City of BRADFORD METROPOLITAN DISTRICT COUNCIL

Supporting Children and Young People Who Have Special Educational Needs and Disabilities (SEND) in Bradford

Senco Handbook

September 2020

Supporting Children And Young People Who Have Special Educational Needs And Disabilities (SEND) in Bradford

Introduction

The following information has been designed in line with the Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice(CoP), 2015. It is anticipated that approximately one in five children will have a learning difficulty at some stage in their school career. Many of these difficulties are temporary and can be effectively dealt with in mainstream settings through the resources that are made available to them (funding elements 1 and 2). Formal procedures, i.e. statutory assessment, and specialist services provided via the local authority are targeted at those children and young people with the most significant and complex needs.

The Children & Families Act (C&FA), 2014, the Equality Act, 2010 and the SEND Code of Practice(CoP), 2015 provide detailed information about the statutory responsibilities schools have in relation to children and young people with SEND. These are summarised in Appendix 1 of this document.

Meeting Children's Special Educational Needs in Bradford

The SEND Code of Practice (CoP) suggests that there is a continuum of SEND and that, where necessary, increasingly specialist expertise should be brought to bear on a child or young person's difficulties. The CoP describes this as a graduated approach to addressing SEND.

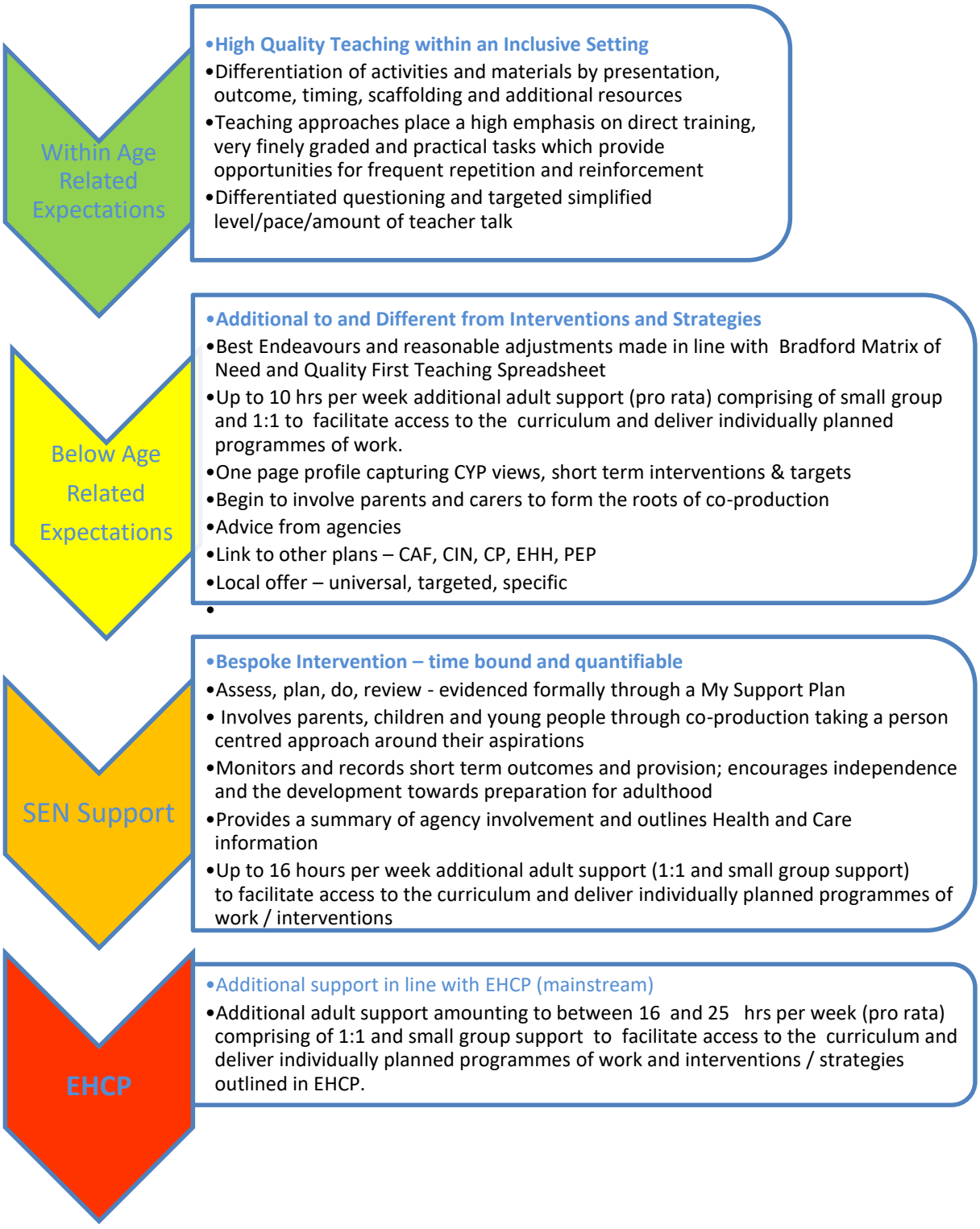
Bradford Matrix of Need

Bradford Matrix of Need provides an overview of how children should be supported through the graduated approach as outlined in the Code of Practice. It has recently been revised in consultation with LA staff, school staff, health colleagues and parents to ensure it provides clear and consistent guidance.

