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Resourced Provision Teachers in Charge: J Beckett (Primary) and V Farrel/A Czaban (Secondary)
Link Governor: L Vogel

Distribution: Parents (website), governors, current staff, induction of new staff, Ofsted, local authority and partner schools

SEND Information Report

Date: September 2026

For information about Appleton Academy's SEND policy and our SEND local offer, please see the school website.

Resourced Provision for Pupils with Communication and Autistic Spectrum Disorders

Year Group	RP Named in EHCP
Reception	2
Year 1	0
Year 2	1
Year 3	2
Year 4	5
Year 5	1
Year 6	2

Year Group	RP Named in EHCP
Year 7	6
Year 8	3
Year 9	9
Year 10	4
Year 11	4

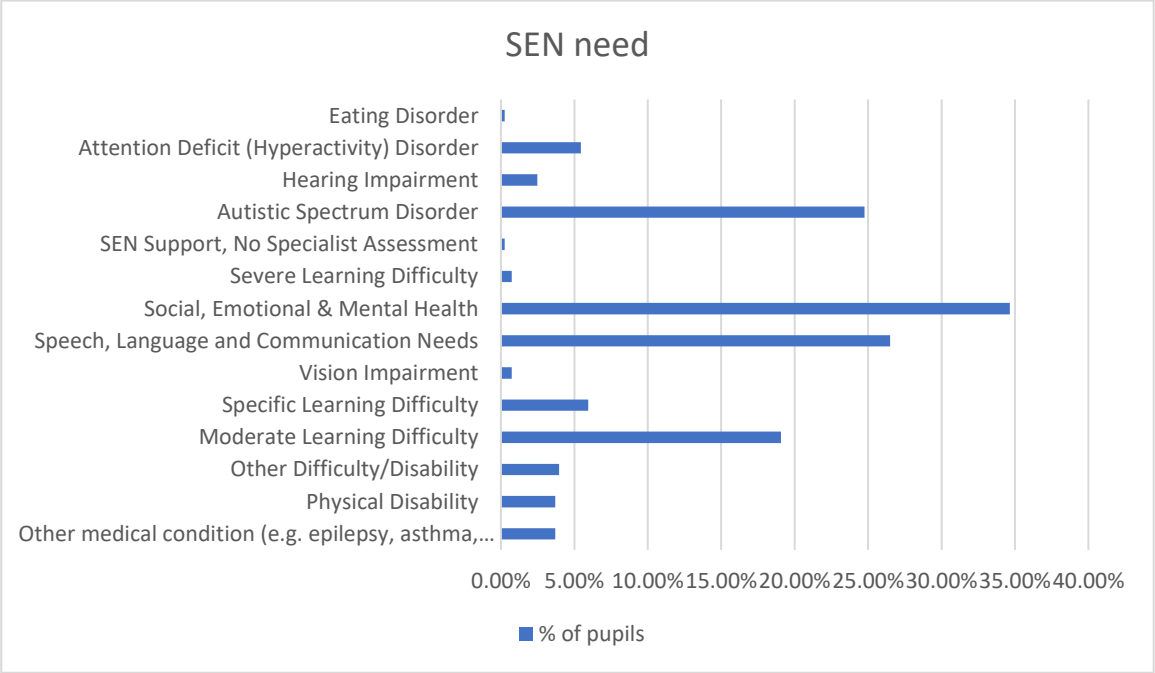
Total Primary RP 13
Total Secondary RP 26
Total Primary 17
Total Secondary 41
Total in School 97

Year group	Number of children in Year group	Number on the SEND register	Number of SEN who are LAC	Percentage of the year group	Number of children on Wave 2 and 3	Number of children on Wave 4+/ EHCP	EHCP applications pending
Nursery	12	2	0	17%	0	0	0
Reception	28	7	0	25%	0	2	0
Year 1	28	13	1	46%	0	1	0
Year 2	37	12	0	28.5%	0	2	1
Year 3	36	11	0	31.6%	0	6	0
Year 4	61	23	0	29.6%	5	7	0
Year 5	56	21	2	37%	0	8	0
Year 6	60	22	0	36.6%	2	4	0
Year 7	184	55	5	29.9%%	10	25	0
Year 8	171	66	1	38.6%	22	11	0
Year 9	173	60	1	34.7%	24	12	0
Year 10	166	54	1	32.5%	25	10	0
Year 11	174	49	0	28.2%	17	9	2

