



Bradfield School SEND Information Report

Updated on: September 2023
Updated by: Theresa Bullough
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Please contact main reception if you require this document translating

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Who are the SEND Department?

SENCo

Miss Theresa Bullough
Oversees the SEND
Department
Supports all staff with SEND
pedagogy and practice

Assistant SENDCo

Ms Katy Costello
Oversees SEND Department
operations

SEND Administrator

Mr Jake Kenyon
Organises reviews, distributes
information
Manages communication
between stakeholders

IR Teachers

Miss Jess Platts, Mrs Nicki Eyre, Mr Tom Jones
Plans and delivers inclusive and high aspiration curriculum for students who access the IR.
Assesses and feeds back to stakeholders the progress of IR students.

Miss R Bosworth – **HLTA** (Tutor)

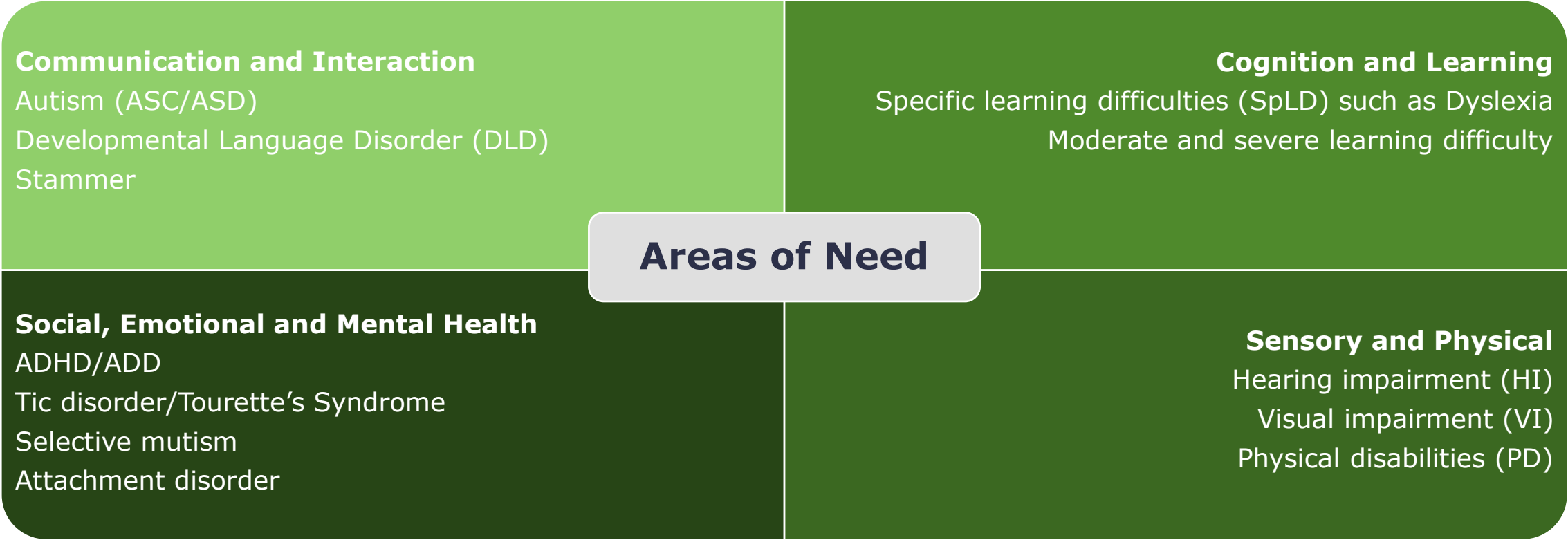
Teaching Assistant Level 3

Mr S Forman, Mrs R Davidson, Mr W Feltham
Works mainly with students who are Level 4/5 on
the SSG.
Plans and delivers targeted support and
intervention
Assess and reviews impact via the Graduated
Approach

Teaching Assistant Level 2

Mrs A Kosarieva, Mr A Smith, Mr Elias, Mrs P Bretherton,
Miss R John-Lynk, Miss N Asadi, Mrs D Hardy
Works mainly with students who are Level 3-4 on
the SSG.
Supports the classroom teacher with embedding
high quality learning
Delivers systemic interventions

What kinds of SEN do we provide support for?



