

Girlington Primary School SEND Information Report 2025-2026

All learners are entitled to have access to a broad, balanced and relevant curriculum which meets individual needs.

This SEND Information report outlines information regarding the ways in which we provide support for all learners with special educational needs (SEN), in order to realise their full potential, make good academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

Number of Pupils with SEND:

There are currently 500 pupils on roll. This includes 19 pupils with Hearing Impairment (HI) who are part of the Resourced Provision (RP) The main areas of need at Girlington Primary School are speech, language and communication needs inc Autism Spectrum Disorder (ASD), then social, emotional and mental health. The total number of pupils with SEND is 36%

	2025/26
School % SEND without a statement/ EHCP	*25%
National % SEND overall without statement/ EHCP	14.2%
School % SEND with statement/ EHCP/ assessed place	*10.2%
National % SEND overall with a statement/ EHCP	5.3%

*The school figures fluctuate slightly throughout the year according to need of individuals.

Progress of Pupils with SEND

Following termly pupil progress meetings, the monitoring and evaluation of SEND through learning walks and SEND curriculum development meetings with the SLT and class teachers, children's needs are identified and suitable provision is implemented. This can be in the form of a more specialised assessment to identify the individual child's needs as this targeted approach will act as a benchmark for measuring the impact and subsequent progress.

To obtain further understanding of a child's learning difficulties, we may use:

- Salford Sentence Reading and Comprehension test
- Boxall Profile
- Dyslexia Screening Portfolio
- Test of Abstract Language Communication (TALC)
- Language for Thinking
- British Picture Vocabulary Scale (BPVS)
- Aston Index
- WELLCOMM toolkit
- Drawing and talking therapy
- Observation schedules e.g. For concentration, behaviour, attention
- Specialist tests dedicated to receptive and expressive communication development and needs of deaf pupils
- Annual and Interim reviews
- VERVE
- BUSS (building underdeveloped sensory systems) baseline assessment
- Personalised or differentiated timetables are used for individual children.
- ACE 6-11 (Assessment of Comprehension and Expression) RP
- HARPA (Hearing Age-Related Phonological Analysis) RP
- YARC (York Assessment in Reading for Comprehension) RP

Budget Allocation

The annual allocation for SEND statement funding April 2025 - March 2026 is £244,981

Deployment of staff and resources

We currently have 44 pupils with an Education, Health and Care Plan (EHCP) in school altogether. 25 pupils who are in the mainstream school and 19 in the RP. All current pupils within the RP have an EHCP in place. There are a number of pupils who are in the process of waiting for an EHCP

Staff are deployed according to need. Children with a statement or EHCP received support for at least the minimum amount of hours the LEA have stated in the statement/ EHCP. Children with SEND who do not have a statement or EHCP receive support from a dedicated teaching assistant on a one to one or small group basis as appropriate to the individual need.

Regulation	Question	Response
1. The kinds of Special Educational Needs for which provision is made at the school	What kinds of SEND do learners have in your school?	Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Learners at Gurlington Primary School have a range of needs such as communication and interaction; social,

		emotional and mental health; cognition or learning; and sensory or physical difficulties. There is also a Resourced Provision (RP) for Deaf pupils.
2.Information, in relation to specialist settings about the school's policies for the identification and assessment of learners with special educational needs	How do I know if I can access a place for my child at Girlington Primary School?	Admission to Girlington Primary School is based on the Local Authorities admissions policy which can be accessed here- https://www.bradford.gov.uk/education-and-skills/school-admissions/apply-for-a-place-at-one-of-bradford-districts-schools/
3a. How the school evaluates the effectiveness of its provision for such pupils	How will I know that my child is making progress? How do you evaluate provision?	All learners are assessed on a regular basis using formative and summative assessments. Formal reporting is shared with parents/carers once a year. Additionally, parent/carer evenings are held twice a year when there is an opportunity to discuss progress, attainment and next steps. All our learners, parents/carers will be involved in their annual Education, Health and Care Plan Review.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	How do you check and review the progress of my child and how will I be involved?	We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parent/carer evenings and events; email; telephone calls; appointments made with individual teachers and annual and termly reviews. The school provides information for parent/carers through newsletters; information on the website; parent's evenings and letters home.
3c. How the school adapts the curriculum and learning environment for pupils with special educational needs	How will the curriculum be matched to my child's needs? How accessible is the school environment?	All our learners follow the EYFS or National Curriculum. Where learners require a more bespoke and personalised curriculum this is written on an individual basis using The Engagement Model, EYFS Developmental Journal or Pre-Key Stage Standards. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND learners throughout our school including, disabled toilets, a height adjustable

