




# BOWLING GREEN ACADEMY

## SEND Information Report

<b>Approved by:</b>	Local Governing Board (Governor with responsibility for SEND: Paul Miller)		
<b>Responsible department:</b>	Bowling Green Academy (to contact the SENCO, email <a href="mailto:office@bowlinggreenacademy.org.uk">office@bowlinggreenacademy.org.uk</a> or call 01422 374863).		
<b>Last review date:</b>	10.02.2023	<b>Last reviewed by:</b>	Jamie Stuttard
<b>Last updated:</b>	10.10.2023	<b>Last updated by:</b>	Jamie Stuttard
<b>Next review due :</b>	10.10.2024		

The following details Bowling Green Academy's Individual Local Offer (SEND Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer), which details the provision available in all Calderdale schools and academies.

**This SEND Information Report attempts to answer all questions parents/carers have asked us about the provision we have for children with special educational needs at Bowling Green Academy. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our experienced staff, please phone school and we would be really happy to talk to you.**

<p>How do we make sure <b>all</b> children reach their <b>potential</b>?</p>	<ul style="list-style-type: none"> <li>Bowling Green Academy's motto is '<b>Achieving Together</b>', which incorporates all children and staff. We 'Achieve Together' through our KITE Values, which were created by all stakeholders in school including children. Our KITE Values permeate throughout our school, and are:             <div data-bbox="512 344 1466 506" style="text-align: center; border: 1px solid #ccc; padding: 5px; margin: 10px 0;">  </div> </li> <li>Teaching and learning as Quality First Teaching, which swiftly incorporates best practice, evidence-based strategies of how all children learn, and children's interests</li> <li>Access to a broad, balanced curriculum that is well differentiated</li> <li>Quality of teaching and learning well monitored by highly experienced leaders and staff across the Trust</li> <li>High levels of quality staff training based on evidence-informed strategies to improve outcomes for all children and those with SEND – this is for teachers and support staff</li> <li>Rigorous pupil tracking system which ensures all children are monitored</li> <li>Professional dialogue about every child in school ensures any difficulties are identified early and suitable provision put in place</li> <li>SENCO in the Principal as improving outcomes for children with SEND should always be a key school priority and considered pivotal in key decision making for school improvement</li> <li>Children's views are very important. Where appropriate, they are invited to reviews where appropriate and asked to contribute, e.g. Value Ambassadors, prefects, House Captains and annual pupil questionnaire etc.</li> <li>Mr Stuttard has received training on leading a Person-Centred Review (PCR)</li> <li>A strong focus on developing independent learning skills as a key driver in raising outcomes through our KITE Values to support all children being ready to access their next stage in learning</li> <li>Detailed programme of reviews with parents and professionals: 2 parents' consultation evenings a year; termly reviews for all children on the SEND register and comprehensive annual reviews. Parents' views are very important to us.</li> <li>Carefully devised Positive Behaviour Policy in consultation with the children in school and parents/carers. This includes a strict zero tolerance policy for bullying.</li> <li>Long established, acknowledged and celebrated ethos of inclusion and equality as a core part of Bowling Green Academy's Values</li> <li>A well-established approach to transition across year groups and schools.</li> </ul>
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<p>How do we work with <b>families</b> to support our learners?</p>	<ul style="list-style-type: none"> <li>• Learning outcomes for year groups are shared with parents and carers</li> <li>• Parent and carer relationships are encouraged for teachers and leaders</li> <li>• Joint collaboration in meetings where more focused support is needed, including the setting of school targets and home targets</li> <li>• Parents and carers of children with SEND are invited into school at least termly to discuss individual targets and review progress. This is often more regular.</li> <li>• Offer a personal touch – informal, regular communication.</li> </ul>
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*'The school builds on needs in a holistic way – it is great for catch up support in physical abilities and mental health needs'*  
 KS1 Parent

<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• New build 2004 – fully compliant with the Disability Discrimination Act</li> <li>• Wheelchair access to all areas of the school</li> <li>• Two Disabled toilets at opposite ends of the school.</li> <li>• Use of differentiated sports equipment in PE – eg specialist balls</li> <li>• Variable height tables and chairs available</li> <li>• Sloped boards for writing</li> <li>• A range of pencil and pen grips</li> <li>• A range of objects to provide constant movement (e.g. specialised cushions and 'fiddle' objects) to support maintaining focus.</li> <li>• Adjustments made for trips and residential to include all learners</li> <li>• Support assistants are able to deliver Fine and Gross Motor skills programmes</li> <li>• Referrals available – and support from – Occupational Therapists as required.</li> </ul>
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*'My slanted board and pencil with grips helps me to write. My ankle and wrist exercises help me with balance and handwriting. My handwriting has improved so much this year with my support – anyone can read it! I can ride a bike now, too!'* KS2 Child