Bradfield school has an Integrated Resource (IR) for up to 12 students whose main area of need is cognition and learning.

How do we identify students with SEN?

Transition is important - the SEND Department conduct additional transition visits and can attend reviews from as early as Year 5

All staff can make SEND Referrals where a member of the SEN Department will investigate any unmet needs

Data is reviewed termly – if a student is persistently struggling with attainment, progress, attendance or behaviour then this could be a marker for unmet needs

How do we involve parents with SEN in their child's education?

Termly SEN reviews and parents' evenings allow provisions to be reviewed and new outcomes agreed

Parent forums enable families to add value to topics within the world of SEND

Someone from the SEN Department can attend meetings about attendance, behaviour, safeguarding to support

The school can organise translators for families who have EAL and can meet remotely via Teams if parents/carers prefer

How do we involve young people in their education?

At Bradfield, we always try and be person-centred, which means young people are at the centre of decisions about their provision.

This is in keeping with the phrase “nothing about us, without us” which is commonly used in disability empowerment.

Involving students in their education can be a challenge when they have additional needs, but we make every effort to support them to share their views.



University of Southampton 'Person Centred Planning' research graphic

How do we assess children and young people's progress towards outcomes?

Outcomes are personalised – they relate to the young person's needs and should be created using **professional advice**.

Small steps are celebrated – we recognise that progress can be nuanced for some students. Although progress is important, we accept that progress it is not always linear.

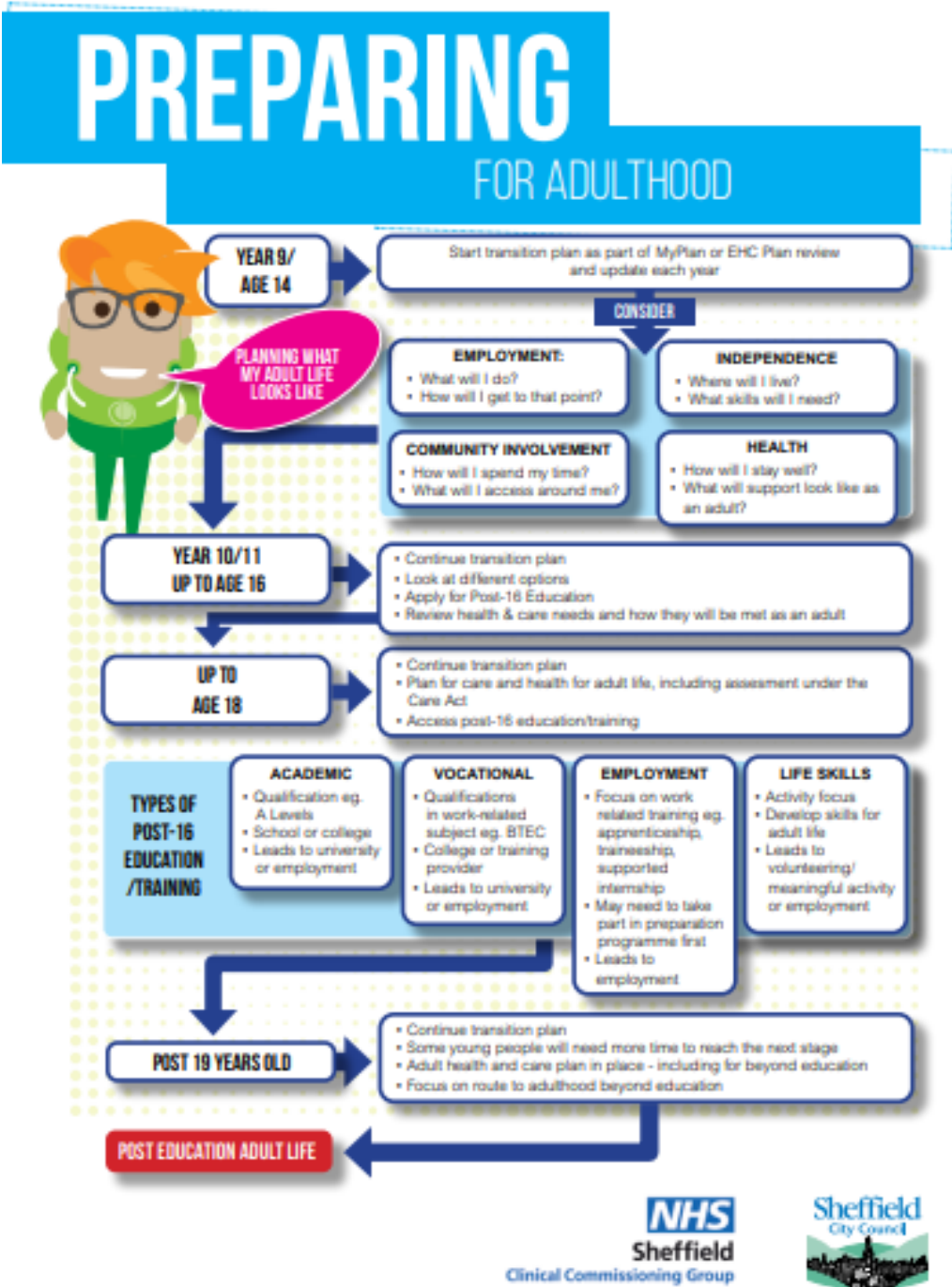
As well as academic performance, progress can be in meeting sensory, physical, social, emotional and interaction outcomes. Bradfield school reports look at other areas as well as subject grades.