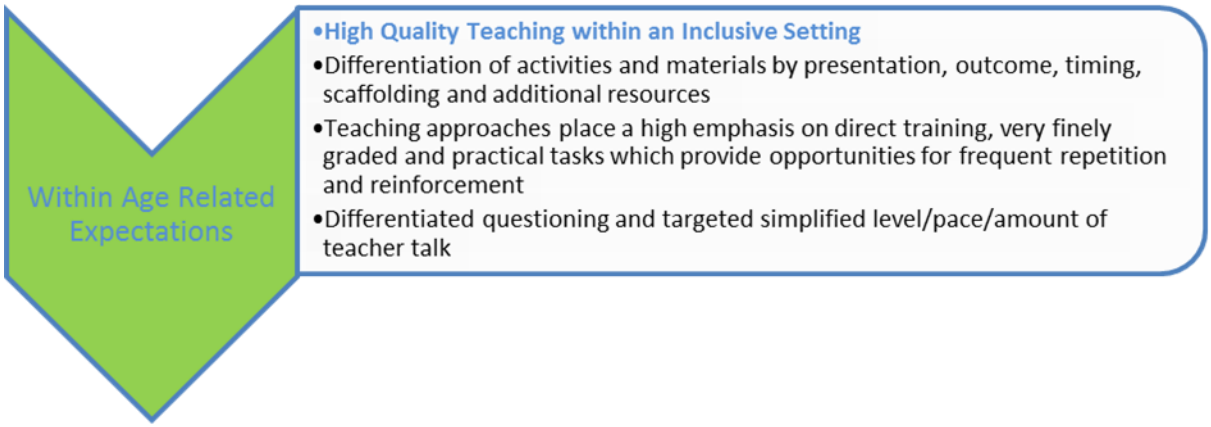
The Matrix should be referred to in order to aid identification / assessment, appropriate intervention strategies and levels of provision that should be put in place. The examples of interventions and resources are not exhaustive; they will vary depending on the individual and/or cohort needs and may require adapting accordingly.

Similarly, whilst there is a clear definition regarding levels of provision, there is leeway within this for schools to create bespoke flexible solutions that work within their setting.

Summary of Bradford Graduated Approach



1. Developing High Quality Teaching within an Inclusive Setting



Bradford is committed to high educational standards for all children and young people, paying particular attention to the most disadvantaged groups. This means working with partners to promote prevention and early intervention and offer early help so that emerging problems are dealt with before they become more serious. Bradford LA is committed to ensuring that those with SEND can access high quality provision that meets their needs.

What is inclusion?

Inclusion "is described by some as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute which can be perceived as different.

It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement."1

The most common definition of inclusion expressed by both local authorities and schools was "children with SEND being able to attend their local school." The government's SEND Code of Practice sets out commitments around inclusive education and removal of barriers preventing children and young people with SEND from learning and participation in mainstream education.

SEND Code of Practice (2015)

