The Local Offer or Summary of Provision
for children and young people with special educational needs or disabilities (SEND)

Appleton Academy is a fully inclusive school committed to ensuring that every pupil can achieve their full potential academically, socially, emotionally and personally, regardless of their gender, ethnicity, religion, sexual orientation, physical ability or educational needs.

As part of the Bradford District Partnership, we work collaboratively with families, schools, health services, social care and community organisations to improve outcomes for children and young people. Through early identification, inclusive practice and strong multi-agency partnerships, we remove barriers to learning, promote wellbeing and ensure that every child receives the support they need to thrive. We are committed to fostering a culture of belonging, respect and high aspirations, where every pupil feels valued, supported and empowered to succeed.

Appleton Academy Inclusion Team

Rachel Cruise – Executive Headteacher
Rachel Garlick – Secondary Headteacher
Annette Kelly – Acting Primary Headteacher
Anna Wallace - Deputy Headteacher Ethos, Expectations & Welfare, Designated officer for Child Protection

Kim Sutherland – Assistant Headteacher Inclusion and Learning Support, Senior Mental Health Lead, Designated Lead for Looked After Children
Robert Smith - Secondary SENCo, Designated Lead for Looked After Children, Designated officer for Child Protection
Vanessa Farrell - Compass – Teacher in Charge
Joanna Beckett – Primary Resourced Provision – Teacher in Charge, Designated officer for Child Protection
Sarah Hodgson – School Social Worker, Designated officer for Child Protection
Ahson Butt SEN and Learning Support Manager, Designated officer for Child Protection
Miss Emily Chesterman - Parent Involvement Worker
Mr Dave Hirst – Behaviour Lead
Lisa Vogel - Governor for SEND

Ethos

Governors and staff at Appleton Academy are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables every pupil to be safe and healthy.
- Value every individual and enable them to enjoy their learning.
- Enable every pupil to make a positive contribution to their school and community.
- Identify and respond to pupils' diverse and individual needs.
- Identify and overcome potential barriers to learning.
- Set suitable learning challenges for every pupil.

SEND and the Graduated Approach at Appleton Academy

Children may have special educational needs that require additional support when progress has slowed or stopped.

We implement a graduated approach based on Bradford Council's Matrix of Need document. This document suggests the level of provision to be made for children in each category of SEND. It also outlines available support from Bradford Council and the level of funding which could be expected. The strategies within the Bradford Matrix of Need help to inform and deliver the Assess–Plan–Do–Review (APDR) cycle as part of a graduated response for a child. Implementing the APDR cycle could involve advice from outside agencies, but this is not a requirement.

Stage 1 – Below Age Related Expectations
Stage 2 - SEND Support
Stage 3 – Education and Health Care Plan (EHCP)
Stage 4 – EHCP +

Our offer for each area of SEND is described below. The Matrix of Need covers provision in four areas:

- Cognition and learning including specific learning needs
- Communication and Interaction including Autism
- Social Emotional Mental Health Needs
- Physical and Sensory (hearing and vision)

If a child has an Education, Health and Care Plan, we provide the personalised support detailed in the plan.

Details of Bradford's revised Matrix of Need can be found here:
https://bso.bradford.gov.uk/content/send-documentation

Leadership

Special Educational Needs and Disabilities is co-ordinated by Kim Sutherland and Robert Smith. They work closely with the Headteacher and have responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND. Both Kim Sutherland and Robert Smith hold the national qualification for SEND Coordination.

The SENDCos, the Leadership Team and the Governing Body will monitor and report on the success of SEND provision with pupils with SEND in a

variety of ways:

- Monitor and evaluate the success of short and medium-term targets.
- Evaluate the impact of tailored provision and programmes of study.
- Analyse progress data for pupils with SEND in termly pupil progress meetings.
- Analyse attendance and exclusion data for pupils with SEND.
- Monitor progress against SEND priorities in the School Improvement Plan.
- Report to governors about progress of all vulnerable pupils including SEND.

