



[School information report 2021/22](#)

Bramley Park Academy is a highly inclusive primary school which strives to meet the individual needs of all its learners. We work in partnership with children, parents and other agencies to provide the best possible outcomes for all our children, including those with a range of additional and complex needs. The school's SEND (Special Educational Needs and Disabilities) policy and procedures ensure that high expectations, early intervention and appropriate support for all our children are in place to ensure our children reach their full potential.

At Bramley Park Academy we are committed to:

- The Safeguarding and wellbeing of all children and adults
- Unlocking every child's potential to learn and succeed
- Early intervention and the Early Support principles (uk/help-for-disabled-child/early-support-programme).

Our school is additionally resourced for children with Autism Spectrum Condition (ASC). We call this the Launchpad which is a Resource Provision (RP). Twelve places are allocated via SENSAP (SEN Statutory Assessment provision - Leeds education authority) to children with Education Health Care Plans, whose needs cannot be met in their local school. High levels of specialised staffing in the RP ensure high quality provision, high expectations and excellent outcomes. Learning is personalised for each individual. Children within the Resource Provision have access to more specialised support and resources to meet their specific needs. The amount of time they spend in the mainstream environment and how they access it will depend on their individual needs and their personalised plan. The RP is also an additional resource for any children in school that need further support.

Current picture (19/01/21)

Children on the SEN register - 66/274 - 24%

Children FSM - 153/274 - 56%

Children PP - 164/274 - 60%

EHCP - School 3/269 - 1.1% RP - 5/5 - 100%

Year Group % SEN	Medical	Cognition and learning	Communication and Interaction including ASC	Sensory/Physical needs	Social and Emotional Mental Health.
Nu 9%			2/22		
Re 15%			3/27		1/27
1 14%			4/23	1/23	
2 17%			5/29		
3 30%	1/40		8/40		3/40
4 20%		3/45	6/45	1/45	
5 33%	1/42	5/42	7/42	1/42	
6 32%	1/46	7/46	6/46		1/46

Who can I contact if I feel my child needs extra support?

The class teacher will be the first point of contact.

These people are also able to support children and families and appointments can be made through the school office:

SENCo –[Nicola Booth](#)
[Sally-Ann Akitt](#)

Learning Manager - [Lynn Dove](#)

Family Support Assistant - [Cat willetts](#)

Executive Principal - [Carrie Green](#)

What do I do if I think my child may have Special Educational Needs?

If you have concerns regarding your child's progress or wellbeing, this should first be discussed with your child's class teacher.

You may also wish to contact our SENCo. Arrangements will be made for a meeting where the school will listen carefully to concerns and put appropriate actions in place. This may involve observation and assessment in school, additional support within the classroom or referral to external agencies such as Educational Psychology, Speech and Language Therapy, Special Educational Needs Inclusion Team or the Area Inclusion Partnership.

If there are other agencies already involved with your child when they start school, please let us know so that we can work with them to provide the best support for your child.

What different SEND needs are supported in school?

Firstly we identify children as individuals and recognise that all children are different and learn in different ways. We support this through adapting teaching and learning throughout the curriculum and tailoring support to individual needs. In line with the SEND Code of Practice, we recognise the four areas of SEND as Communication and Interaction (including Autistic Spectrum Condition), Cognition and Learning, Social Emotional and Mental Health and Sensory or Physical Needs.

How will school support my child?

The academic progress and well-being of all children is monitored closely and, where there are concerns, parents will be informed and support put in place.

Where an SEN need has been identified, the class teacher (supported by phase leaders and SENCo) will prepare an SEN support plan setting out clear targets and strategies to help the child. This provision will be provided by class teachers and support staff either individually or as part of a group and will be reviewed termly by the class teacher and discussed with parents and the child. Where further support is required, the class teacher will meet with the SENCo to discuss additional strategies and possible referral to external agencies.

Our curriculum and ethos include all children, including those with disabilities. Where any additional adaptations are needed for your child to access the curriculum, this will be discussed with you and any other relevant professionals.

Further support is available through our Parent Support Assistant and Learning Manager.

What if my child still needs extra support?

Some children with complex needs require a higher level of support to access learning. If your child is still not making progress, despite SEN support within school and advice from external agencies, the SENCo may discuss an application for an Education, Health and Care Plan (EHCP) with you. This is applied for through Leeds City Council and is a statutory document which brings together all the information and provision needed to support your child to make progress within a mainstream or specialist school setting.

How will my child be included in activities outside of the classroom?

At Bramley Park Academy, we believe that all children should have a wide range of experiences to help them grow and develop. We ensure that ALL children are able to access school trips and residential.

Where appropriate, we will invite parents into school to discuss what provision is needed to make these activities accessible and we will work closely with you and external providers to adapt activities and prepare specialist risk assessments where needed. All children are encouraged to attend extra-curricular activities, any additional support required to access these can be discussed with the SENCo.

What training do staff supporting my child receive?

Staff are trained to use a variety of strategies to support children with different SEND, including Level 2 Autism training, Team-Teach de-escalation techniques and Speech and Language programmes.

AET training on visuals, avoidant behaviour and pupil voice.

Training may be provided by the SENCo or external agencies where appropriate.

The SENCos are currently completing the National Award for SEN Coordination

and regularly attend network meetings and further training to ensure that school is kept up-to-date.

The SENCO are AET Lead practitioners Tier 3 for Autism trained

All members of staff within the Resource Provision are well trained and highly competent in delivering the Early Years Foundation Stage Curriculum, Pre-Key stage skills as well as the National Curriculum.

