



Special Educational Needs Information Report

September 2020

Special Educational Needs Information Report 2019-20

At Bradford Alternative Provision Academy (BAPA) we embrace this philosophy set out in the Children and Families Act, that places learners at the centre of our planning. To do this, we endeavour to include young people and their families and work with all stake holders to deliver the best outcomes for our individual young people.

Places at BAPA are commissioned by the Local Authority (LA) to deliver their sixth day provision offer for young people who are permanently excluded from school. BAPA accepts referrals for young people who have SEND and pupils at BAPA are usually within Range 4 to 5, as defined in the Schools' Threshold of Need Matrix.

BAPA upholds a young person's right to education. We recognise the young person, as an individual, and acknowledge that a young person's needs can change over time. This means that we support a flexible approach that is based on the needs of the individual. Our offer therefore, is designed to ensure that barriers to equal access, within our school, are removed or overcome. We enable this by providing opportunities for successful outcomes and use support, encouragement and flexible resources to facilitate this. We welcome engagement from our parents / carers and wider support from agencies to aid this.

The BAPA offer is broadly outlined below:

How we support learners across the curriculum

- Robust baseline assessments so that clear targets are identified that match individual learner need.
- Effective lesson planning that uses differentiation to meet the needs of all pupils.
- Good or better teaching that is able to meet the needs of all pupils.
- Progress is communicated to the pupil, their family via a written weekly report.
- Accurate data analysis to support early identification of need.
- Robust risk assessments.
- A stimulating learning environment.
- High levels of adult support and intervention.
- A well designed curriculum to meet the needs of all learners.
- Access to bespoke intervention for children with additional learning difficulties or gaps in learning.
- Access to a range of outside agencies to support well-being and personal development.
- A highly committed staff team who know our young people well.

Supporting Literacy and Numeracy

We have a wide range of strategies and interventions to support the development of literacy and numeracy, including the use of additional adult support to enable learners to access the curriculum. Baseline assessment and continued self-evaluation allows differentiation to take place and needs to be met. Learners will develop literacy and numeracy skills to close gaps that may act as a barrier to their life chances.

Promoting Positive Attitudes to Learning

Learners work is marked on a regular basis. Personalised feedback, to include comments and suggestions for improvement by their teachers' support understanding and learning. Pieces of work are rewarded with stars that go towards certificates and rewards. ICT is promoted across the curriculum and work is displayed around the school to encourage pride in achievement. The emphasis in the school is on positive achievement so that learners become confident and enthused in their ability to be successful learners.

Supporting Positive Behaviour

The Positive Behaviour Policy is key to outlining the ethos and expectations for behaviour in and around the school. We also adhere to our Pupil Care and Intervention Policy to keep everyone safe and our Child Protection Policy to ensure that the school community adopts a highly vigilant safeguarding ethos.

Supporting Emotional Well-Being

BAPA is able to offer additional support at times when specialist intervention is required to resolve particular challenges. All staff are very experienced at supporting young people and are able to support conflict resolution and restorative justice. In addition, links with outside agencies supports issues being resolved effectively and referrals being made to appropriate support networks.

Supporting Physical Well-Being

BAPA is committed to supporting physical wellbeing of our young people. All pupils have opportunities to participate in physical activities, adventure recreation activities and organised sporting activities against other AP/PRU's and schools. In addition, visiting speakers deliver sessions on relevant topics support the PHSCE curriculum.

Supporting Unstructured Parts of the Day

All pupils are fully supported throughout the day with high levels of supervision and structured activities. At the start of the day, at break and at lunchtime, pupils are able to take part in table top games, use computers and participate in recreational activities. In addition, the Wednesday Club gives young people the opportunity to take part in extra-curricular activities.

Partnership with Other Agencies

Links with outside agencies provide vital support for BAPA and its pupils. We work closely with a number of linked agencies including:

- West Yorkshire Police
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Bridge Project (Drug education and support)
- Adventure Recreation
- Voluntary Sector Organisations
- Children's Social Care
- Youth Offending Team

Partnerships with Parents/Carers

Our families are an important part of our community and we recognise that the success of BAPA is enhanced by our relationships with families. Families take part in the induction and review meetings, they receive weekly reports on progress and are informed of relevant information via phone calls. Families are welcome to visit BAPA at any time to discuss progress etc.

The Curriculum Offer

At BAPA, we offer a curriculum that will support young people to prepare to be successful within society. This may include returning to a mainstream school, entering a specialist setting, entering an appropriate vocational pathway or obtaining skills and qualification to prepare for later life. Literacy and numeracy skills are taught every day and this supports the raising of academic levels. In addition, skills and attitudes that will support success in social situations are developed throughout the placement. The improvements in literacy and numeracy as well as behaviour and attitude help to prepare the young person for success within society.

Staff responsibilities

The staff at BAPA are very experienced in matters relating to SEND. The SEND Co-ordinator (SENCO) is Mr Liam Gordon. Staff regularly undergo training that relates to SEND and this allows for them to stay abreast of new developments and improve their knowledge, understanding and skills which supports improved working with our SEND pupils. All staff are Team-Teach trained.

Additional Support from Pupil Premium

Learners entitled to free school meals or who are Looked After access additional funding called Pupil Premium to further support their access to learning. Information on how Pupil Premium is used can be found in the BAPA Pupil Premium Report.