SEN Needs

SEN Need	No. of Students	% of SEN Students with this Need	% of Students with this Need
Other medical condition (e.g. epilepsy, asthma, diabetes)	15	3.71%	1.26%
Physical Disability	15	3.71%	1.26%
Other Difficulty/Disability	16	3.96%	1.34%
Moderate Learning Difficulty	77	19.06%	6.45%
Specific Learning Difficulty	24	5.94%	2.01%
Vision Impairment	3	0.74%	0.25%
Speech, Language and Communication Needs	107	26.49%	8.97%
Social, Emotional & Mental Health	140	34.65%	11.74%
Severe Learning Difficulty	3	0.74%	0.25%
SEN Support, No Specialist Assessment	1	0.25%	0.08%

Autistic Spectrum Disorder	100	24.75%	8.38%
Hearing Impairment	10	2.48%	0.84%
Attention Deficit (Hyperactivity) Disorder	22	5.45%	1.84%
Eating Disorder	1	0.25%	0.08%
Dyslexia	3	0.74%	0.25%



Question	Our Response
1. What is the role of the SENDCo?	• Collaborate with the governing body and the Executive Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school • Work with the school Governors and the Executive Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Undertake day-to-day responsibility for the operation of SEND policy • Coordinate the specific provision made to support individual children with SEND, including those who have EHC Plans • Liaise with the relevant designated teacher where a looked after child (CLA) has SEND • Advise on the Graduated Approach to providing SEND support • Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaise with the parents of pupils with SEND • Liaise with Early Year's providers, other schools, Educational Psychologists, health and social care professionals, and independent or voluntary bodies • Be a key point of contact with external agencies, especially the LA and LA support services • Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned • Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities • Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family • Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND • Ensure that the school keeps the records of all pupils with SEND up-to-date • Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan
2. What kinds of Special Needs and Difficulties do we cater for at Appleton School?	• We address a wide range of needs for vulnerable groups and individuals: including cognition and learning; physical and medical; hearing and visual impairments; specific learning difficulties; communication and interaction difficulties such as Autistic Spectrum Disorder; specific learning difficulties; social, emotional and mental health needs and speech, language and communication needs such as delays with speech sound, expressive and receptive language. • We also make a significant to other key areas including LBGT, PREVENT anti-radicalisation, equality issues, disability act etc. **Resourced Provision** The Compass Resourced Provision at Appleton Academy has been created, and is managed, by Bradford MDC to meet the complex learning needs of pupils aged 11 to 16 with communication and Autistic Spectrum Condition (ASC). Although part of the Appleton Academy team. the provision is staffed by council employees, who are outstanding specialist teachers and support staff with high levels of expertise and knowledge in teaching pupils with ASC. All the pupils are Appleton Academy pupils. They are on the school roll, wear the Appleton uniform, are part of a mainstream form group and attend both mainstream and Resourced Provision lessons, where individual needs allow.

	The vision is to allow pupils with an autism diagnosis to access their education within a mainstream class, allowing them to be fully included in school life. The pupils spend as much time as possible within their mainstream class (ideally over 80% of their timetable) but have a specialist classroom which they can access specialist support if they need to during the school day. Pupils can also take part in any relevant interventions required for their development in the Resourced Provision and are given access to specialist equipment and facilities when needed. The provision will ensure all pupils are working towards their Education and Health Care Plan (EHCP) objectives and that the needs of this plan will be met. Staff within the school have high expectations for the pupils, both within their mainstream class and the provision. Pupils will achieve the best possible outcomes against both their EHCP targets, and their academic education, through the school's broad and varied curriculum. Pupils will study towards GCSE and vocational qualifications to be taken at the end of Year 11 including those supporting life skills. Alongside these qualifications, pupils will receive high quality, independent careers advice to support their next steps with carefully planned transition post 16. The Resourced Provision aims to provide: • Specialist education and support within a mainstream school to meet the needs of the EHCP. • Opportunities for pupils to progress both socially and academically through individual learning plans. • Access to a safe learning environment within the wider school and the Resourced Provision. • Space to learn and develop valuable life skills. Pupils are allocated a place at the resourced provision as part of Education and Health Care Plan (EHCP) annual review process where a parent can state a preference for the Compass Resource Provision. Following this review, the Bradford Local Authority SEN panel will request a consultation and following this process, a decision will be made whether to allocate a place. A primary Resourced Provision opened at Appleton Academy in December 2023. The primary RP offers 12 places for children with a primary need of Autism; consultations go through the LA and are responded to by the Teacher in Charge. This is a LA led RP.
3. How do we identify children with Special Educational Needs and difficulties?	**Identification** • There are a range of ways in which we identify children with Special Educational Needs and Difficulties. Some children will have already been identified before they start at Appleton Academy, in which case we work in partnership with the professionals that already know them to support their learning. • If you inform us that you think your child has a Special Educational Need or Disability, we will discuss this with you and look at what assessments or provision may be required– we will share with you what we find and agree with you that we will do next and what you can do to help your child. • If our teachers think your child may have a Special Educational Need or Disability, the class teacher will discuss this with you in the first instance. We will observe them, and carry out further assessments to pinpoint what is causing difficulty (what is happening and why) • Our teachers and SENDCo will look at areas of need and agree SMART targets and put in tailored interventions on a provision map. This will be monitored closely and shared with you. • The progress of all pupils is monitored regularly (half termly). We look at:

	- Current assessment of the pupil or attainment on entry - Any information provided by previous setting, parents or involved agency - Use regular teacher assessment to monitor progress - Progress in comparison the peers - Speak to parents/carers and the pupil about their views - Seek advice from external agencies where appropriate - Use graduated response and Bradford's Matrix of Need (BSO) **All teachers follow the Early Identification of Need flow chart.** • We will the monitor interventions carefully to ensure that: - Your child's progress is similar to that of their peers starting from the same baseline - Progress matches or betters the child's previous rate of progress - Attainment gap between the child and their peers is closing - We prevent the attainment gap growing wider • Appleton Academy will provide extra support to pupils falling behind or making inadequate progress given their age and starting point and if necessary, re-assess a pupil's learning need where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.
4. How could my child get help in school?	• Children in school will get support that is specific to their individual needs. This will be provided by the class teacher and may also involve other staff in the school. • Staff may visit the school from the Local Authority central services; such as the Autistic Spectrum Disorder (ASD)/Social. Communication, Interaction and Learning (SCIL), Behaviour Support Services, Learning Support Services or Visual Impairment Team. • We have a commissioned Speech and Language therapist who supports children to support with speech sounds, receptive and expressive language. • Our School Nursing team is available to support your child via a referral process through via the Bradford South nursing team. • Children's mental health and well being is supported by the schools Mental Health Support Team (MHST), counselling services (Step 2 and RELATE), Youth in Mind team and EMERGE for CLA pupils. • Appleton has access to a Taskforce Team based at BAPA who offer a range of support from Breaking the Cycle, SALT, Youth Engagement Service, St Giles Trust and Educational Psychologists. To access this support a referral system is in place which is agreed through a panel which is run by the LA.

5. *How can I let the school know that I am concerned about my child's progress in school?*	• If you have concerns about your child's progress, you should speak to your child's teacher initially. • The concerns may need referring to the SENDCo if your child is not making progress. • Regular meetings will be scheduled to monitor progression and impact. • If you continue to feel your child is not making enough progress you should speak to the Executive Headteacher or the SEND Governor.
6. *How will the school let me know if they have any concerns about my child's learning?*	• Regular communication between school and home. • Meetings will be arranged where concerns can be discussed, and targets can be agreed. • Parents' evenings are held termly. Provision maps/IEP's are also reviewed termly. At these points parents of children with SEND have the opportunity to speak to the class teacher about their targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENDCO or class teacher to speak about their child (contact details at the end of document). • The SENDCO may also contact the parent/carer at other times during the year to speak about their child's need, for example, if an external agency is coming into school they may wish to discuss this with parents or hold a parental meeting with the external agency.
7. *Are there any support services available to the parents of children with SEND?*	• Yes. There are many local and national organisations who can offer support and advice, including some charities and voluntary bodies. • A good place to start is the Bradford Parent Partnership, http://www.barnardos.org.uk/parentpartnershipservice.htm (Telephone: 01274 481183). • The SENDCO is available to help parents locate organisations that can offer more specialist advice. • SENDIASS
8. *How do we teach children with SEND and adapt the curriculum and learning environment to support children with SEND?*	• Appleton Academy has a range of interventions in place which may be used when we identify a need for additional support. • When the school identifies the need for additional intervention to enable a pupil to make expected progress, this will be recorded on a IEP (Individual Education Plan). Class teachers plan lessons and differentiate according to the needs of children in their class. Sometimes this means simplifying a task, arranging alternative methods of recording, providing additional equipment or resources, grouping children carefully, and/or deploying support staff to give extra help. A child may also benefit from personalised programmes delivered in a small group, a pair, or on an individual basis. • This support will normally be within the Bradford Matrix of Need • IEP's are used to write targets for children. • A breakdown of how Appleton Academy can meet each different area of need (including approach to teaching, adaptation or curriculum and provision) at each stage can be found in our Local Offer on the school website. • We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a report from the SENDCO on the progress of pupils with SEND

