

Buttershaw Business and Enterprise College

SEND Report January 2025

We are a fully inclusive school and aim to ensure that all students, including those with special educational needs and disabilities, achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. All staff work together to promote the inclusion of all students and to support all students to access the curriculum. When a student is identified as having additional needs, we try to make available a wide range of provision both within the classroom and through additional interventions within the academy. For some students, we will draw on support from outside agencies and experts to support them to make progress.

BBEC follows the SEND Code of Practice (2014) that identifies four broad areas of need. We support students across the 4 areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

If a child has an Educational Health Care Plan, Bradford Local Authority will consult with BBEC to see whether we are able to meet a child's individual needs i.e., have the provisions in place.

As an academy, we endeavour to offer an individually assessed provision in a mainstream setting for students with any of the above identified needs. Students with SEND are assessed using the Bradford Matrix of Need:

1. **Quality First Teaching (QFT)**- The student's SEND needs will be met through Quality First Teaching within the classroom
2. **SEND Support** – If SEND need is identified, the school offer will include some additional interventions from inside the academy. Alongside this, specialist support from outside agencies will be sought and consulted, when required. Students will have a Pupil Passport created which outlines their SEN needs and reasonable adjustments in a one-page plan. This is shared with all teachers. Some students will have a My Support Plan and will be on a pathway which incorporates the Graduated Approach, where the school will use the Assess, Plan, Do, Review (APDR) practice outlined in the SEND Code of Practice (2014). APDR requires 3 cycles over several months to provide sufficient evidence the school have tried
3. **EHCP** – these students will have an EHCP in place to identify their individual needs. The academy will review their provision regularly and there will be a targeted approach towards meeting their needs.

Assess, Plan, Do and Review cycle (The Graduated Response)



How do we identify and assess the needs of students with SEND before they come to BBEC?

- The SENCO will visit all of the main feeder schools to discuss the students on the SEND register with the primary school SENCO. They will gather pastoral and academic information.
- The SENCO will ring the primary school of any students who are transferring to BBEC from non-feeder schools to discuss their needs. If their needs are significant, a meeting will be arranged.
- In July, all Year 6 students attend a transition day at BBEC. Some students will have additional visits and a bespoke transition programme to help them with the move.
- A number of BBEC staff including the Achievement Leader for Year 7, the SENCO and the Pastoral and Welfare teams work collaboratively to collect all the information about each child, assess their needs and make plans for their transition to BBEC.

How do we identify our SEND students at BBEC?

- Primary school information, SATS results, assessment data, reading tests and staff observations highlight any needs that the students may have.
- Outside agencies provide us with information about individual students. We have limited time with Educational Psychologists from Bradford Local Authority. We also work closely with the SCIL Team.
- Parents can contact school with their concerns. send@bbec.bdat-academies.org



- Reading age data is collected at the start of Year 7 and every student's progress is assessed formally several times a year. Progress of students is carefully tracked by Achievement Leader for each individual subject. Concerns about your child's progress in a particular subject should always be addressed to the Subject Achievement Leader, copying in the SENCO.
- Regular Matrix meetings between Year Teams, Welfare Team, Pastoral Team and the SEND Team to discuss students who are finding aspects of school difficult.

How do we involve students in their education?

- All students have targets for each subject. These are recorded in the ARCK record. They will regularly discuss their progress towards these targets with their subject teachers.
- Students respond to personalised feedback from their teachers.
- SEND students will get opportunities to contribute to the information given to staff in their Pupil Passport, My Support Plan or EHCP

How do we support students as they move on to other stages of their education?

- All students follow a careers pathway as part of their VIP tutorial programme.
- Students moving from Year 9 to Year 10 are offered a curriculum pathway suited to their ability. The pathways enable students to be challenged academically as well as to reach a successful qualification. Within the pathways, students can select subjects that they would like to follow.
- The SENCO meets regularly with the school's Careers Leader to ensure students on the SEND register are accessing careers information, events and visits.
- In Year 11, all students on the SEN register will have a 1:1 careers meeting. Further additional support will be provided for those who need it.
- Additional Post 16 transition visits will be arranged for students with EHCPs, if required.

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

- Parents /carers' evening. Parents/carers are able to speak to individual subject teachers about their child's progress. The SENCOs will be available to talk to at all of these events and you can find them at a separate desk in the atrium.
- Progress Reports are sent to parents after each data collection.
- Parents/carers of students with SEND have the opportunity to have additional meetings in school to discuss their child's progress. These will sometimes be initiated by the school but parents can contact the school at any time if they wish to discuss their child.
- The school uses the SIMS app and Class Charts so parents/carers can get regular updates about their child's attendance, behaviour and progress in school.