<p>How do we help a child with <b>speech and language needs</b>?</p>	<ul style="list-style-type: none"> <li>• 'SULP' (Social Use of Language) trained support assistants.</li> <li>• Nuffield Early Intervention Programme (NELI) training Teaching Assistant – this intervention is given high priority in Reception and into Year 1</li> <li>• Delivery of programmes devised by speech and language therapists, e.g. Barrier Games</li> <li>• Socially speaking groups formed to support individuals and groups</li> <li>• Current school improvement priority based around developing oracy and vocabulary</li> <li>• Staff experienced in the use of 'Black Sheep' intervention programmes for accelerated progress</li> <li>• Referrals available – and support from – Speech and Language Therapists as required.</li> </ul>
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<p>How do we help a child with <b>sensory impairment</b>?</p>	<ul style="list-style-type: none"> <li>• Close liaison with audiology and cochlear implant service</li> <li>• Areas can be created for children for focused work in classrooms</li> <li>• Referrals available – and support from – Educational Psychologist as required</li> <li>• A Support Assistant who has accessed further training in sensory needs.</li> </ul>
<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Staff ASD aware and use appropriate strategies to support children with ASD's learning.</li> <li>• Access to specialist support for children with ASD and their families.</li> <li>• Staff members have completed ASD awareness specialist courses</li> <li>• Range of books to develop wellbeing and self esteem</li> <li>• Links with Noah's Ark counselling service</li> <li>• One Support Assistant has been trained as a portage worker</li> <li>• In-house Mental Health Support Team (MHST) member in school one day per week for 'light touch' and more intensive therapeutic interventions on low mood, anxiety and worry, friendships, and transition</li> <li>• Wellbeing 'Pupil Voice' questionnaires to every pupil in school, plus subsequent monitoring and action</li> <li>• Well-established Wheel of Wellbeing across school</li> <li>• Strategies of classroom management (e.g. placing around the room) and strategies to support difficulties (e.g. transition, change)</li> <li>• Links with childcare settings from early years and onto secondary</li> <li>• SENCO/Principal attended Mental Health First Aid two day conference and training,</li> <li>• Referrals available – and support from – Educational Psychologist and Open Minds CAMHS as required.</li> </ul>
<p><i>'The Mental Health Support Team offer has been fantastic for my child. We have found her advice and support extremely useful. KS2 Parent</i></p>	
<p>How do we help a child with <b>behavioural difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• After school clubs to promote self-esteem</li> <li>• Liaison with Behaviour and Attendance Service to create individual behavior plans if needed.</li> <li>• Access to specialist counselling, e.g. Noah's Ark and MHST</li> <li>• Patient understanding from experienced staff – whole-school attitude of 'behaviour is a form of communication'</li> <li>• Consistently applied Positive Behaviour Policy across the school.</li> </ul>

<p>How do we help a child who needs support with <b>English</b>?</p>	<p>We offer an exciting English curriculum, which combines Writing, Reading, Spelling, Punctuation and Grammar. Children are taught in whole-class groups with Quality First Teaching and closely monitored differentiation. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:</p> <ul style="list-style-type: none"> <li>• Dyslexia-friendly staff throughout school who use dyslexia-friendly teaching strategies, recommended by training from dyslexia specialists</li> <li>• Regular Teacher and Teaching Assistant training to develop whole-class, inclusive teaching strategies</li> <li>• Targeted computer programmes to support phonic development - Nessy</li> <li>• Teachers and Teaching Assistants trained in Phonics, with regular opportunities for CPD through Ruth Miskin training for Read, Write, Inc.</li> <li>• In Phonics, regular assessments allow staff to see who is struggling retaining newly taught knowledge. 'Spotlight' children become a target for all adults involved to accelerate progress</li> <li>• Small intervention groups for booster work</li> <li>• Dyslexia, Reading and Spelling support resources, e.g. Nessy, Fresh Start intervention (Ruth Miskin)</li> <li>• Engaging – and age-appropriate – reading scheme books</li> </ul>
<p><i>'The SEND Policy and practice at Bowling Green Academy helps identify those with needs early, and it normalises children receiving additional support'. KS2 Parent.</i></p>	
<p>How do we help a child who needs support with <b>Mathematics</b>?</p>	<p>We offer an exciting Mathematics curriculum, which combines fluency, problem solving reasoning. Children are taught in whole-class groups with Quality First Teaching and closely monitored differentiation. All teachers understand that children learn in a variety of ways. Where children need additional support, we can provide:</p> <ul style="list-style-type: none"> <li>• Maths Hub Mastery school</li> <li>• Resources to support learning, e.g. Numicon, Diennes tens and ones resources</li> <li>• Regular, targeted intervention to ensure children have not 'not understood' a small stage of their learning process</li> <li>• Two TAs have received additional training from Maths Hub around early mathematics</li> <li>• Access to online portal for teachers linked to our curriculum</li> <li>• 'Mastery for the Majority' approach to mathematics teaching</li> <li>• Skilled Teaching Assistants trained in school's Calculation Policy.</li> </ul>
<p>How do we support a child who has <b>medical needs</b>?</p>	<ul style="list-style-type: none"> <li>• Individualised care plans created in close liaison with parents, school and school nurse. Outside agencies involved are also asked to contribute.</li> <li>• Team of nine trained First Aiders</li> <li>• Close liaison with any outside medical agency concerned with the child.</li> <li>• Medical Needs Policy and administering rules and regulations.</li> </ul>