Para 1.26: As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

Para 1.31: The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or

disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

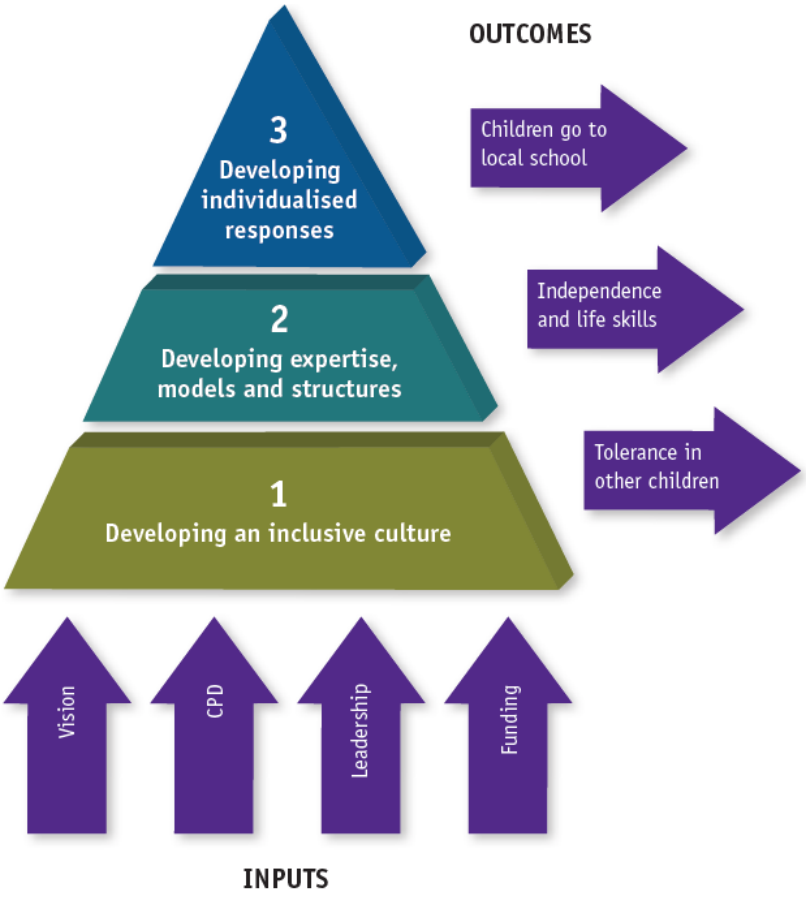


Figure 1: **Three stages for supporting children with SEND in mainstream schools**

Inclusive Culture

The first stage in meeting SEN is developing an inclusive culture in which all staff understand the importance of inclusion and are driven to achieve it. Pre-requisites to developing an inclusive culture include the school having a vision of what it wants to achieve, taking a whole school approach to supporting children with SEND, and funding.

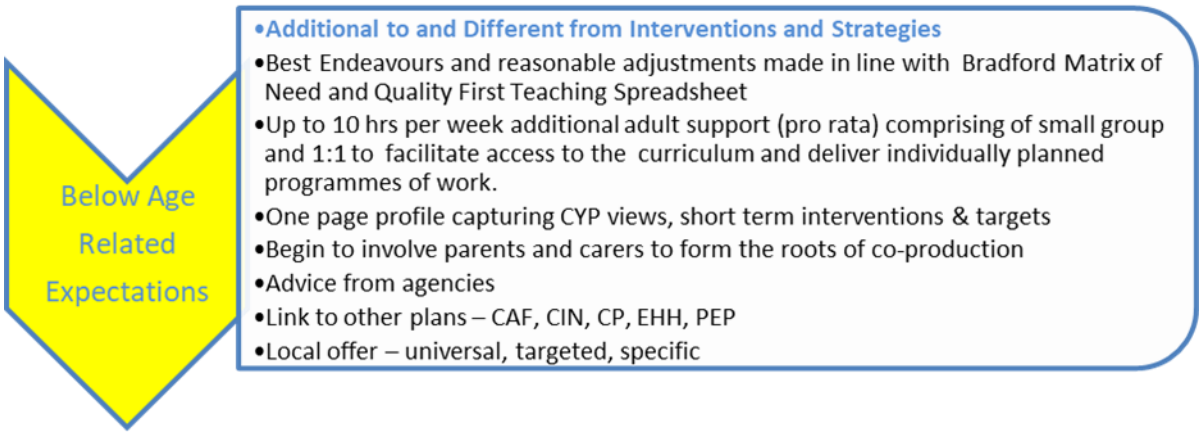
Developing expertise, models and structures

Once the culture and the aspirations for inclusion are in place, the expertise, models and structures of the school need to be developed in order to ensure that the school is equipped to support children with a wide range of needs. This would involve constant up skilling of all staff, flexible use of Teaching Assistants, access to a range of available interventions and strategies to support children with SEND, and an appropriate physical environment. The matrix of Need and the LA SEND Training offer will support you with this.