Support from Governance

BAPA is part of the Exceed Academies Trust (EAT). The Trustees and the Local Advisory Board (LAB) give clarity of vision, ethos and strategic direction, whilst also holding leaders to account for the educational performance of all pupils. The named member of the LAB for SEND is Mr David Ward.

Policies

A range of policies underpin our SEND offer, including:

- Child Protection Policy
- Anti-bullying Policy
- Attendance Policy
- Equal opportunities Policy
- Health and Safety Policy
- Positive Behaviour Policy
- Pupil Care and Management Policy
- Special Educational Needs Policy
- Curriculum Policy
- Teaching and Learning Policy

The Local Authority Local Offer

The local offer that is made at BAPA supports the Council's Local Offer. Information regarding the Bradford Local Offer can be found on the internet at:

<https://localoffer.bradford.gov.uk/>

There is also a link to the Local Offer on our website home page.

Support for PP during COVID restrictions

On-site provision continued to be delivered for vulnerable and key worker (V&KW) students throughout the period of reduced opening. Students followed a very structured curriculum in the morning, with English, Maths and practical subjects being taught as normal. The afternoon sessions allow students to take part in sport and enjoy a recreational activity. The aim is to create a balance between a normal routine, that generally supports our students, and to offer less formal activities to allow them to feel that the provision is different to their normal school experience.

For the students who were not scheduled to attend site, home learning packs were created. These were differentiated to age and ability and contained English and Maths work, a reading book and links to on-line learning platforms. Additional resources were also made available through the school website. As part of the welfare calling system, students and families were given support with their learning and access further resources.

To support safeguarding and reduction of risk relating to the transmission of COVID-19, risk assessments (RAs) were created for all students. These supported the better understanding of risks associated with attending site or social distancing etc. and support decisions relating to student attendance and safeguarding. The RAs for students with an EHCP were shared with the LA. All RAs were reviewed on a regular basis to make sure that they remained up to date and relevant.

In addition to maintaining access to learning, the other priority was to monitor the safety and welfare for all students. This was carried out through regular welfare calls. All students were categorised within different risk levels and received either two or three calls per week dependent on their categorisation. The calls were carried out by a team of colleagues and the Designated Safeguarding Leads (DSLs) were immediately alerted to any concerns relating to safeguarding or welfare. The aim of the calls were to establish contact with the family, as well as the child, to make sure that all parties within the family were safe. A weekly welfare call supervision Zoom meeting took place to review any cases that were causing concern and devise strategies to manage them.

For students that were entitled to free school meals (FSMs), provision was made using the government Edenred scheme. Each student was allocated £15 per week to exchange in a supermarket of choice. The scheme was extended to provide vouchers for the summer holiday period.

As part of the welfare calls process, families were regularly asked about their access to food etc. If any expressed an issue, they were signposted to resources and support. In some cases food parcels have been delivered by staff.

Data relating to pupils with SEND that attend BAPA

All pupils who attend BAPA are classed as being at Range 4 to 5, as defined in the Schools' Threshold of Need Matrix. In addition, their attendance at an AP Academy would support them being classed as being at SEN Support, as described in the SEND Code of Practice: 0-25 Years. This is because they are receiving an offer that involves external input, in addition to that which is offered within the mainstream school. For this reason, it should be recognised that all young people who are referred to BAPA have SEND Support. Because of this, the whole academy data could also be classified as our SEND data. Within this report the data relating to Education Health Care Plan (EHCP) pupils, of which there were 9 in 2019-20, is being used.

Education Health Care Plans

There was one student in Y11 who had an EHCP. They accessed external examinations and obtained a grade 1 in GCSE English and an Entry Level 3 qualification in maths.

The table below highlights the internal academic data for pupils who have an EHCP during the 2019-20 academic year, during an average seven-week assessment period:

Time	English				Maths			
	EHCP		Whole Academy		EHCP		Whole Academy	
	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target	Moderate Target	Ambitious Target
7 Weeks	100%	100%	84%	80%	100%	100%	65%	54%
14 Weeks	50%	50%	53%	47%	100%	100%	100%	83%

Assessment for English and Maths is carried out using Renaissance software.

Moderate Target = Progress in the top half of all people of the same age that have taken the test nationally.

Ambitious Target = Progress in the top quartile of all people of the same age that have taken the test nationally.

The progress in reading, spelling and comprehension, during an average seven-week assessment period, for EHCP pupils is highlighted in the table below:

	PP		Whole Academy	
	6 months +	12 months +	6 months +	12 months +
Reading	83%	83%	85%	81%
Spelling	50%	50%	55%	39%
Comp.	100%	100%	75%	69%

Assessment for reading, spelling and comprehension is carried out using Reading, using Wide Range Achievement Tests (WRAT).

The table below highlights the attendance for EHCP pupils for the 2019-20 academic year:

Attendance	
EHCP	Whole Academy
58%	57%

The EHCP data highlights that this cohort make progress that is better than the whole school cohort. Attendance for EHCP students is in line with the whole school cohort. It should be noted that, due to the small data set, the statistical reliability is impacted.

Summary of the data

Due to the data sets for EHCP pupils being very small, it is not statistically reliable and therefore, it is not possible to make any valid judgements from it. Even though this is the case, it is important to monitor progress, and be vigilant for any trends or issues. This is something that is done on a regular basis to make sure that the needs of all pupils, including those with SEND, are being fully met.

T.N. Loft
Headteacher