What arrangements can we make for students preparing for adulthood when they leave school?

Students with EHCPs are required to have a clear transition plan that is created during their Year 9 Annual Review. This is created using the Preparing for Adulthood (PfA) transition guide, to ensure all elements of the individual’s future are considered. The link to the useful guide can be found below and on the school website:

[SEND Preparing for adulthood - transition guide \(sheffielddirectory.org.uk\)](https://sheffielddirectory.org.uk)

The SEND Department work closely with Sarah Dempsey, our outstanding independent Careers Advisor, to provide bespoke Post-16 pathways that are included in SEN and Annual Reviews from Year 9.

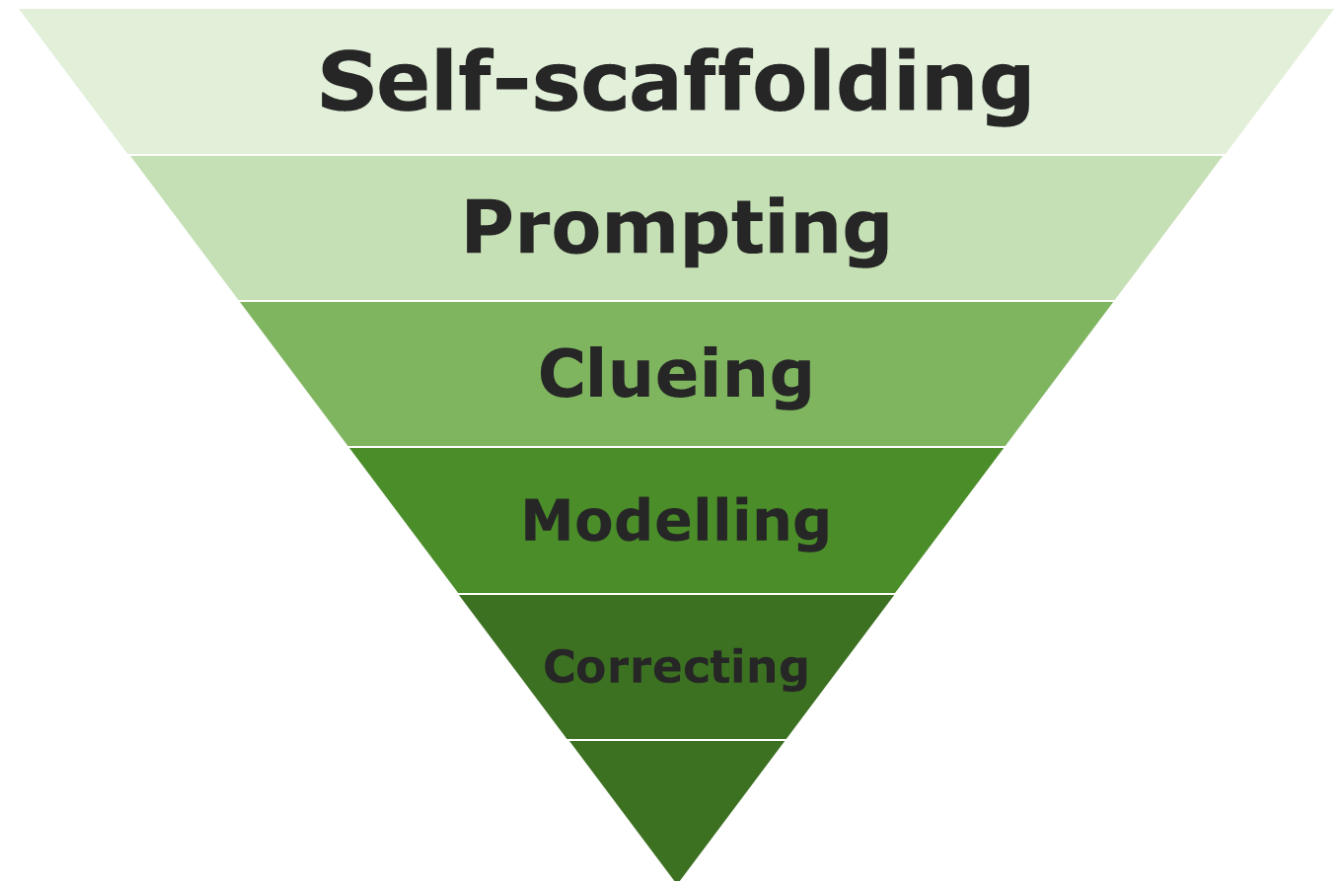


What is our approach to teaching children and young people with SEN?

Students have the opportunity to access the same excellent quality teaching as their peers, while also being exposed to extra curriculum activities that develop their 'soft skills'. Subject leaders design a curriculum that is ambitious for students with SEN and have high expectations of what they can achieve.

- Pupil Passports are created using the student voice and professional advice to share useful information with all staff
- The weekly SEND Bulletin shares important student, departmental and local authority updates with all staff
- The resources folder is regularly updated with useful resources and advice from professionals

The Education Endowment Foundation (EEF) 'Making Best Use of Teaching Assistants' pyramid of support:



What is our approach to teaching children and young people with SEN?

Identify strengths and build on them

Nurture prosocial relationships

Empower students to communicate their needs

Promote and support independence

Have high expectations, always

Celebrate individual achievements

Include students in decisions about their provision

Expose them to high quality teaching and enrichment

Prepare them for adulthood and independence

What adaptations do we make to the curriculum and learning environment of children and young people with SEN?

Bradfield school strives to be inclusive and aim for students with SEND to access the same broad and balanced curriculum and extra curriculum as their peers. For this to be possible, reasonable adjustments are often required. Examples of these can be:

01

A student with ADHD may access a movement break in-between tasks

02

A student with a medical condition may be given a leave early pass for the canteen

03

A student with slow processing may be given extra time to complete tasks

04

A student with a vision impairment may use a netball with a bell inside it so they can hear the ball

05

A student with a language disorder may have visual cues next to instructions, so they can follow them

What adaptations do we make to the curriculum and learning environment of children and young people with SEN?



Bradfield aims for adaptations to be equitable.

For example, having at least one computer in every classroom (apart from Maths) helps support those who benefit from using word processors but are anxious using a laptop.

Class packs of differentiation resources are being introduced to support any student, not just those with SEND. This aims to reduce the stigma and isolation that can be associated to people who require adaptations.

What expertise and training do staff access to support young people with SEN and how is that support secured?