	• Teaching is adapted to meet the needs of children. Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. All teachers are provided with information on the needs of individual pupils, so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. • Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • We continue to seek support and guidance in partnership with yourself, from external agencies and ensure their recommendations are in place to meet the needs of your child. • Sometimes a child may have to work on targets normally associated with a younger year group. Sometimes, targets have to be broken down into very small steps, with repetition to allow them to become secure with an idea. The school environment as a whole is reviewed as part of our Disability Access • Planning. All policies are written and reviewed with a commitment to promote equalities, including the interests of those with a disability or learning difficulty.
9. How do we consult children with Special Educational Needs and Difficulties and involve them in their Education?	• We actively try to ensure that all our extra-curricular activities, including residentially, are adapted for children's specific needs, where reasonable adjustments are possible. Risk assessments are carried out and procedures are put in place to enable all children to participate, where possible. • As part of additional assessment by the SENDCO, and to inform individual plans, children are asked about their feelings about school, what they like, what they find hard, and how they think they could be helped. Views are sought and recorded more formally within the EHCP process and in formulating all about me section of support plans. They are involved in their own Choice Charts (Behaviour Plans), and are expected to sign any individual behaviour contract.
10. How do we assess and review progress? Including how we work with parents and children as part of this process.	• We believe strongly in working together with parents. Parents are told about their child's progress and we try work out ways we can co-ordinate our efforts to help every child to overcome barriers and achieve. Views and agreed roles are recorded when individual plans are updated. Informed parental consent is obtained before referral to any outside agency. Parents are central in the process of developing, reviewing and maintaining Education Health Care Plans. Parents are welcome to discuss concerns at any time, initially with the teacher but also with the SENDCO. • Your child's progress is continually monitored by his/ her teachers and the Senior Leadership Team. • His / Her progress is reviewed formally every half term and currently a National Curriculum level is given in Reading, Writing, Maths and Science. Children in the Early Years Foundation Stage have cumulative records that indicate whether they are operating at their expected age. • If your child is not at working within the Age Related Expectations of Year 1, but has started the National Curriculum, your child will be assessed using another scale of levels that assess attainment.

	• At the end of Reception, Key Stage 1, 2 and 4 the school is required to report attainment for your child. This is something the government requires all schools to do and the results are published nationally. • The progress of children with an Education, Health, Care Plan (EHCP), is formally reviewed at an Annual Review with all adults involved with the child's education. • We contribute to the SEF and its termly reviews and make appropriate judgements on progress and effectiveness. We are a core element of the overall monitoring and evaluating programme of the school. • Evidence based, progress from starting points • Lesson observation/interventions/staff deployment is considered to maximise impact • We welcome external review from partner schools, external consultant, local authority etc. • As a result of self-evaluation we contribute to all aspects of school improvement plan e.g. behaviour and • safety, outcomes of vulnerable pupils, leadership decision making etc.
11. SEND Action Plan	• The plan is prepared annually and reviewed termly.
12. How do we support children with SEND as they move between phases of education?	• We use a flexible approach, promote independency, and are sensitive to individual pupils and parent's needs. Personalised pathways to learning is developed. • Parents of children with SEND are able to seek advice on Secondary school transition from an external, independent advisor who visits school every year before application forms are submitted. Where a child has complex needs, staff can accompany the child and parents on pre-application visits to consider provision and preferences. We hold transition meetings with secondary school staff to transfer information and promote continuity of provision. This includes SEND liaison. • Additional pre-transfer visits and familiarisation can be arranged for pupils with special needs.
13. How do we involve pupils with SEND in their education?	• All children in school are aware of their individual targets and have the opportunity to discuss these with their class teacher. Children with SEND have input when writing the IEP and also on the one-page profile which goes along side this. This gives them the opportunity to explain how they feel about their education and make suggestions for what they would like to do in the future. • Children with an EHCP are involved in their annual review meetings where they are asked their opinions about how they are getting on at school and they are asked if they want to share any information or wishes.
14. What extra-curricular activities are available to children with SEND?	• All extra-curricular activities are open to children with SEND and reasonable adjustments will always be made to help children with SEND to participate.
15. How does the school train staff and secure specialist expertise?	• Training in SEND, forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. • Other training for individual members of staff or groups of staff is provided according to identified individual need.

