



## SEND Report



<b>School:</b> Bradway Primary School	<b>Headteacher:</b> Paul Stockley	<b>SENCO:</b> Annabel Wales	<b>Date of Review:</b> 11/06/21
<b>Headline performance data for pupils with SEND</b> <i>including attendance &amp; exclusion data</i>	<b>Headline performance data (School Reported):</b> <ul style="list-style-type: none"> <li>● increasing SEN support</li> <li>● decreasing stability</li> <li>● current Y6, Y2 &amp; FS2 cohort - high needs SEND</li> <li>● One permanent exclusion</li> <li>● SEN absence in line with national but improving</li> <li>● 100% SEN achieved phonics - last assessment</li> <li>● 50% 2/4 achieved KS1 reading</li> <li>● ¼ 25% achieved expected for KS1 writing</li> <li>● ¼ 25% achieved expected for KS1 Maths</li> <li>● 67% achieved expected in KS2 Maths</li> <li>● 33% achieved expected in KS2 Writing</li> <li>● 67% achieved expected in Reading</li> <li>● 17% achieved the expected reading, writing and maths combined</li> </ul>	<b>Attendance for SEN pupils: 94.3%</b> Authorised - 4.3% Unauthorised - 0.4% <b>Exclusion data: 1</b> Children at K code - 37 - 9% Children with an EHCP - 8- 2% Children on M code – 33 - 8% Overall K&M & EHCP - 19% Pupils with SEND & PP - 23 - 5.5%	

Focus Area	Strengths	Recommendations
<p><b>Intent</b>  <i>Your strategic direction for pupils with SEND</i></p>	<p>Bradway Primary School is an inclusive school with high aspirations for all its pupils. The headteacher and senior leadership team have created a caring and nurturing school that places a strong emphasis on wellbeing and mental health. As a result, pupils with SEND are happy at school, enjoy learning and have high levels of confidence and independence because of the purposeful guidance and strong support they receive.</p> <p><i>'This school is very inclusive. Everybody is welcomed and celebrated for all their differences.'</i> TA</p> <p>SEND provision is well led. The SENCO has created a team with expertise, knowledge and experience. Staff with responsibility for SEND work well together in order to coordinate and deliver a wide range of support and intervention across the school.</p> <p><i>'Annabel is great. She will always find the time for you; put down whatever it is she is doing and make you the priority.'</i> TA</p> <p>SEND is represented on the senior leadership team. As a result, school leaders are well informed on the impact SEND provision has on pupils in the school.</p> <p>Governance is strong. Governors have up to date knowledge regarding SEND policy and practice and can hold the setting to account in line with their statutory obligations. The SEND governor actively participates in building culture, values and ethos which welcomes</p>	<ul style="list-style-type: none"> <li>• <b>Ensure the SENCO completes the NASENCO award.</b></li> </ul>

	pupils with SEND and includes their parents and carers.	
<b>Implementation</b> <i>How you achieve your strategy, including teaching &amp; learning</i>	<p>Teachers work hard to create an environment that is suitable for all pupils. Teachers frequently make small, reasonable adjustments that allow pupils with additional needs to access the lesson successfully.</p> <p>Teachers were overwhelmingly positive about the support they receive from the SEND team:</p> <p><i>'When you get a child with a new need, there'll be training made available immediately, so you know how best to meet that child's needs. There's always support there. You never feel isolated or on your own.'</i></p> <p>Teacher</p> <p>The SEND team have recently had training on the Birmingham Toolkit.</p> <p>Staff have received a wide range of SEND specific CPD.</p>	<ul style="list-style-type: none"> <li>• <b>Continue to embed the Birmingham toolkit so that all teachers are aware of what progress looks like for pupils with SEND in their classrooms.</b></li> </ul>
<b>Impact</b> <i>Outcomes for pupils with SEND</i>	<p>Pupils with SEND behave well, demonstrating high levels of self-control and positive attitudes to their education.</p> <p>Rates, patterns of, and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate</p>	<ul style="list-style-type: none"> <li>• <b>The school has a good understanding of individual academic pupil performance and can point to real success stories. Now consider developing a more granular understanding of achievement data by SEN group, how this compares to the rest of the cohort and</b></li> </ul>

	<p>Transition arrangements are excellent. This includes transition between classes and key stages. The school prepares pupils with SEND for the next stage of their education:</p> <p>Persistent absence and attendance rates for pupils with SEND are better than other pupils nationally.</p>	<p><b>then further refining the targeting of provision.</b></p>
<p><b>Working with pupils &amp; families</b> <i>How well you engage your pupils &amp; families</i></p>	<p>Working with families is a strength of the school. This has included providing support and information on specific areas of SEND for parents.</p> <p>Pupils with SEND have pupil profiles that contain practical information to support teaching. These are written in partnership with the SENCO.</p> <p>Pupils with SEND are fully involved in the life of the school.</p> <p>Pupils were positive about the support they receive. They were able to identify strategies that help them access the curriculum effectively:</p> <p><i>'In Year 3, I came from a different school. This school helps me catch up. I learn in a bit of a different way and that is fine; the school showed me how to do that.'</i></p> <p>Year 6 pupil</p> <p><i>'When I first came here I was shy, but now I have a best friend. I learnt skills to do this.'</i></p> <p>Year 2 pupil.</p>	<ul style="list-style-type: none"> <li>• <b>Complete an annual questionnaire into parental confidence in SEND provision at the school. Use feedback to ensure school systems promote contributions from parents and carers in order to maximise outcomes for pupils with SEND</b></li> </ul>

<p><b>Effective use of TAs</b> <i>Maximising impact of support staff</i></p>	<p>The school has invested heavily in highly trained teaching assistants. TAs are deployed strategically and are used to work with pupils across the attainment range.</p> <p>TAs have received regular and high-quality CPD. As a result, interventions complement and extend teaching and learning in the classroom and have a positive impact on pupil outcomes.</p> <p>TAs have a very good knowledge of the pupils they support and their individual needs.</p>	<ul style="list-style-type: none"> <li>• <b>Continue to work with teachers on how to maximise the impact of TAs in their classroom, drawing on research and evidence from <a href="http://maximisingtas.co.uk/research.php">http://maximisingtas.co.uk/research.php</a></b></li> </ul>
<p><b>Provision Mapping</b> <i>Monitoring &amp; tracking the impact of your provision</i></p>	<p>SEND provision follows a graduated approach (Assess, Plan, Do, Review), through which earlier decisions and actions are revisited, refined and revised.</p> <p>Leaders have a good understanding of how pupils achieve with individual teachers and across specific year groups.</p> <p>The school uses carefully selected interventions for which there is strong evidence of impact on attainment.</p> <p>A whole school provision map provides a comprehensive summary of SEND provision across the school.</p>	<ul style="list-style-type: none"> <li>• <b>Ensure the school's SEND offer is articulated clearly so that all teachers are fully aware of their role in delivering the graduated approach effectively.</b></li> </ul>

<p><b>Identification</b>  <i>How well you assess &amp; identify pupils with SEND</i></p>	<p>Comprehensive assessment across the four broad areas of need supports accurate identification of need and informs classroom practice.</p> <p>Outside agencies are used appropriately and effectively to support the identification process.</p> <p>Teachers and support staff recognise when a pupil may need to be assessed for SEND.</p>	<ul style="list-style-type: none"> <li>• <b>Build a greater awareness of the school's contextual identification data, how this compares to schools nationally and how this can then inform strategic decision making over provision.</b></li> </ul>
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Report written by: David Bartram OBE