All staff have regular access to a wide range of training delivered by specialist external providers. Some of the training all staff have completed are:



Fusion and Learn
Sheffield training



Educational
Psychology
Service training



Autism Advisory
Teaching Service
training



Trauma informed
training



GL Assessment
training



Positive regard
training

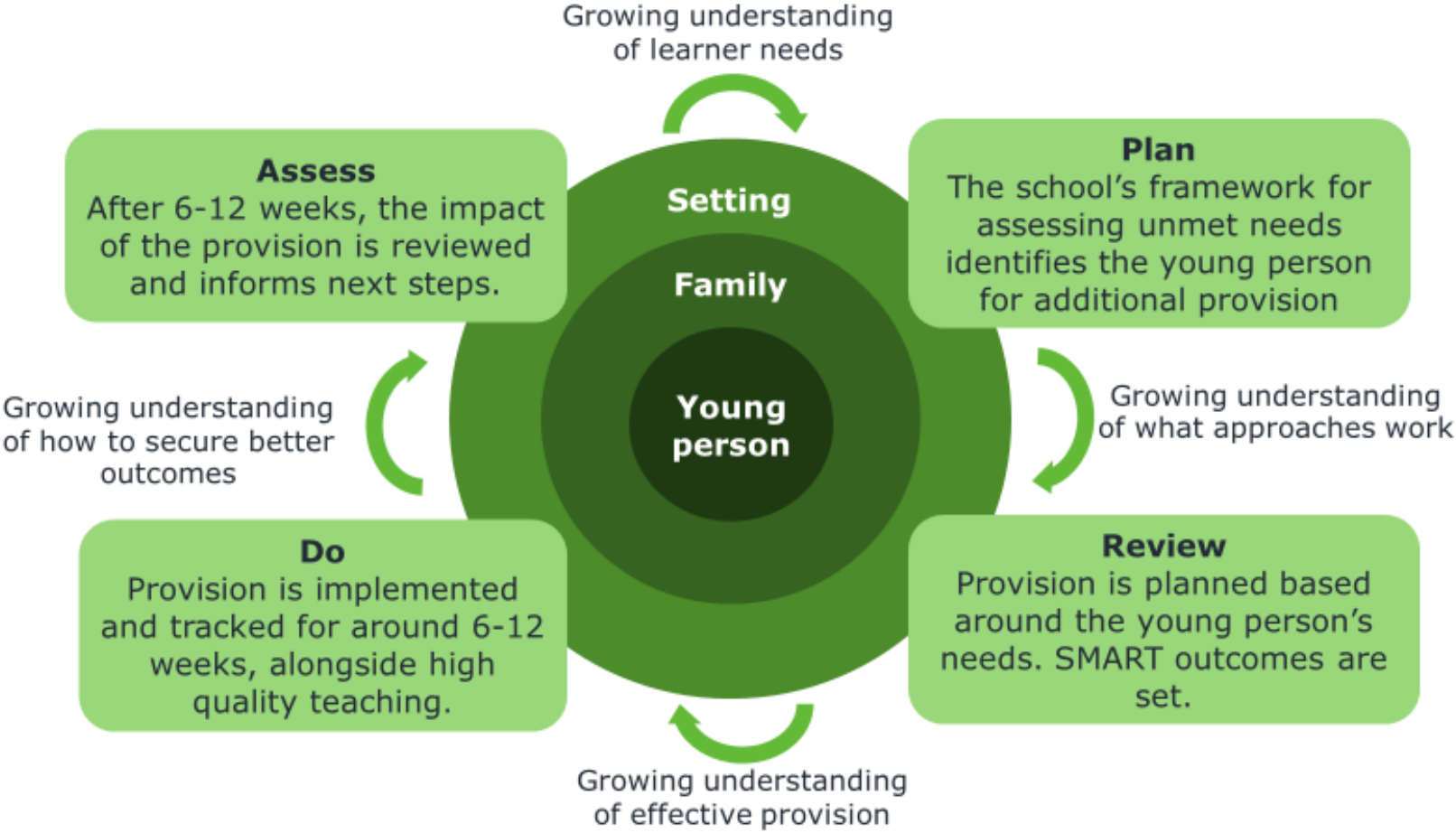
What expertise and training do staff access to support young people with SEN and how is that support secured?

The SEND Department are continually developing their own expertise, to be able to support staff and students and their families.

