities?</i></p> | <p>As a school we can access a range of services including Visual and Hearing Impairment Teams and the Physical Disability Team, as well as the Social Communication and Interaction Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Kissi Wilde or discuss the issue at the next review/parents evening. Girls have access to iPad, large print books, adapted equipment, a range of sensory equipment, radio microphones, coloured overlays, writing slopes, pen grips etc</p> |
| <p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p> | <p><i>How will I be involved in discussions about and planning for my child's education?</i> <i>How will you help me to support my child's learning?</i></p> | <p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <p>Helping them to be organised for their day (including bringing the right equipment and books)</p> |

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| | | <p>Full attendance and good punctuality Completion of homework Checking classcharts Attending parental meetings Attending any meetings specifically arranged for your child Reading with them regularly at home to support their literacy</p> <p>We will support you by having regular communication with you.</p> |
| 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education | <i>How will my child be involved in his/her own learning and decisions made about his/her education?</i> | <p>Students are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements by completing 'This is me' documents prior to reviews. Mentoring with HOY/AHOY / PMs takes place each year.</p> |
| 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school | <p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p> | <p>Please contact Kissi Wilde for further information. In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed.</p> <p>Alternatively please contact our Deputy Headteacher Eleanor Hatch</p> |

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| <p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p> | <p><i>What specialist services and expertise are available at or accessed by the school?</i></p> | <p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nursing Service; Educational Psychology Service; Speech and Language Service; Physiotherapy Service; Social Communication and Interaction Team; Occupational Therapy Service; LSS; VI; HI. These services are contacted when necessary and appropriate, according to your child's needs. The school works closely with Bradford Council and use the 'Early Help' process when appropriate to do so. If you believe your child needs support from a specialist, please contact Kissi Wilde or discuss at the next review/parents evening.</p> |
| <p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p> | <p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p> | <p>Bradford SENDIASS Barnardo's (barnardos.org.uk)</p> |
| <p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p> | <p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision</i></p> | <p>We liaise closely with primary schools and provide additional transition support both before your child starts and afterwards, if it is needed. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with other partners to ensure relevant paperwork is completed for students with EHCPs. Post 18 support with Adult Transition Team</p> |
| <p>13. Information on where the local authority's local offer is published</p> | <p><i>Where can I find out about other services that might be available for our family and my child?</i></p> | <p>https://localoffer.bradford.gov.uk/</p> |

Key Staff

Deputy Head Inclusion: Mrs E. Hatch

SENDCo: Miss K. Wilde

Assistant SENDCo and SEMH provision manager: Mrs. S Oldale

Inclusion Administration: Mrs B Lumb

Child Protection Officer: Ms F Nisar

School Nurse: Mrs. B. Uttley

Pastoral Managers: Ms. S Bibi, Miss H Naz, Mrs J. Palmer, Ms. S. Bashir,

Ms. R. Kauser, Ms. T. Mahmood, Mrs. S Rehman.

School Counsellor: Mrs D Towns School Governor with responsibility for SEND: Mrs N. Arobi

You can contact any member of staff by telephoning the main switchboard on 01274 492341