Developing individualised responses

Once the expertise, strategies and structures are in place, it is important that these are adjusted and tailored to meet the needs of individual students. A few specific examples of ways of ensuring that the response to children with SEND is individualised are as follows: Information sharing and staff briefings around the needs of children with SEND, student profiles, flexible behaviour policies, flexible ways of helping children with SEND to access mainstream classes, and catering for children's needs outside the classroom. The matrix of Need and the LA SEND Training offer will support you with this.

2. Additional to and Different from Interventions and Strategies



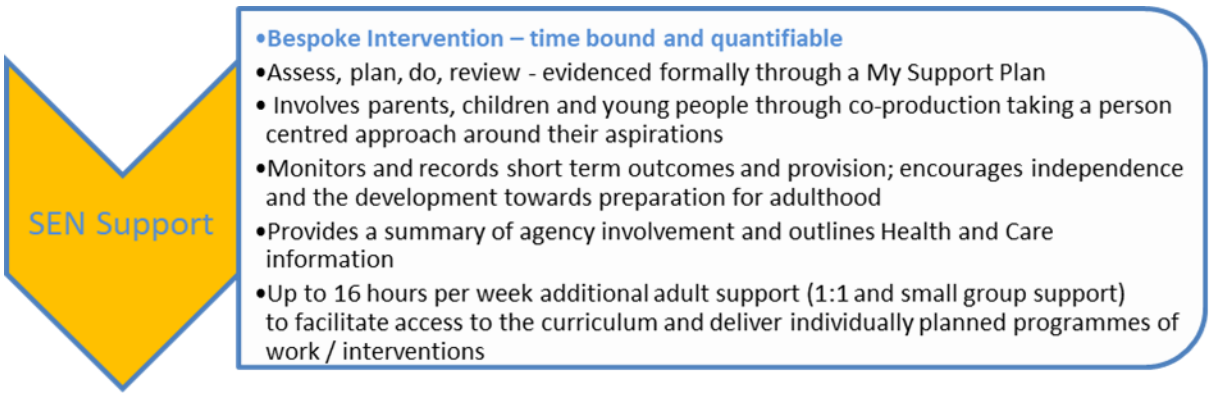
Within each class, there will be some children who are operating below age related expectations. The Matrix of needs supports you to identify these children and suggests ways of enhancing their progress. **These children do not necessarily have special educational needs and do not need to be placed on the SEND register.**

When children are operating below age related expectations they continue to require access to high quality teaching within an inclusive setting but they may also need some need-specific practice or adaptations which are additional to and different from those which are normally available.

This may include putting a monitoring system in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher will take responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.

The school should put in place additional adult support amounting up to 10 hrs per week (pro rata) from DSG, comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work.

3. SEN Support



Where a child or young person does not make sufficient progress through the previous interventions, staff should decide on more **Bespoke Intervention – time bound and quantifiable** 'additional to' or 'different from' interventions. A list of recommended strategies and interventions can be found on Bradford Schools Online 'Best Endeavours and Quality First Teaching Spreadsheet'

Interventions should be recorded on a My Support Plan including YP/Parent view, Aspirations and Outcomes, Health and Care information and reviewed regularly. There is a template for this on Bradford Schools Online (https://bso.bradford.gov.uk/content/send-documentation). If you choose not to use this format, you should document your interventions using an equivalent or more detailed document designed for this purpose.

Additional adult support amounting up to 19 hours per week (pro rata) comprising of no less than 1 hour per day 1:1 for core learning activities and 4 hours per day small group support should be put in place to facilitate access to the curriculum and deliver individually planned programmes of work.

Alternatively school may choose to support the young person flexibly through the use of smaller teaching groups to facilitate access to an appropriately differentiated / modified or alternative curriculum and deliver individually planned programmes of work for example: *enhanced adult child ratio (no more than 1:12) for up to 15 hours per week, plus additional adult support (1:6) to facilitate access to an appropriately differentiated / modified or alternative curriculum and deliver individually planned programmes of work*

According to the Code of Practice, these children may have special educational needs and should be placed on the SEND register. Use SEN support - code 'K' - pupils who are identified as having a special educational need and are receiving additional support but not holding an (EHC) plan