Additional training for staff is matched to the individual needs of pupils in school as required and often involves working closely with other professionals.

How are school resources allocated and matched to my child's SEND needs?

First and foremost, funding is prioritised to ensure that there is accessibility to the curriculum for ALL pupils, including those with SEND.

Some pupils may meet Leeds City Council criteria for additional funding. Where this is the case, we will discuss this with you.

What external agencies do Bramley Park Academy use to support children with additional needs?

Our schools work closely with a range of external agencies to help support your child through specialist assessments, advice and training.

If school feels that further support and advice is needed to meet a child's needs, parents will always be informed and consent gained and any reports or advice will be shared with you. Professionals may visit school to work directly with your child or meet with staff and parents to discuss support.

We have access to support through Leeds City Council Complex Needs service (SENIT) and the Area Inclusion Partnership. We also commission additional Speech and Language Therapist (through Interactions) and Educational Psychologist time from the funding allocated to support SEND.

Other agencies and professionals we work with include:

- NHS Speech and Language therapy
- STARS (Specialist support for children with Autism)
- Physiotherapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health)
- Educational Psychology
- Health Visitors and School Nursing team
- Bramley cluster team

How will my child's information be shared with new phases or new schools?

We recognise that transitions can be difficult for a child with SEND so we take steps to ensure that any transition is as smooth as possible.

Children entering school in Nursery or Reception

All children are offered home visits before they start in our Foundation Stage and transition sessions in EYFS are arranged so that children have the opportunity to visit before starting. These give you the opportunity to discuss any concerns or additional needs that your child may have. The class teacher and SENCO will liaise fully with you and any professionals working with your child in order to meet their needs when they arrive in school. Additional visits can be arranged if necessary. Where a child has an identified Special Educational Need or Disability, we will discuss any additional support or adaptations needed with you and any other professionals involved to ensure that everything is in place to support them before they start.

If your child is moving to or from another school

We will contact the school SENCO and ensure that all information regarding additional support or special arrangements are shared. We will make sure that all records about your child are securely passed on as soon as possible.

When moving classes in school

Information will be passed onto the new class teacher and a planning meeting will take place with the new teacher where all relevant information will be shared. SEN support plans will be reviewed before the end of the summer term to ensure that these are up-to-date before transition.

How will my child's information be shared with new phases or new schools?

In Year 6

We recognise that the move to secondary school is a difficult time for some children and staff in school work hard with the children to prepare them for the move and reassure them that it is a positive step.

During the summer term, staff from the secondary schools visit pupils in school and meet with Y6 teachers. The SENCO meets with SENCOs from all of the secondary schools to discuss individual pupil needs and plan any additional transition visits. Different secondary schools have different transition arrangements and these will be discussed with you at the time. All relevant support plans and reports are passed securely to the secondary school to ensure that support is in place when your child starts.

How accessible is the school?

Our school buildings provide excellent facilities for children with additional needs. The school buildings are fully accessible to wheelchair users, with disabled toilets and lifts between floors. School will work closely with you and any other professionals to ensure that support and adaptations are in place to support your child. If your child requires specialist equipment in school, this can be purchased

using the funding allocated to support SEND. For further information, please see the individual school's Accessibility Plans.

What can I do if I am not happy about the support my child is receiving?

At Bramley Park Academy we are always open to feedback and are committed to ensuring we get the provision right for your child. If you have any concerns, please speak to the class teacher in the first instance as most difficulties can be resolved in this way. If you feel you need further advice, please arrange an appointment with the SENCo or Executive Principal who will work with you to support your child. We have a clear complaints policy which can be found on our website to formalise your complaint. We will ensure we respond promptly to your concerns to find a resolution to quickly meet the needs of your child.

What are the key policies the schools work towards to keep my child safe?

The following policies are on the school websites and reflect the school's commitment to the inclusion, safety and well-being of our children: SEND policy, Accessibility plan, Keeping Children Safe in Education (2021) Medical Conditions policy, Child Protection and Safeguarding policy, Anti-bullying policy, Positive Behaviour policy, Attendance policy, Equality statement.

Anti-Bullying including Anti-Racism

Bramley Park Academy is part of the Wellspring Academy Trust (WAT) and is committed to providing a broad, balanced and effective education for all the children who attend our school. We believe that all children and adults have a right to a life free of bullying and harassment and work with staff, pupils and parents to create school communities where bullying is not tolerated.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. We are also committed to challenging misconceptions and prejudices about racism, homosexuality, bi-sexual and transgender relationships.

Further information - See the anti-bullying policy.

Looked after Children

Nationally, Looked After Children significantly underachieve and are at greater risk of exclusion, compared with their peers. Schools have a major part to play in ensuring that Looked After Children are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to society and achieve economic well-being.

As a school we have a special duty to safeguard and promote the education of Looked After Children.

LAC designated Lead Teacher - Nicola Booth

See Looked after Children Policy 2020

Who can I contact for further information?

Miss Nicola Booth and Mrs Sally-Ann Akitt are the SENCOs within the school and with Sally-Ann being the manager of the resource provision and can be contacted through the school office. All SEND provision in school is closely monitored and evaluated by the Executive Principal.

Further support with SEND provision in schools can be found through SENDIASS (SEND Information Advice Support Service for parents on 0113 378 5020 or at <https://familyinformation.leeds.gov.uk/sendiaass-site>

Further information about services for pupils with SEND in Leeds can be found on the Leeds City Council Local Offer page www.leedslocaloffer.org.uk

Created by - Nicola Booth

Next review - Sept 21