Teaching, Learning and Curriculum in the Mainstream School

We offer a wide-ranging curriculum which links to the building of children's skills. Lessons are differentiated using a range of adaptive teaching strategies, differentiation and techniques allowing all children to access learning.

Teaching assistants are deployed according to need and can work within a classroom, in a group or on an individual basis. All staff including teaching assistants have access to quality professional development. Children with a high level of SEND may have 1:1/1:2 support for a high proportion of the time where appropriate if their special needs funding allows this.

Parents and children have the opportunity to review their child's Individual Education Plan (IEP) with the SENCo/class teacher (primary) each term. At the meeting, next steps will be agreed. Care plans are reviewed annually between parents, health professionals, SENCo and the academies Health and Wellbeing Officer.

We offer a number of interventions to support children's learning. These include:

- Daily reading with an adult for children for children working below age related expectations for reading
- Handwriting intervention.
- Daily phonics from Nursery to Year 2 and phonics 'catch up' sessions for older pupils using the Little Wandle scheme.
- Daily precision teaching.
- A variety of group pastoral sessions to support children with social, emotional and mental health difficulties.
- A wide variety of group interventions for maths and literacy.
- SALT screener tool to identify any potential unmet language needs.

- One-to-one mentoring to develop social and emotional understanding.
- Emotionally safe classrooms and restorative work embedded into the schools ethos.

Teaching and support staff access regular training to enable them to support children with a range of needs.

The classroom environment is conducive to learning. The school will work closely with specialised support services to ensure that the building is suitably modified according to the needs of pupils with disabilities.

Effective transition exists between Appleton Academy and the nurseries, primary schools, and Post 16 settings. Children in Year 6 get the chance to visit their high schools for a whole day in the summer term, with additional visits for our vulnerable pupils which are arranged after this. We also liaise closely with feeder nursery schools to ensure the smooth transition of younger pupils with additional needs to our setting.

Teaching, Learning and Curriculum in the Resourced Provision for Communication and Interaction Needs/ASC

We follow the National Curriculum, teaching the children all subjects throughout the week. The curriculum is adapted to meet the needs of all the children including children who access the Resourced Provisions. We have a highly skilled team, with a wealth of knowledge and experience to support the children.

Each child in the LA lead Resourced Provision has an EHCP (Stage 4) and a Personal Learning Plan (PLP). Parents and children have the opportunity to review PLPs with Vanessa Farrell and Joanna Beckett (Teachers in Charge).

Teaching and support staff access regular training to enable them to support children with a range of needs.

Partnerships

Appleton Academy works closely with a range of external providers, to share advice, support and resources where appropriate.

Appleton Academy has good links to organisations which can offer specialist provision for our pupils. These include:

- Services available through the Bradford Council such as educational psychologists, SEND caseworkers, specialist teachers from the learning or the behaviour teams and staff who support children with visual or hearing difficulties.

- Speech and language therapists who can work with children on a range of issues such as developing their use of language, pronunciation and social and communication difficulties, setting targets and reviewing these termly if required.
- Support from the school nurse who can offer advice regarding children's health issues, help to write health care plans or help families to access other health provision.
- Support from the physical and medical team at Bradford Council who can offer support and advice regarding children's physical development and acquisition of motor skills.
- Support from the Mental Health Support Team, CAMHS, RELATE, Step 2, Youth In Mind, Youth Engagement Service, SSPO, St Giles Trust and BRATHRAY.

Working collaboratively gives our children access to the specialist support they need in order to thrive and 'do their best'.

Appleton Academy

Frequently Asked Questions

What do I do if I think my child may have special educational needs?
If your child is already at the school, you will be given chance to meet with their class teacher, form tutor or Head of Year through a pre-arranged meeting. Initial concerns can be expressed in this meeting and the staff member may be able to offer support to help your child. If more specialised help is required, such as that offered by an outside agency, Kim Sutherland or Robert Smith will become involved and they will refer to the relevant agencies if your child's needs meet their thresholds.

How will school support my child?