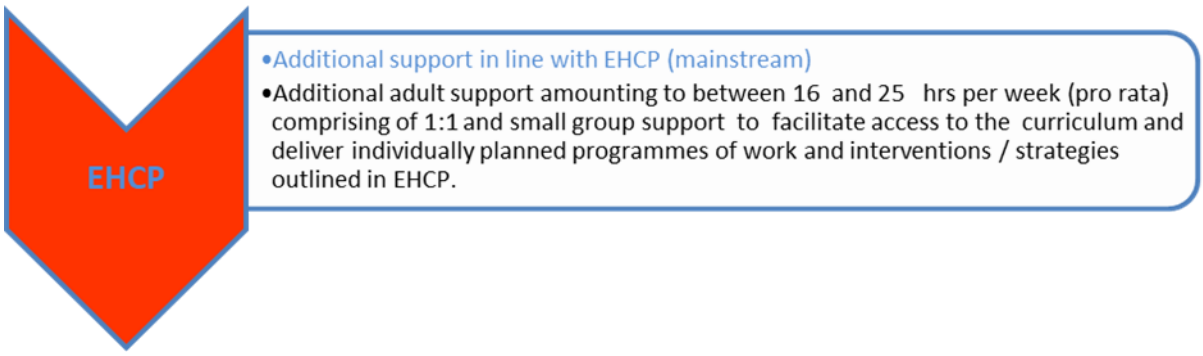
If little or no progress is made through the 'assess, plan, do, review' cycle (APDR), school staff should consider seeking external support. At that stage, external support services should be helping to develop interventions aimed at addressing continuing barriers to achievement. The CoP is clear that the involvement of external specialists can also play an important part in the very early identification of SEND and in advising schools on effective provision designed to prevent the development of more significant needs.

Where a child or young person with SEND continues to make little progress over time, even with the support of external specialists such as the Educational Psychology Team or the Social Communication and Interaction Team (SCIL), the school may consider asking the local authority to undertake a statutory assessment of the child's SEND, through a request for an education, health and care needs assessment.

In all but exceptional cases, there is an expectation that interventions have been implemented for an appropriate period, e.g. two cycles of APDR, before a request for additional resources is made. The request should be made with consent of the parent / carers and young person with the understanding that once it has been submitted, it does not necessarily lead to statutory assessment or EHCP. The form for requesting an EHCA can be found on Bradford Schools online.

The outcome of this request will be contingent upon meeting the two legal tests regarding statutory assessment ie that the child may have SEND and that they may require provision in line with an EHCP (ie over and above that which is normally available). It is the school's responsibility to provide evidence so that panel can judge against these two criteria. The request should include details of the support provided through the school's SEND provision over time, including external support and advice. There should also be evidence that the child has special educational needs.

4. Additional support in line with EHCP in Mainstream Schools



If an EHCP is issued, the plan will detail the outcomes to be achieved and the type and level of support that needs to be put in place. This will be within either a mainstream or a resourced / specialist provision, as identified through the assessment process and in line with parental preference. The sections are:

- A: The views, interests and aspirations of you and your child.
- B: Special educational needs (SEN).
- C: Health needs related to SEN.
- D: Social care needs related to SEN.
- E: Outcomes - how the extra help will benefit your child
- F: Special educational provision (support).
- G: Health provision.
- H: Social care provision.
- I: Placement - type and name of school or other institution (blank in the draft plan (link to info about draft plan))
- J: Personal budget arrangements.
- K: Advice and information - a list of the information gathered during the EHC needs assessment.

The plan will detail additional adult support amounting to between 16 and 25 hrs per week (pro rata) comprising of 1:1 and small group support to facilitate access to the curriculum and deliver individually planned programmes of work and interventions / strategies outlined in EHCP.

Children with an EHCP have special educational needs and should be placed on the SEND register using SEN provision – code 'E' – pupils with an education, health and care (EHC) plan.

Annual Reviews

The local authority must review a child's EHC plan at least once a year. This is to look at how the child is progressing and to ensure that the plan is kept up to date. This process is known as the annual review.

The annual review is a formal process that must follow certain legal requirements. It includes a meeting, but this is not the only part of the process. The responsibility for carrying out annual reviews lies with the local authority, but in most cases the local authority delegates organisation of the review meeting to schools.

A child's first annual review must take place within 12 months of their plan being first made. After that, each review should take place within 12 months of the previous review. Annual Review paperwork is on BSOL

When there are significant concerns about the young person's progress it is important to raise this at the annual review. Any amendments will be considered by panel, but should be supported by evidence from external professionals if they indicate a need for a change to resource level (funding) or to placement.

Transition Reviews

When a young person is due to transition between educational phases (Primary to secondary / secondary to tertiary), the Local Authority must work to a statutory timescale. The deadline for local authorities to have held a transition review of the EHCP and issue its decision confirming the placement named in Section I of the EHCP for the child to start from September is 15th February.