The following staff have the following expertise:

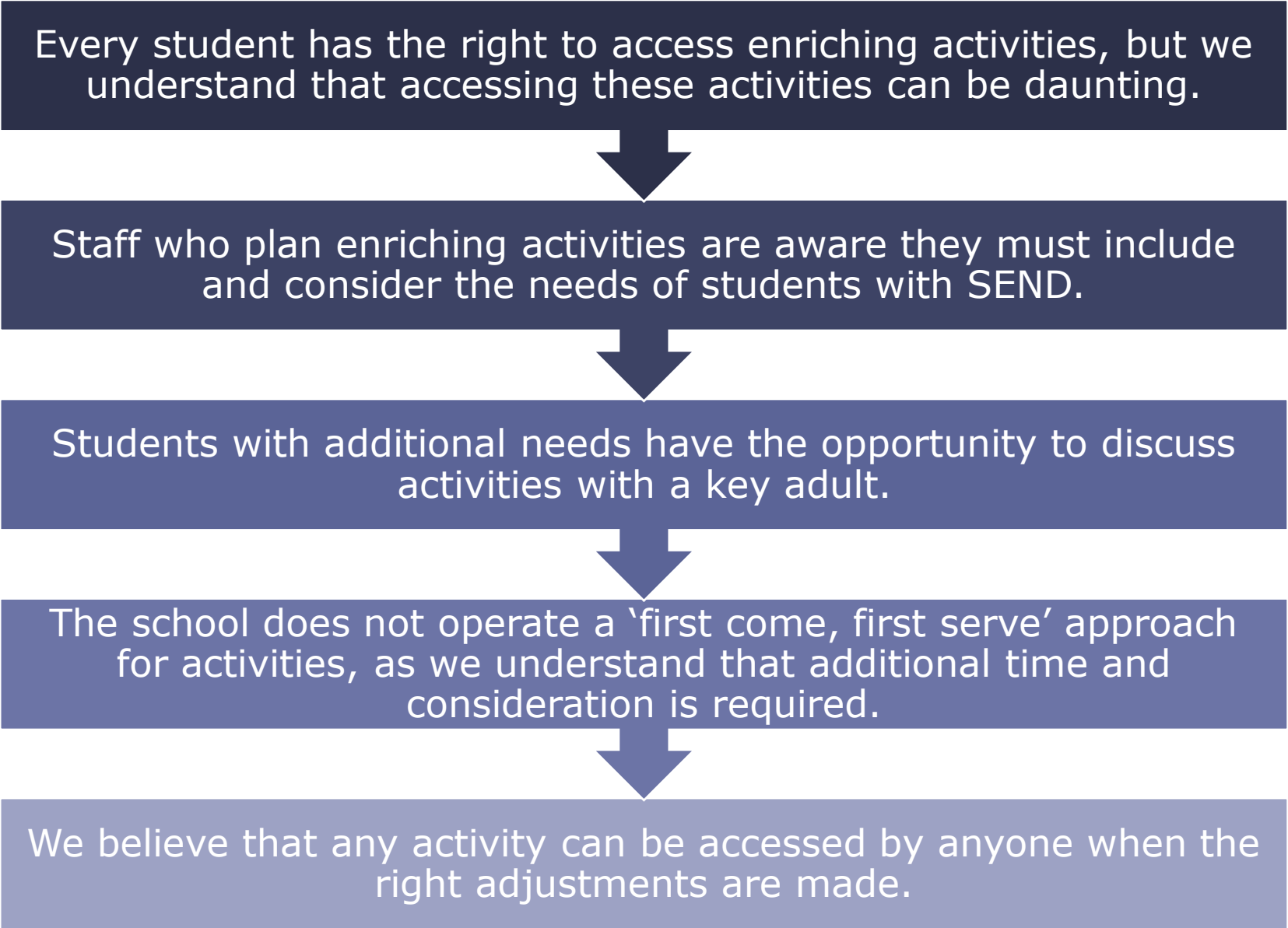
Miss Bullough (SENCo): Trauma informed, Steps, PACE, Theraplay, Therapeutic Art, ELKLAN	Ms Costello (Assistant SENCo): ASD, ADHD, Mighty Minds	Mrs Davidson (Level 3 TA): Emotional Literacy	Mr Forman (Level 3 TA): Unit Award Scheme	Mrs Bretherton (Level 2 TA): Talkabout intervention	Mr Smith (Level 2 TA): Phonics and Precision Teaching
Mr Elias (Level 2 TA):	Miss Kosarieva (Level 2 TA): Touch Typing and EAL	Mrs Eyre (IR teacher): Nurture	Miss Platts (IR teacher): Primary curriculum trained, phonics, MSc Educational Psychology	Miss Bosworth (HLTA) English and Maths GCSE and Functional Skills	Mr Felton (Level 3 TA): ASD and Nurture
		Mrs Hardy (Level 2 TA): Draw and Talk	Miss John Lynk (Level 2 TA) Flower		