<p>How do we support a child with <b>complex</b> and <b>multiple</b> needs?</p>	<ul style="list-style-type: none"><li>• Staff experiences (several children have been through the school with one-to-one support due to complex needs)</li><li>• Closely adhere to SEND Policy and Equality and Inclusion Policies</li><li>• Outside agency support, including those agencies who work with families</li><li>• 1-to-1 support offered, as result of Education and Health Care Plan (EHC).</li></ul>
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*'My child has an Education, Health and Care Plan (EHCP) and his Support Assistant has helped him smash his targets! I really appreciate everything she has done, and the efforts from all other staff, too.'*

*KS2 Parent*

<p>Which <b>specialist services</b> do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice: _</p> <ul style="list-style-type: none"> <li>• Specialist Inclusion Service, including ASD Team, Hearing Impaired (HI) Team and Visual Impaired (VI) Team</li> <li>• Educational Psychologists – Circle Psychology</li> <li>• Mental Health Support Team (MHST)</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy (OT)</li> <li>• Physiotherapy</li> <li>• ASD service</li> <li>• Open Minds CAMHS</li> <li>• Noah's Arc</li> <li>• EWO</li> <li>• Behaviour and attendance service</li> <li>• EdShift practitioners for children who have been involved in Domestic Abuse</li> <li>• School nursing service - Locala</li> <li>• We are also part of the Elland Cluster where expertise is shared between schools.</li> </ul>
<p>How are children with <b>SEND enabled to engage</b> in activities with children who do not have SEND?</p>	<p>Whenever possible, children are provided with the resources and support that they require within a whole-class setting. Inclusion is a priority at Bowling Green Academy. Every attempt to ensure learning is an inclusive experience is made. There are rare circumstances where pupils will have separate 1:1 support but these are in targeted cases and always with Individual Educational Plans (IEPs) and with parental consent.</p>
<p><i>'Teachers help me. They don't tell me what to do exactly but they give me extra 'pushes' or instructions to help me still do it with independence'.</i></p> <p><i>KS2 Child</i></p>	
<p>How will we include children in <b>activities outside the classroom</b>, including school trips?</p>	<ul style="list-style-type: none"> <li>• Parents/carers consulted prior to trips for advice and guidance</li> <li>• Support assistants are deployed to support children with SEND.</li> <li>• Activities outside the classroom offered to all children although some target specific year groups.</li> <li>• Extra staff deployed for trips to meet the stringent requirements of our risk assessments.</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> </ul>