Below are two intermediate dates where we require preferences children and young peoples potential next school or post 16 college or provider:

- **Friday 2nd October 2020 (2 week extension given due to phased returns)** - requests for Specialist Provision (including Resourced Provisions)
- **Friday 24th October 2020** – request for mainstream provisions

Please complete all phase transfer annual reviews by these dates also – please send to the below email address. At the end of the new annual review paperwork preferences can be recorded in the 'Actions' box. Or emailed separately if parents require additional time - at the below address - using the following codes in the body of the email response: transitionreviews@bradford.gov.uk

- **PP1** – name of setting
- **PP2** – name of setting
- **PP3** – name of setting
- If there are more than 3 preferences then please continue the naming structure above in your email (e.g. *PP4, PP5 etc.*).

To support parents with their school choices we would encourage them to use Bradford SENDIASS (01274 513300) for advice and guidance regarding school placements. As a non-advisory service we must remain impartial and can only provide a list of schools in line with the child / young person's primary need as specified on the EHC plan or a list of 'type of schools' if requested. We will always provide the contact details for SENDIASS and signpost parents and carers to view the school's website and contact the SENCO.

Below are the timeframes where parents, carers and young people will be notified of the proposed placement for September 2021 and the final placement the local authority can provide.

Primary and Year 7 placements	**Post 16 placements**
• Proposed placements will be announced by the **22nd January 2021** • Final placements will be announced by **15th February 2021**	• Proposed placements will be announced by the **26th February 2021** • placements will be announced by **31st March 2021**
Section I of the EHC plan will be amended to reflect the change of placement.	

Transition Review Support

The Educational Psychology Team provide support to assist with these reviews. An Assistant EP will contact you in a timely way to progress any transition reviews you have. They will support you to update and revise any of the sections of the plan that need it and advised you in relation to the review process. Please contact the EP team if you need to access this service.

4. Additional support in line with EHCP in Specialist Provision

All legal aspects of the EHCP as described previously are still applicable.

The fundamental principle underpinning the law is that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting it must never be denied it on the basis that mainstream is unsuitable, or that their needs or disabilities are too great or complex

However, over time it may become apparent that a child /young people has such complex needs that parents wish to request a specialist placement. Such requests should normally be supplemented by additional advice from an external professional outlining the severity of need and the educational requirements. Such decisions should be made through the normal annual review process.

Such cases will be considered by panel.

Support from Bradford Local Authority

Bradford LA is committed to supporting schools to develop their capacity to manage children with a wide range of needs. This support falls into three key areas:



Figure 3: **The local authority role in encouraging inclusive practice in schools**

Providing schools with support that enables them to effectively include children with SEND

Bradford LA encourages inclusive practice in mainstream schools through providing direct support to help them work effectively with children with SEND. This support includes a training offer for schools, setting up school networks, and providing standardised resources. These can be found here

Additional Support can be sought from these BMDC agencies:

Educational Psychology	**Traded offer**	**Contact ruth.dennis@bradford.gov.uk**
0-25 Specialist Teaching & Support Service (STASS)	**Part Traded offer**	**Contact: Kelsey.Clark-Davies@bradford.gov.uk**
Low Incidence Team (Sensory Service)	**Core Offer**	**Contact: Karen.Turner@bradford.gov.uk**

Support is also available from other private organisations, but schools should satisfy themselves that these organisations are professionally registered and provide a service of sufficient quality.

Bradford SEND Services have this year produced a Coordinated SEND training offer, to ensure Sencos have the skills and knowledge to undertake their role effectively and efficiently. All training courses are advertised on Skills4Bradford and can be accessed here.

Challenging schools to ensure that they are taking responsibility for offering appropriate provision

Challenging schools to support children with SEND more effectively, and driving up schools' expectations of one another, is a key way in which the LA facilitates inclusion This may include creating a sense of collective identity, empowering parents to better understand the rights and entitlements of their children, and clarifying schools' duties around supporting children with SEND.

The Local Authority is able to provide trained and qualified SEND Reviewers to support schools in undertaking a self-evaluation of their SEN provision. More details of this can be found here on BSOL..

Empowering schools to respond flexibly to children's needs

This may include giving schools financial flexibility, enabling schools to access timely external support for children, ensuring that schools have the flexibility to meet children's needs, offering schools the opportunity of setting up an Additional Resourced Provision (ARP), and better involving schools in decisions relating to SEND.