How do we adapt our teaching to support the learning of students with SEND?

- Teachers plan their lessons carefully to help all students to make progress in their lessons. All teachers use and apply Quality First Teaching.
- Growth Mindset principles are promoted and we actively teach and discuss resilience, ambition, independence, problem solving and effort.
- Most students with SEND have a Pupil Passport that provides teachers with personalised strategies to meet that student's needs in the classroom.
- Some students or groups of students are supported by Teaching Assistants in lessons. This is prioritised based on the individual requirements and outcomes on a child's Education and Health Care Plan. (EHCP)



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- The Literacy Oasis supports students with literacy difficulties to develop their skills and confidence to help them to fully access the curriculum.
- The Learning Development Centre offers an alternative learning environment offering individual and small group work. Places are limited and final decisions are made by the Headteacher.
- The Pastoral and Welfare teams offer additional support when social, emotional and mental health issues have become a barrier to learning.
- Some students access social and emotional interventions in The Hub. The Hub is also open for breakfast club, break and lunch clubs for students who benefit from a quieter space at social times.
- Some students in KS4 access our in-house alternative provision 'Bridge'. The students are taught in small groups and are supported by staff with a high level of experience of working with students with social, emotional and mental health difficulties.
- Some students in KS3 access our Connect group. The students are taught in small groups with a focus on developing their literacy, numeracy, social and emotional regulation skills. They are supported by staff with a high level of experience of working with students with social, emotional and mental health difficulties.

How do we adapt the curriculum and the learning environment for SEND students?

- Students are taught in sets according to ability so lessons can be tailored to the needs of each individual student.
- All students follow a broad and balanced curriculum.
- Students moving from Year 9 to Year 10 are offered a curriculum pathway suited to their ability. The pathways enable students to be challenged as well as to be successful. Within the pathways students can select subjects that they would like to follow.
- Some students access additional literacy intervention in the Literacy Oasis.
- Additional interventions take place in the Hub to develop students social and emotional regulation skills.
- Students with mobility issues have access to the lifts and some have 2 minute early passes to leave lessons and avoid navigating busy corridors.
- The Learning Development Centre offers an alternative learning environment offering individual and small group work.
- We have small in-house alternative provisions for both KS3 students (Connect) and KS4 students (Bridge) who are struggling to access the mainstream curriculum due to SEMH difficulties.
- A small number of student access of site alternative provisions.

What expertise and training do BBEC staff have in order to support SEND students?

- The Lead SENCO (Miss J Henshall) and SENCO (Miss H Dobson) both have a postgraduate qualification in SEND, known as NASENCO.
- All teaching staff in school follow a continuing professional development programme which includes training on a variety of issues linked to SEND
- New staff receive induction training from the SENCO
- Staff can contact the SEND team at any time to receive additional support or advice to support SEND students. send@bbec.bdat-academies.org
- The SENCOs attends regular network meetings and training both within our Multi Academy Trust (MAT) and Bradford Local authority. This is done in collaboration with other local SENCOs to share and discuss good practice



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How do we evaluate the effectiveness of our provision for SEND students?

- The progress of all students is monitored at planned points throughout the year. After each data collection, the SEND team will monitor the progress of all students with SEND. Teachers and Progress Leader for individual subjects will intervene with any students who are not making progress. When students are significantly behind in a subject, an individual intervention plan will be started, and Achievement Leaders will contact parent/carers directly.
- The SENCOs evaluate the progress of all students with SEND and the impact of any interventions as part of the Assess, Plan, Do, Review process.
- Senior Leaders and governors monitor the progress of students with SEND

How do we provide emotional and social development for students?

There are many places and people students can go to for support at BBEC.

- Their tutor or subject teacher
- Any member of the Pastoral Team
- The Welfare Team
- The Safeguarding Team, who are pictured on posters all around the school.
- School Nurse
- Learning Development Centre
- TIC TAC
- Youth Worker

Some students will have targeted intervention to support the emotional and social development in the form of either individual or small group work.

How does BBEC involve professional from outside of school?

BBEC works closely with a range of professionals from Education, Health and Social Care.

They include:

- Educational Psychologists
- The Youth Service
- School Nursing Team
- CAMHS
- Mental Health Support Team
- Social Workers/Early Help
- Counsellors
- Social, Communication, Interaction and Learning Team
- Great Minds Together
- Emerge
- West Yorkshire ADHD Support Group
- Step 2



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Our arrangements for handling complaints from parents of students with SEND

Parents are encouraged to discuss any concerns they have by contacting school on 01274 676285 and requesting an appointment with the SEND team or by emailing their questions to SEND@bbec.bdat-academies.org. A copy of the schools complaints policy can be found on their website.