Educational targets for SEND children will be reviewed and next steps will be agreed by parents, children and the teaching staff at review meetings/parent's evenings. Programmes of support will be delivered by TAs or HLTAs under instruction from the SEN team and in collaboration with the SENDCo. The progression of children in intervention groups is closely monitored by all members of the senior leadership team. The senior leadership team work together to ensure that whole class teaching sessions, small group interventions and 1:1 work is the very best.

How will the curriculum be matched to my child's needs?
Within lessons, the curriculum is differentiated using a wide range of strategies such as use of questioning, visual or written supports. Through planning, teachers cater for all abilities within the class including the lowest and highest. Groupings within the classroom might reflect ability groupings where necessary. Additional adults may be directed to support groups of children of varying abilities, not just the lowest ability. Activities in lessons are varied to cater for children's different styles of learning.

How will I know how well my child is doing and how will you help me support my child's learning?
There are pre-arranged parent's evenings with class teachers/teachers where parents will have the chance to discuss their child's progress and next steps. If a child has SEND and has a IEP (individual education plan), parents can use this opportunity to review and plan for the next steps. Where necessary, guidance will be given about how best to support your child at home with additional activities to reinforce those done in class. There are opportunities throughout the year for parents to visit the school to find out more about children's learning.

I think my child needs an EHCP. What needs to happen next?
In order to apply for an EHCP, school needs to provide evidence that a child has severe needs in one or more of the categories on the Bradford Matrix of Need. School may need to commission professionals to provide written evidence for this or show that they have provided significant support over a period of time which has been reviewed and adapted, with little evidence of progress despite this. Once this evidence has been collected, an application can be made.

What support will there be for my child's overall well–being?
The Inclusion Team oversee all pastoral issues including Child Protection. Together they can signpost parents to where additional support can be gained for a child and their family including that which is available locally. A member of the Inclusion Team will attend all meetings concerning children's well-being, putting together the relevant action plans to meet the child's needs, with support from professionals where appropriate. In school, we offer a range of pastoral groups to offer support with well-being. The Inclusion team meet weekly to monitor the impact of the support in place and will communicate this with the child's family so they are up to date with their child's progress.

How will my child be included in activities outside the classroom?
There is a range of fun activities at lunchtime and after school which all children are to participate in. Learning outside the classroom is an important part

of our curriculum and all children have the opportunity to go on school visits including residential ones. Children with additional needs are considered in the planning of such visits, and parents are consulted in this process where necessary. Children with SEN can also attend a breakfast club before school.

How accessible is the school?
The school has disabled toilet facilities, a lift and wheelchair access. Further modifications can be made to the accommodation under the guidance of relevant professionals where needed.

How will the school help my child on transfer to the next phase of education?
Effective transition arrangements exist between our school and the local feeder schools/nurseries.

How are the school's resources/funding allocated and matched to children's needs?
The senior leadership team, which includes the SENDCo, will analyse where support is required by understanding the needs of the whole child and will allocate staff support and other resources from the budget accordingly.

How are parents involved in the school and how can I be involved?
Parents are encouraged to be involved in the life of the school. We hope that parents involve themselves in their child's learning through supporting with homework tasks and other activities. Parent's are welcome to arrange a visit to the academy or meet with staff through pre-arranged appointments by e-mailing info@appletonacademy.co.uk.

What is a Resourced Provision (RP)?
The Compass RP and The Space Hub RP are for children with Autism (ASC) needs who have an EHCP. The aim of a resourced provision is to support the children in a smaller environment, with specialised/experienced staff. The RPs at Appleton Academy are run by the Local Authority and all consultations must go through the correct procedure via the Bradford SEN team. Any questions regarding the RP need to be addressed to the teachers in charge (Vanessa Farrell – Secondary, Joanna Beckett - Primary).

Who can I contact for further information?

- For information about school admissions, please contact the school office or Bradford's Admissions Team directly.
- For specific information about your child, please contact the class teacher, Head of Year of Form Tutor.
- If you require information about support from outside agencies, please contact a member of our Inclusion Team.
- For further information about the Bradford Local Offer, please refer to the website https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page

- For any other concerns please e-mail info@appletonacademy.co.uk