	• The SENDCO acts as link to a wide range of other specialist agencies, such as Speech and Language Therapy, SEND Support Services, CAMHS, School Health, Schools Educational Psychological Service, School Nurse, Child Development Centre, Hearing and Visually Impaired Services, and parent advice groups. • The SENDCO keeps up-to-date with Local and National developments and attends meetings half termly with Exceed to discuss this. Meetings put on by Bradford LA are also attended regarding SENDCO updates. • Class teachers have in-depth knowledge to assist children in their class. If training for a particular need is identified or recommended the class teacher will attend this to support their teaching and understanding of the needs of their children. • Teaching assistants need support in delivering appropriate interventions for individuals or groups in their class. If a new intervention is to be run, we will ensure that these teaching assistants are well trained and confident with the intervention before they start delivering it. • Professional development is very important and it ensures that all adults are well equipped to manage and support the needs of the children they work with.
16. How do we evaluate the effectiveness of the provision for children with SEND?	• Every term IEPs are evaluated and adapted if needed. At this point the SENCO looks at the provision evaluations and the effect this provision has had on progress. • Pupil progress meetings happen every half term. These also look at interventions put in place for individual children and how this has impacted upon progress. • Annual reviews are held for children with a EHCP and provision and targets are reviewed and rewritten. • Provision is also monitored by the SENDCO through lesson observations, planning scrutinies, book looks, learning walks and reviewing assessment data. **Assessment** • All children are assessed through the use of summative assessment on a daily basis. • Formal assessments of learning take place half termly and IEPs are assessed and reviewed as needed. Assessment is a continuing process and we use a graduated approach assessment cycle of: Assess - Plan – Do – Review. • Teachers are equipped with a range of different assessment tools to suit the need of the child and they differentiate this appropriately. • To assess the type of need of the pupil and the range teachers and the SENDCO use the range guidance published on Bradford Schools Online.
17. How do children with SEND access in activities in school with children who do not have SEND?	• ALL activities are open to children with SEND and reasonable adjustments will always be made to help children with SEND to participate.
18. How do we support improving emotional and social development?	• Appleton Academy takes pride in its friendly and positive ethos. Clear and well-established behaviour policies help all pupils to achieve their best. • Where a child needs an Individual Behaviour Plan. We work closely and co-operatively with parents to address any issues.

	• We have learning mentors who support children by mentoring them on any issues they may have regarding behaviour, social or emotional factors. This is usually done on a one to one basis, but at times small group work occurs. • Pupil interviews and questionnaires happen each year at Appleton Academy to ensure that these children have the chance to express their views about their education and the school. • We have a school council in place and children have the opportunity to make suggestions to their class members to take to school council meetings. • In our corridors we have a number of duty staff who are able to support pupils • We use KOOTH online platform where children can express any feelings or ideas that they don't feel they can talk about face to face. This ensures that children have a range of ways to communicate with others and be listened to.
19. How does Appleton Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?	**Accessing other agencies and provision** • Services can become involved by school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given may be assessment, advice, or direct input. • We ensure that provision is given to all children who require it. • Equipment and provision is ordered according to identified need to ensure best access to the curriculum. • Most of this is purchased through school funding. At times we may borrow specialist equipment from support services involved.
20. How do we handle complaints from parents of children with SEND about the provision made at Appleton Academy School?	• Most complaints are resolved readily and informally by discussion with the teacher. If not, a matter may be escalated to the SENDCO and then the Executive Headteacher. Beyond this, a complaint may be taken to the Governing Body and Bradford Education. • The Senior SEND Officer with responsibility for Appleton Academy is Kim Sutherland. • Any parent wanting independent support to put their case is welcome to use the services of the Parent Partnership (see below). • For further information, see • https://www.gov.uk/complain-about-school
21. Next steps	Please see action plan which identifies key priorities for development.