How do we evaluate the effectiveness of the provisions made for children/ young people with SEN?



Bradfield implements the 'Graduated Approach' to review impact. The approach involves all stakeholders, including the young person analysing a range of data and professional advice to ensure that provisions are relevant, implemented consistently and reviewed within realistic timescales.

How do we enable young people with SEN to engage in the same activities as young people who do not have SEN?



How do we support the social and emotional development of young people with SEN?

Bradfield school are **trauma informed** in their approach to supporting the social and emotional development of students with with SEND.

Staff have also had extensive training on the **Zones of Regulation**.

This year, we aim to have a **mental health champion** on every corridor in the school.

We have access to a range of interventions and services that can be delivered to those who need additional support with their social and emotional development:

Delivered internally:

- Trauma informed tutor support
- Pastoral Team
- Safeguarding Team
- Emotional Literacy
- Therapeutic Art
- Door 43 counselling
- Talking and Drawing
- Nurture intervention
- Emotionally Available Adult
- Unravel
- Think for the Future behaviour and resilience
- Sheffield United community mentoring and LGBT
- SEN breaktime and lunch clubs
- Emotionally Based School Avoidance (EBSA) mentoring via the Access and Inclusion team

Delivered externally:

- CAMHS (although school cannot refer)
- Golddigger Trust
- School Nurse
- Kooth
- Early Help (formerly known as MAST)
- Luminova app (via Early Help)
- Primary mental health service (via Early Help)
- School Nurse
- Art Therapy (via Secondary Inclusion Panel)
- Referrals to SEN and Inclusion panels to access more support
- Early Help and CYT can complete direct work both internally and externally

What other bodies do we work with to ensure we meet the needs of young people’s SEN and support their families?

Specialist Teaching Service (Hearing/Vision Impairment)	Speech and Language Therapy Service	Educational Psychology Service (EPS)	SEND Statutory Assessment and Review Service (SENDSARS)	Community Youth Team (CYT)
Children’s Social Care	Early Help (and associated services)	SEND Information and Advice Support Service (SENDSARS)	The Ryegate Child Development and Neurodisability Service	Secondary Inclusion Panel (CYT)
Specialist Assessor for Exam Access Arrangements	School Nurse	Access and Inclusion Team	Autism Advisory Teaching Service	Child & Adolescent Mental Health Service (CAMHS)



What if you are unhappy with the provision your young person is receiving and wish to make a complaint?













The SEND Department is always happy to support with any issues regarding SEND provision and can be contacted at:

send@bradfield.Sheffield.sch.uk

Alternatively, the Trust's Complaints Procedure can be followed.

Sheffield Local Offer

Website link:
[LocalOffer | Sheffield
\(sheffielddirectory.org.uk\) \)](https://sheffielddirectory.org.uk)

 <p>About the Local Offer and other information</p>	 <p>Tell us what you think</p>	 <p>Childcare</p>
 <p>Education and learning</p>	 <p>Transition into adulthood</p>	 <p>Health and wellbeing</p>
 <p>Money matters</p>	 <p>Things to do</p>	 <p>Help with caring</p>
 <p>Getting around</p>	 <p>Staying safe</p>	 <p>Professionals zone - UNDER CONSTRUCTION</p>