SEND Audit

A summary audit document has been included in Appendix 2. Whilst not compulsory, the audit will help schools to clarify:

- Types and numbers of SEN currently at your school
- Additional vulnerable groups in the SEN numbers and the implications of these for your school
- Provision your school is currently making to meet the needs of pupils with SEN
- Transition arrangements made for pupils with SEN
- SEN income and expenditure
- Outcomes for pupils with SEN
- Future SEN planning needs.

Using the audit will support you to carry out your legal responsibilities in relation to SEN, namely:

- Schools have to publish information about SEND under the Special Educational Needs (Information) Regulations. The SEN Audit will help schools ensure that they are compliant.
- The SEN Audit also assists SENCOs and Inclusion Managers to fulfil the strategic and managerial aspects of their role, i.e. to manage, review and evaluate SEN provision, its quality and value for money (VfM).
- The completed audit will be useful to share with Headteachers/SLT, Governors, Ofsted, School Improvement Partners, School Improvement Officers, SEN Advisers, EPs, SEN Support Services, Outreach providers and other partner agencies.
- In addition, it will be possible to publish the key summaries from the SEN Audit on your school's website along with the setting's SEN Policy and Accessibility Plan. Publication of these documents will support compliance with the SEN Information report (SEND Code of Practice 2014; 6.79-6.83).

Appendix 1

SEND Responsibilities

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND. In short schools must:

The Head Teacher's Responsibilities	**Evidence**
Appoint a SEND governor to have oversight of the arrangements for SEND in school	
Identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP	
Know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities	
Review and approve the SEND policy and any other relevant policies	
Monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCP's are made	
Ensure that SEND provision is integrated into the school improvement plan	
Publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND	
Appoint a SENDCo who is a qualified teacher (alternatively, the headteacher may take on this role)	
Invest in whole school and targeted training for staff	
Ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND	
Provide information on school arrangements for SEND to parents and governors	
Consider pre-emptive arrangements for pupils (present and future) with a disability	
The Governors' role	
Ensuring that where the head teacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil	
Ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND	

Ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources	
Reporting to parents on the implementation of the school's policy for pupils with SEND	
Having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND	
Ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child This Bradford's Graduated Approach outlines how children with Special Educational Needs and Disabilities have their needs met within the District.	
The Special Needs Coordinators' (SENDCo) Role All schools are required to have a special educational needs coordinator (SENDCo). The SENDCo must be a qualified teacher working at the school. A newly appointed SENDCo, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. The SENDCo has an important role to play, along with the head teacher and governing body, in determining the strategic development of SEND policy and provision in school. The SENDCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans. Schools should ensure that the SENDCo has sufficient time and resources to carry out these functions. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school. The SENDCo's role includes:	
Overseeing the day-to-day operation of the school's SEND policy	
Co-ordinating provision for children with SEND	
Advising on the graduated approach to providing SEND support	
Advising on the deployment of the school's delegated budget and other resources to meet needs effectively	
Being a key point of contact with external agencies, especially the LA and its support services	
Working with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)	
Ensuring that the school keeps the records of all pupils with SEND up to date	
Liaising with: Designated teachers where a looked after pupil has SEND, Parents of pupils with SEND, Early years providers, Other schools, Health and social care professionals, Independent or voluntary bodies, Potential next providers of education to ensure smooth transition	

The Class Teacher's Role The class teachers' role is to make the education of all of their pupils their first concern and to enable them to achieve the highest possible standards. As well as providing inspiring learning experiences. Teachers are also at the forefront of forging positive professional relationships with parents so that they can work in the best interests of their pupils. Teachers are responsible for setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions. In relation to all pupils, teachers are expected to:	
Be accountable for attainment, progress and outcomes	
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
Adapt teaching to respond to the strengths and needs of all pupils	
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them (Teachers' standards, 2011 (updated 2013))	

Appendix 2

SEN AUDIT OF STATUTORY DUTIES AND ASSOCIATED RESPONSIBILITIES

Including

Special Educational Needs (Information) Regulations (2014) requirements

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act/Code of Practice (2014)

School:	**SEN Governor:**
SENCO:	**LA Support from:**

SECTION 1

IDENTIFICATION OF NEED

Pupils receiving SEN/ Support Plan Support

SEN Support																	
Area of Need	Year		Year		Year		Year		Year		Year		Year		Year		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cognition & Learning																	
Mild/Moderate / Severe Learning																	
Specific Learning Difficulty																	
Communication & Interaction																	
Speech, Language & Communication																	
Social Communication /Autistic Spectrum Condition																	
Social, Emotional and Mental Health																	
SEMH																	
Physical/Sensory Impairment																	
Visual Impairment																	
Hearing Impairment																	
Multi-Sensory Impairment																	
Physical																	
Totals: prime need by year group and gender																	
Pupils supported through SEN Support:															**TOTAL NUMBER**		