<p>How do we prepare and support a child for <b>joining school and transferring to secondary school?</b></p>	<ul style="list-style-type: none"> <li>• Visits to pre-school placements by SENCO and other school staff</li> <li>• School staff keen to be involved in Annual Reviews for children with high level of need before they begin primary school. Secondary colleagues invited into school for reviews of Year 6 children moving onto secondary</li> <li>• Allocation of a Support Assistant as soon as possible and introduction before child starts school.</li> <li>• Extended visits to Reception Class planned in summer term before starts</li> <li>• Transition Days for all pupils as they move to the next year group within Bowling Green Academy</li> <li>• Time allocated for class teachers and TAs to discuss all children in each class to pass on any concerns or successful strategies of SEN Support</li> <li>• Previously, some children have needed additional transition visits within school, including visiting the school over the summer holidays, photographs taken of classroom environments / members of staff to become more</li> </ul>
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	<p>accustomed to new routines</p> <ul style="list-style-type: none"> <li>• Transition plans – extended visits to secondary school with primary school staff in both summer terms and autumn term of Year 7</li> <li>• Close liaison with all other settings involved in transition – good exchange of information</li> <li>• Transition advice sought from external agencies if necessary, e.g. MHST.</li> </ul>
<p><i>'I do some extra Maths to help me sometimes. I understand more in Maths now. Yesterday, I did all four challenges in my lesson! It will help me a vet one day. I feel more independent and like I can push myself further. I'm getting a lot more right and I'm really happy with how I'm doing' KS2 Child</i></p>	
<p>How will we meet a child's <b>personal care needs</b>?</p>	<ul style="list-style-type: none"> <li>• Intimate and Personal Care Policy in place which is adhered to by all staff.</li> <li>• All staff sign and adhere to a 'Code of Conduct'.</li> <li>• Two disabled toilets, ensures space and sensitivity for some aspects of personal care.</li> <li>• Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an emergency.</li> </ul>
<p>How will we develop <b>social skills</b> throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> <li>• Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for children with EHCPs, if appropriate.</li> <li>• Midday supervisors develop children's social skills.</li> <li>• Play leaders from upper KS2 lead activities at break times / lunchtimes.</li> <li>• We have a 'family' whole school ethos and openly encourage our older children to interact with and care for the younger children</li> <li>• Resources to encourage group activities, e.g. skipping ropes, ball skills.</li> </ul>
<p>How do we allocate <b>resources</b>?</p>	<ul style="list-style-type: none"> <li>• One-to-one support offered when in line with Education and Health Care Plan (EHC)</li> <li>• Whole-school training as part of School Improvement Plan</li> <li>• Specific resources allocated where and when needed, as considered by SENCo, SLT and Governors.</li> <li>• Support from Trust colleagues re: finance.</li> </ul>

<p>How do we ensure all <b>staff are well trained?</b></p>	<ul style="list-style-type: none"> <li>• Regular (weekly) training for Teaching Staff</li> <li>• Regular (half termly) training for Teaching Assistants</li> <li>• Commitment to maintain levels of training if staff leave</li>   <li>• Well-planned programme of CPD, accessing both external agencies and in- school support. Whole school training as required – ie epi-pen use, toileting wheelchair users.</li> <li>• Commitment to maintain levels of training if staff leave.</li> </ul>
<p><i>'All teachers remind me to sit near the front to help with my eyes. My teacher checks I can understand the instructions. We do work in 'this bit', next 'this bit' then 'this bit'. It helps.'</i>          KS1 child.</p>	
<p>How do we <b>raise awareness</b> of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> <li>• Focus on Bowling Green Academy's KITE Values. Kindness, in particular, encourages inclusion of all and celebration of all</li> <li>• Achievements of children with SEND are celebrated in newsletters and other public documents</li> <li>• Regular whole-school charity events, e.g. for Neurodiversity Week, Down's Syndrome Awareness assemblies, Children in Need, Jeans for Genes</li> <li>• Previous participation in National Autism Week, including celebrating difference and an age-appropriate heightening of children's understanding of needs</li> <li>• Children regularly share their achievements with their own class, other classes and teachers and the Principal</li>   <li>• Children with SEND are fully involved in all community activities such as concerts, sports days and assemblies.</li> <li>• Parents are invited to attend meetings for termly reviews and annual reviews to discuss their child's progress.</li> <li>• Parents' Evenings.</li> <li>• Reports to Governors.</li> <li>• SENCO attends local authority SENCO meetings.</li> <li>• Local Authority events and consultations shared, when available.</li> </ul>
<p>How do we <b>evaluate and review</b> the support we provide?</p>	<ul style="list-style-type: none"> <li>• At least termly meetings for individual children with parents/carers, class teachers and other outside agencies looking at the impact of provision on that child's specific need</li> <li>• Internal reviews of data and progress for all children, specifically those with additional levels of need and/or vulnerabilities</li> <li>• Parent/carer questionnaires</li> <li>• A thorough review cycle following Assess – Plan – Do – Review cycle.</li> </ul>

<p>What are the arrangements for parents of children with SEN who may wish to <b>complain</b> about the provision?</p>	<ul style="list-style-type: none"><li>• Parents who wish to complain are initially encouraged to speak to the class teacher</li><li>• If the issue cannot be resolved at this level, parents or carers are advised to contact the SENCO/Principal or, failing that, parents are directed to the school's complaints procedure.</li></ul>
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