		changing bed, wide corridors, BSL signage, access to sensory resources and equipment to help with reading, writing, gross and fine motor skills to assist learners.
3d. Additional support for learning that is available to pupils with other or additional special educational needs such as those to support mental health	Is there additional support available to help pupils with SEND with their learning? How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much/what support my child will receive?	We have a wide range of staff, from multiple agencies, available to support learners and address any additional needs. This includes the SENDCO, Inclusion Lead, Speech and Language Therapist, Teachers of the Deaf and specialist support assistants. We access support from the Local Authority SCIL team, Educational Psychology team, The Virtual School, Social Care, The School Nursing team and Health Visitors. Support is allocated on an individual basis dependant on the child's needs. Any child who has an EHCP receives support in line with Section E and F of their plan. Pupils who access the RP are taught by a Teacher of the Deaf in accordance with their EHCP. This is often in small groups outside of the mainstream classes for Maths and English.
3e. How the school enables learners with special educational needs to engage in the activities of the school	What social, before and after school, and other activities are available for pupils with SEND? How can my child and I find out about these activities? Will my child be included in activities outside the classroom, including school trips?	A range of activities are available at Girlington Primary School. All our clubs and activities are viewed as important as any of our formal lessons. This year our clubs have included: • - Breakfast Club - Gardening club - Multi- sports club - Art club - Sports club - ICT club - Choir - Brass instrument club -RP pupils - Signing choir -RP pupils

4. Details of key people to contact about learners with additional needs	Who should I contact if I want to find out more about how Girlington Primary School supports learners with SEND?	The school's SENDCO is Mrs K Brewis The school's Deputy SENDCO is Miss S Charlton The Designated Teacher for children looked after is Mrs J Pullen The Inclusion Lead is Mrs Arthur The Lead Teacher of the Deaf is Mrs R Hussain The school's Designated Safeguarding Lead (DSL) is Mrs J Pullen The school's governor for safeguarding is Mrs T Butler The school's governor for SEND is Mrs C Hussain
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured	What training have the staff supporting children and young people with SEND had or are having?	Our staff have extensive training, including: • EYFS staff who work in nursery have completed level 1 BUSS training • INPP practitioner training • Gestalt language learners • Training on adaptive teaching • Training on sensory difficulties to support pupils in school • Training on supporting pupils with SEMH • Training on communication (oracy) • Using B squared to assess learners who are working on Pre Key Stage Standards • Little Wandle training -all staff have kept up to date with any changes. • Engagement Model training • Epilepsy training Our staff have also had extensive safeguarding training and child protection training.
6. Information about how equipment and facilities to support children and	What happens if my child needs specialist equipment or other services?	As a school we can access a range of services. Services include CAMHS, Education Psychology Service, Children's Social Care, West Yorkshire Police, School Nursing Service,

young people with special educational needs will be secured		Voluntary Sector Services and other health specific services (as required) to support those with specific need. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other service support, please contact Mrs Brewis/ Miss Charlton or discuss the issue at their next review.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day • Encouraging full attendance and excellent punctuality • Encouraging reading skills at home • Attending parents'/carers meetings, reviews or events • Attending any meetings specifically arranged for your child • Becoming actively involved in your child's education journey • Becoming involved with the school community We will support you by making sure that you are aware of the key staff in school with whom you can raise issues or concerns. You will also be given guidance and advice by your child's teachers on how you can support their learning when you attend parent's/carers evenings, events or review meetings and staff will be happy to discuss this with you at other times should you wish. We have an 'open door' policy and welcome our parents/carers into school any time.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education	How will my child be involved in his/her own learning and decisions made about his/her education?	Learners regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements at and prior to review meetings. We actively encourage pupil voice.
9. Any arrangements made by the governing body relating to the treatment of complaints from	Who can I contact for further information? Who can I contact if I have a complaint?	Information about the school's complaints policy is on our website.

parents/carers of learners with special educational needs concerning the provision made at the school		In the first instance please contact your child's teacher who may refer your concerns to a more senior member of staff if needed. For further, independent support, parents/carers are encouraged to seek help from SENDIAS on 01274 513300 or via: Email: Bradford SENDIASS Facebook: Bradford SENDIASS Twitter: @BradfordSENDIAS
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of learners with special educational needs and in supporting the families of such learners	What specialist services and expertise are available at or accessed by the school?	As a school we can access a range of services. Services include CAMHS, Education Psychology Service, Portage, Children's Social Care, West Yorkshire Police, School Nursing Service, Voluntary Sector Services and other health specific services (as required) to support those with specific need. These services are contacted when necessary and appropriate, according to your child's needs.
11. The contact details of support services for the parents of learners with special educational needs, including those for arrangements made in accordance with section 32.	Who should I contact to find out about support for parents and families of children with SEND?	To discuss what support is available in school please contact the SENDCO, who may also be able to advise you on advice and support services available in the local area. For a comprehensive list of Local Authority and voluntary support services please refer to 'The Guide', which is the Bradford and District Local Offer. This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 439261 or email LocalOffer@bradford.gov.uk
12. The school's arrangements for supporting learners with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.	How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?	We liaise closely with nurseries, private day nurseries, primary schools, secondary schools, specialist settings and support services and provide additional transition support both before your child starts school and when they are transitioning to new school. We also provide support at transition times when children are moving into their new classes from one academic year to the next.

Information on where the Local Authority's local offer is published.	Where can I find out about other services that might be available for our family and my child?	This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 439261 or email LocalOffer@bradford.gov.uk
Key Staff Headteacher - Mrs K Swales DSL- Mrs J Pullen SENDCo- Mrs K Brewis Assistant SENDCo- Miss S Charlton Inclusion Manager- Mrs S Arthur Lead teacher of the Deaf- Mrs R Hussain SEND governor- Mrs C Hussain Safeguarding governor- Mrs T Butler		