SECTION 2

PUPILS WITH A STATUTORY EHC PLAN

EHCP																	
Area of Need	Year		Year		Year		Year		Year		Year		Year		Year		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Cognition & Learning																	
Mild/Moderate / Severe Learning																	
Specific Learning Difficulty																	
Communication & Interaction																	
Speech, Language & Communication																	
Social Communication /Autistic Spectrum Condition																	
Social, Emotional and Mental Health																	
SEMH																	
Physical/Sensory Impairment																	
Visual Impairment																	
Hearing Impairment																	
Multi-Sensory Impairment																	
Physical																	
Totals: prime need by year group and gender																	
Pupils supported through EHCP Support:															**TOTAL NUMBER**		

SECTION 3

IDENTIFIED GROUPS OF PUPILS

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

Need	**Total number in school**	**SEN Support**	**EHCP**
Pupil Premium (disadvantaged)			
LAC (Looked After Children)			
CP register (Child Protection register)			
Children in Need (CIN)			
EAL (English as an Additional Language)			
Ethnic Minorities Traveller			
Pupils out of Year group			
Gifted, Able & Talented pupils			
Poor attenders below 95%			
Persistent Absentees below 85%			
Number of pupils with medical needs (Health Care Plans/Toileting Plans)			
Service Children			

Exclusions: (For this Academic Year)

	Non-SEN Pupils	**Pupils receiving SEN/MSP Support**	**Pupils with EHCPs/Statements**
Number of Fixed term exclusions			
Number of Permanent exclusions			
Number of Managed transfers			
Number of Managed moves			
Number on Part-time Timetables			

SECTION 4

OVERVIEW OF SYSTEMS, POLICY AND PRACTICE

Standard	Yes	No	In Part	Evidence
Quality of Teaching & Learning				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support				
The quality of teaching is regularly monitored to ensure pupils' needs are met, e.g. effective differentiation				
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers				
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils				
The quality of provision in place to meet pupils' needs is effective in promoting good or better progress for all pupils with SEND				
Pupils with SEND have access to a broad and balanced curriculum				
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND				
Monitoring and Assessment of Pupil Progress				
The school's data demonstrates that pupils with SEND make at least good progress				
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)				

Policies/Statutory Compliance				
SENCO has appropriate experience and/or qualifications				
SEN policy is in place and reflects current practice and provision				
SEND responsibilities under the Equality Act 2010 are in place				
SEN Governor is in place and has an overview of SEND provision				
SEN Information Report is published on the school website and is updated at least annually				
School website has a link to Bradford's Local Offer website				
Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND				
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning				
Involvement of Parents, Carers and Pupils				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year				
Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff				
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities				
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being				
Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being				

Leadership & Management				
SENCO is part of the SLT and works strategically with senior colleagues and governors				
SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement				
SENCO promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities				
SENCO clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND				
SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities				
Strategic financial planning, budget management and use of resources are in line with best value principles				
SENCO is closely involved with professional development of staff so that **all** staff improve their practice and take responsibility for removing barriers to participation and learning				
School, led by the SENCO, works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented				

SECTION 5

SUMMARY OF SEN RESOURCES

Income

- Use this table to identify all the SEN related income
- Insert additional rows if required

Income	£	Comments
Itemised SEN Funding		
Delegated SEN Funding (Element 2)		
Top up funding for individual children (Element 3)		
Other (please specify)		
Total income		

SECTION 6

INTERVENTIONS FUNDING

- Use this table to identify provision that is ***additional to*** and ***different from*** what would be ordinarily available in the school
- Insert additional rows where required

Expenditure					
Interventions	**Number receiving**	**Frequency**	**Duration of session**	**Staffing**	**£**
Learning Support Teacher. Supporting SEN provision across school					
Additional Teacher in Y6					
Learning Mentor					
Individual SEN Support					
Various interventions					
Laptops/equipment/software dedicated to SEN					
Deputy Head non class based – management of staff, meeting families, assessment of pupils, etc.					
Other resources					
Training					
Educational Psychology / other bought in advice and/or support					
Total Expenditure					